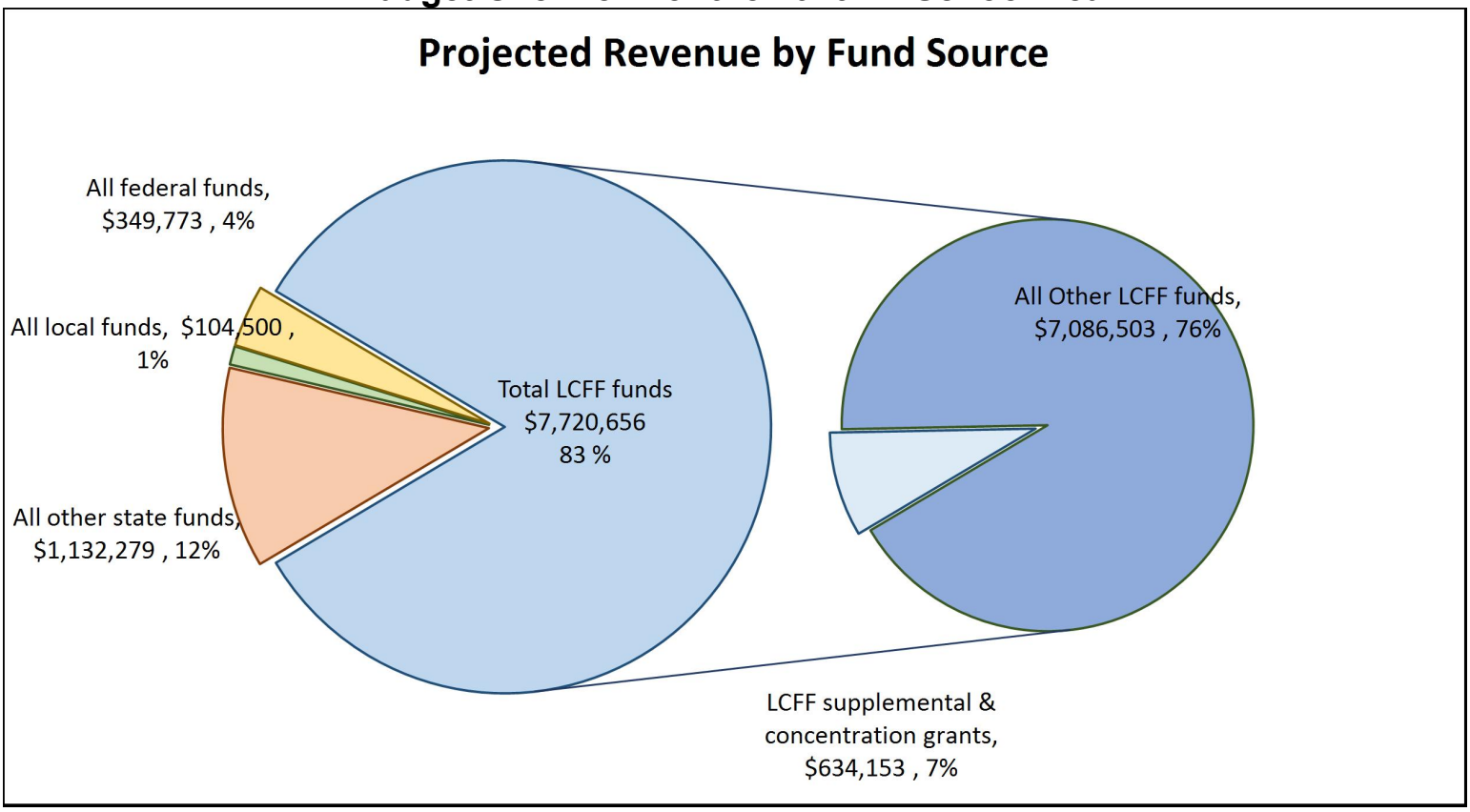
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sonora Elementary School District
CDS Code: 55723716054910
School Year: 2026-27
LEA contact information:
Dr. Nicolas Wade
Superintendent
nwade@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 2026-27 School Year

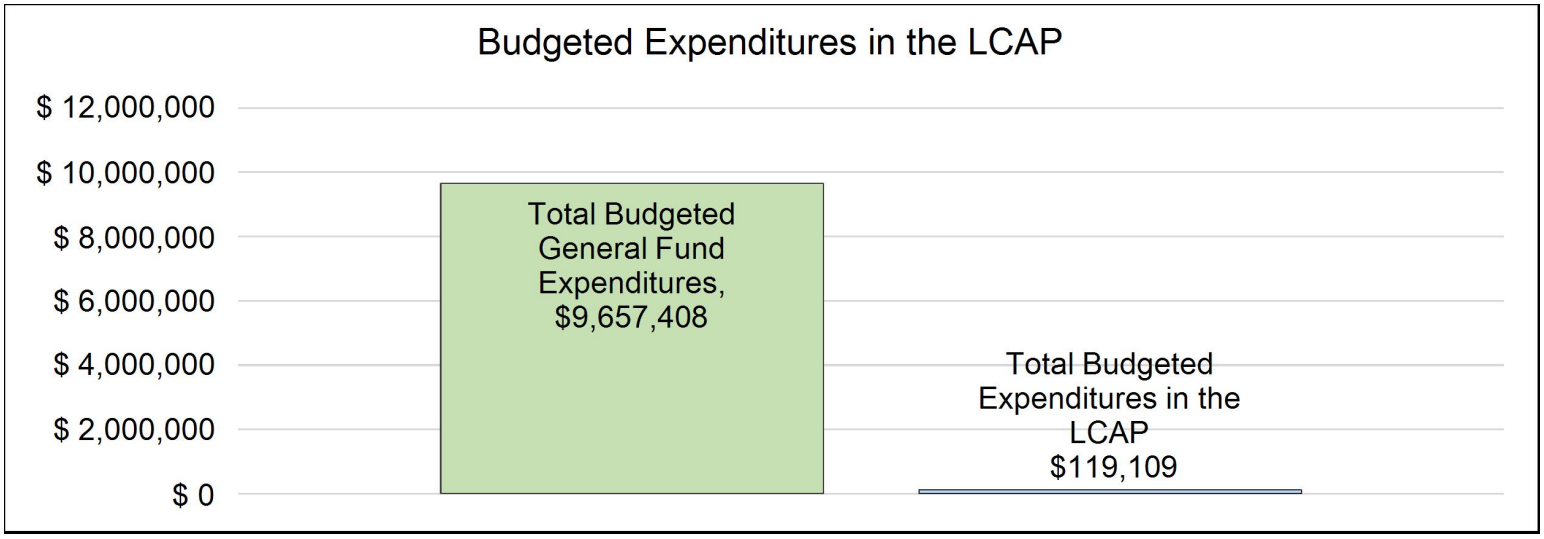


This chart shows the total general purpose revenue Sonora Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sonora Elementary School District is $9,307,208, of which $7720656 is Local Control Funding Formula (LCFF), $1132279 is other state funds, $104500 is local funds, and $349773 is federal funds. Of the $7720656 in LCFF Funds, $634153 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sonora Elementary School District plans to spend $9657408 for the 2026-27 school year. Of that amount, $119109 is tied to actions/services in the LCAP and $9,538,299 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

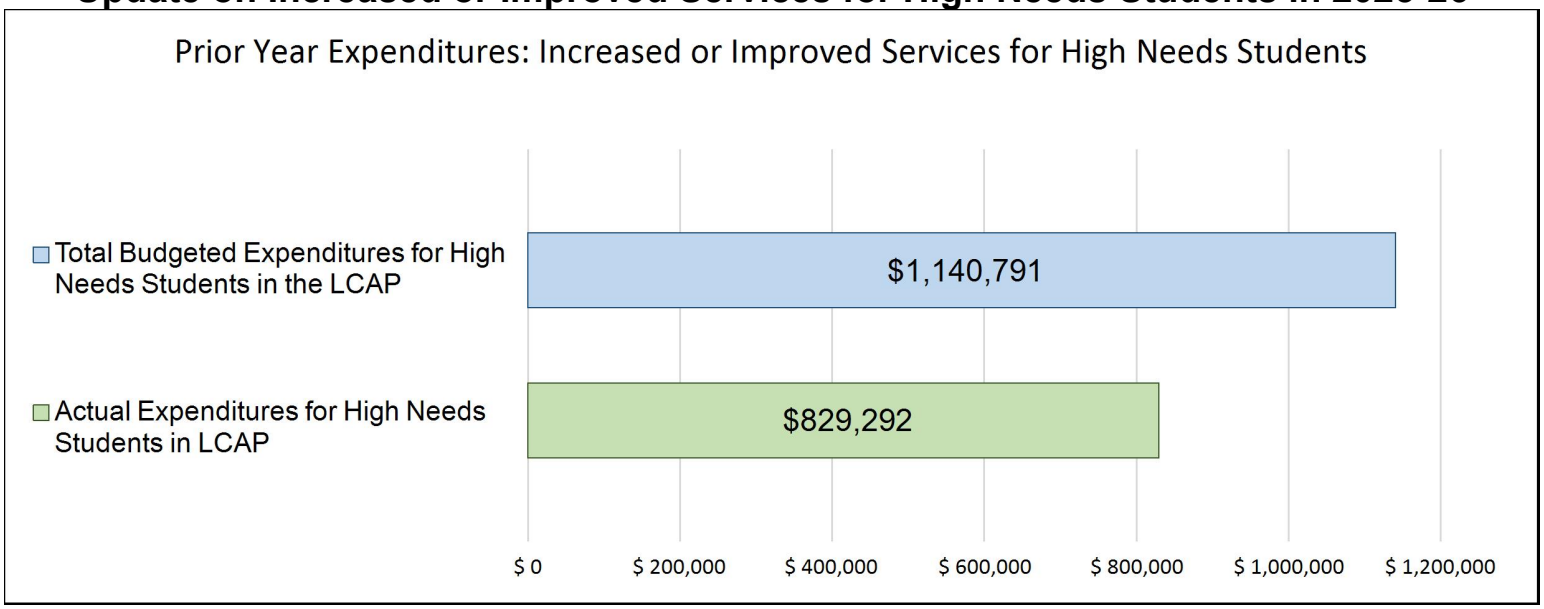
General Fund expenditures not included in the LCAP include salaries and associated benefits, instructional and operational supplies, contracted services, and other routine expenditures that support the district's general educational programs and operations but are not identified as specific LCAP actions or services.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Sonora Elementary School District is projecting it will receive $634153 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 $713714 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Sonora Elementary School District's LCAP budgeted $1140791 for planned actions to increase or improve services for high needs students. Sonora Elementary School District actually spent $829292 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $311,499 had the following impact on Sonora Elementary School District's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was primarily due to several planned costs that were not incurred. The district did not hire a second assistant principal, did not purchase certain curriculum and assessment tools and supplemental materials, and had lower-than-projected summer school expenditures. As a result, some planned actions were not implemented as originally budgeted or were provided at a lower cost. However, the district continued to provide the core increased or improved services for high-needs students through existing staff, available instructional resources, and summer school services based on actual student participation. Therefore, the lower expenditures did not materially reduce the overall level of support provided to high-needs students.

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	Dr. Nicolas Wade Superintendent	nwade@sesk12.org (209) 532-5491

Plan Summary [2026-27]

General Information

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

Sonora Elementary School District is a single-school, TK-8 local educational agency located in Sonora, California, a historic Gold Rush community in the Sierra Nevada Foothills and the county seat of Tuolumne County. Since its founding in 1855, Sonora Elementary has served as a central educational institution for the community, carrying forward a long tradition of public education while adapting to the changing academic, social-emotional, and developmental needs of students and families. The district's current vision is to educate and inspire every student to achieve personal excellence, and its mission emphasizes providing a positive and safe environment in partnership with families and the broader community while honoring tradition, fostering innovation, and preparing students to be successful, well-rounded, accountable, respectful, and engaged members of society.

The district serves students in grades transitional kindergarten through eighth grade on one (1) campus. The most recent California School Dashboard identifies an enrollment of 643 students, with 48.8% of students identified as socioeconomically disadvantaged, 1.9% as English learners, and 0.6% as foster youth.

Sonora Elementary's strategic direction is grounded in its Board adopted strategic plan and its ongoing implementation of a multi-tiered system of support (MTSS). The strategic plan serves as the district's management and accountability plan, connecting the district's mission, vision, priorities, objectives, annual outcomes, metrics, and actions. The MTSS plan is intended to provide a coherent system for identifying student needs through universal screening and data review, delivering appropriate academic, behavioral, and social-emotional supports, and monitoring the effectiveness of those supports over time. Together, these plans guide the district's LCAP goals and ensure that resources

are focused on improving academic achievement, student engagement, school climate, access to enrichment opportunities, family engagement, and staff capacity.

Current student performance data show that Sonora Elementary has areas of strength as well as areas requiring focused improvement. The most recent Dashboard shows that English Language Arts is Yellow, with all students 11.9 points below standard and an increase of 10.7 points from the prior year. Mathematics is also Yellow, with all students 44.4 points below standard and an increase of 3.3 points. Science is an area of strength, with all students performing Green at 55.2 points above standard. At the same time, the data show persistent equity gaps, particularly for Students with Disabilities, who are Red in both English Language Arts and mathematics. Chronic absenteeism is also a significant area of need, with 17.5% of students chronically absent and five student groups performing in the Red: Hispanic students, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, and students identifying as Two or More Races. Suspension rate has declined slightly to 4.6%, but remains above the statewide rate and continues to require focused attention, particularly for student groups with higher rates of exclusionary discipline.

As a small, one (1) school district, Sonora Elementary has the opportunity to build close relationships with students, families, staff, and community partners. This structure allows the district to respond directly to student needs, align resources across the entire TK-8 program, and create continuity from early learning through middle school. At the same time, the district must continue to address the challenges reflected in academic, attendance, behavior, and school climate data. The LCAP is therefore designed to strengthen systems of support, improve outcomes for all students, and ensure that historically underserved student groups receive the targeted, timely, and effective support they need to thrive academically, socially, and emotionally.

Reflections: Annual Performance

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

Sonora Elementary School is in a significant period of transition. A review of the most recent California School Dashboard, local climate data, educational partner feedback, and implementation reflections indicates that the district has areas of emerging strength, but also several urgent and persistent needs that require a more focused, coherent, and measurable LCAP. The district has experienced changes in student performance, staffing, administrative capacity, and community expectations, all of which have affected its ability to implement improvement efforts with consistency and fidelity. As a single-school TK-8 district, Sonora has the advantage of being able to align systems across one campus, but it also faces the reality that limited staffing, high turnover, and capacity constraints can significantly affect implementation when key personnel or leadership structures change.

Based on the 2023 California School Dashboard, the Students with Disabilities and Homeless student groups were identified as receiving the lowest indicator in math. The Students with Disabilities student group was also identified as having the lowest indicator in math at the school level. The district continues to address the needs of these groups in specific actions and determines outcomes for these groups with specific metrics.

The most recent Dashboard shows encouraging academic movement in several areas. English Language Arts improved to Yellow, with all students 11.9 points below standard, an increase of 10.7 points from the prior year. Mathematics also improved to Yellow, with all students 44.4 points below standard, an increase of 3.3 points. Science is an area of strength, with all students performing Green at 55.2 points

above standard. These results indicate that the district has made some progress in academic performance and that prior investments in instruction, assessment, curriculum access, and intervention structures may be beginning to show positive results. However, the overall academic picture remains uneven, and the district continues to perform below standard in both English Language Arts and mathematics. Most notably, Students with Disabilities are Red in both English Language Arts and mathematics, performing 109.1 points below standard in ELA and 140.1 points below standard in mathematics. These data indicate a need for more intentional alignment among Tier 1 instruction, intervention, special education services, progress monitoring, and professional development.

The Dashboard also shows that chronic absenteeism is one of the district's most urgent concerns. While prior-year data reflected improvement from the pandemic-era peak, the most recent Dashboard shows that chronic absenteeism increased to 17.5%, placing the district in Orange. More concerning is the level of subgroup need: five student groups are Red for chronic absenteeism, including Hispanic students, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, and students identifying as Two or More Races. Homeless students have a chronic absenteeism rate of 36.5%, Socioeconomically Disadvantaged students are at 25.1%, Hispanic students are at 24.0%, Students with Disabilities are at 23.0%, and students identifying as Two or More Races are at 23.3%. These data demonstrate that attendance has not been addressed effectively enough as a systemwide improvement priority. The district needs to move beyond general attendance communication and develop a more proactive, data-driven attendance recovery system that includes early identification, family outreach, case management, barrier removal, and frequent monitoring by student group.

Suspension data show some improvement, but also continued concern. The district's suspension rate declined slightly to 4.6%, placing Sonora in Yellow; however, this remains above the statewide rate of 2.9%. Several student groups continue to experience higher rates of suspension, including Students with Disabilities at 9.8%, Socioeconomically Disadvantaged students at 5.9%, Hispanic students at 5.8%, White students at 4.3%, Homeless students at 3.6%, and students identifying as Two or More Races at 3.2%. These data suggest that while some progress has been made in reducing suspensions overall, the district has not yet fully developed or implemented a consistent, equitable, and preventative behavior support system. The LCAP should therefore more clearly define how Positive Behavioral Interventions and Supports, restorative practices, social-emotional learning, counseling, supervision, classroom management, and discipline procedures will be implemented, monitored, and adjusted over time.

Local climate data further reinforce the need to strengthen school culture, belonging, safety, and student-adult relationships. Spring 2026 local survey results show that only 35% of fifth-grade students and 62% of seventh-grade students reported school connectedness, and only 38% of fifth-grade students and 59% of seventh-grade students reported feeling safe at school. Local survey responses also indicate that many students do not consistently report liking school, feeling that good behavior is noticed, or believing there is always an adult at school who will help them when needed. These results point to deeper school climate and culture challenges that cannot be solved through isolated programs alone. The district will need to focus on rebuilding trust, consistency, shared expectations, and a positive school culture across classrooms, grade levels, staff groups, students, and families.

The district's current LCAP and MTSS plan identify many of the right concepts, including universal screening, Student Data Review Teams, Tier 1 instruction, Tier 2 and Tier 3 intervention, i-Ready diagnostics, PBIS, and professional learning. However, implementation has been challenging due to staff turnover, administrative transition, limited capacity, scheduling constraints, and the logistics of operating a comprehensive MTSS system within a small district. The current plan describes the need to screen students in reading, mathematics and social-emotional-behavioral areas, provide interventions based on student need; conduct multidisciplinary Student Data Review Team meetings, monitor fidelity of implementation, and communicate progress to staff, families, and the Board. While these structures are

appropriate, the district's results indicate that they have not yet been implemented with sufficient consistency, clarity, or follow-through to produce the desired outcomes for all students.

High turnover in staff and administration has also affected the district's ability to sustain improvement efforts. When leadership roles, teaching positions, intervention supports, or specialized positions are unstable, it becomes more difficult to maintain shared expectations, ensure consistent use of data, provide coaching and follow-up, and hold systems accountable over time. The LCAP itself notes challenges with vacant positions, staffing costs, and unfilled roles, including the difficulty of maintaining access to band and music instruction due to a vacated position. These staffing and leadership transitions have contributed to implementation gaps and have limited the district's ability to move from planning to sustained, measurable execution.

Sonora Elementary is also navigating local culture issues that are common in districts undergoing transition. The district has a long history and a strong community identity, but changes in expectations, student needs, family concerns, staffing patterns, and accountability demands have created tension between maintaining tradition and implementing the systemic changes needed for improvement. Educational partner feedback and local data suggest that families and staff want clearer communication, stronger student supports, more consistent discipline, better attention to bullying and safety, and more visible follow-through. Addressing these concerns will require not only new actions in the LCAP, but also a deliberate effort to strengthen organizational culture, rebuild confidence, clarify roles, and create transparent routines for monitoring progress.

Sonora Elementary has unexpended LREBG funds we will not be expending any during the 2026/2027, we are holding the funds for our 2027/2028 school year for Math Curriculum adoption.

Overall, Sonora Elementary School's annual performance reflects a district with real assets and emerging academic progress, but also a district that is not yet achieving consistent outcomes for all student groups. The most significant needs are chronic absenteeism, Students with Disabilities' academic performance, mathematics achievement, school climate, student safety, discipline disproportionality, and consistent implementation of MTSS. The district is in a state of transition and must use the LCAP as a focused improvement plan rather than a broad compliance document. This means narrowing the goals, strengthening progress-monitoring benchmarks, identifying clear ownership for implementation, and reporting progress throughout the year. The amended LCAP should acknowledge both the progress that has been made and the urgency of the work ahead, with particular attention to rebuilding systems, stabilizing implementation, addressing local culture and trust, and ensuring that students and families experience timely, coordinated, and effective support.

Reflections: Technical Assistance

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

Sonora Elementary School District is eligible for Differentiated Assistance (DA) based on the 2025 California School Dashboard. The district is eligible for technical assistance for the Students with Disabilities (SWDs) student group based on the indicators in ELA (Red) and Math (Red) in Priority Area #4 (Pupil Achievement) and Chronic Absenteeism (Red) in Priority Area #5 (Pupil Engagement). The district is collaborating with the Tuolumne County Superintendent of Schools (TCSOS) in receiving technical assistance to support the district with improving student outcomes.

As part of receiving technical assistance, the TCSOS DA Team is leading the Sonora Elementary leadership through the continuous improvement process. This process is centered on developing change ideas that can be implemented quickly, effectively, and with fidelity in order to improve student outcomes, specifically targeting the SWDs. In January of 2026, TCSOS and Sonora Elementary leadership met to discuss eligibility and to analyze data. Questions and comments were generated that focused on academics and on the Chronic Absenteeism Indicator. The discussions centered on what steps were being taken to address attendance and chronic absenteeism. The discussion then shifted from chronic absenteeism to how instructional coaching could be utilized to enhance Tier I instruction. Additionally, support for teachers to better address the needs of its special education students was also discussed. The teams decided to follow up again in March of 2026 with a root cause analysis of either the academic indicators or chronic absenteeism. Due to a drastic change in leadership at the district, the Sonora Elementary and TCSOS DA teams did not meet again until May of 2026.

In May of 2026, the teams met to update the new superintendent on the district's eligibility for DA and determine a direction for the improvement process for the 2026-27 school year. The teams determined that the goal for the district was to provide stable and consistent leadership and expectations for staff and students. The teams would meet again in August of 2026 to conduct a root cause analysis of academics and chronic absenteeism. Until then, the school would focus on implementing with fidelity those goals and actions centered on improving outcomes for students with disabilities.

Universal supports were provided by TCSOS that included the district's regular participation in professional collaboration in the TCSOS Foothill Professional Learning Network (PLN) meetings. The meetings regularly discuss compliance and technical administrative issues and reviews best practices in continuous improvement, professional development opportunities, and effective planning and implementation. The district is a member and regular participant in the county Special Education Local Plan Area (SELPA), which supports the district's students with disabilities. District and school staff continue to participate in TCSOS professional development (PD) and Communities of Practice (CoPs) on a regular basis. The culmination of work already in progress will support the district in improving student outcomes not just for specific student groups, but for all students at our schools.

As part of the LCAP development, Actions 1.2, 1.4, 1.5, and 2.2 align with the technical assistance work underway by the district.

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
LEA Bargaining Units	LEA bargaining units were included in the district's progress on and development of the LCAP and strategic plan. Aside from regular meetings with leadership, the whole staff were met with intermittently and were issued a comprehensive survey on multiple facets tied to learning and operations, in additional to individual grade level meetings to evaluate strengths, areas for growth, and priorities.
All Educational Partners Groups (students, parents, certificated and classified staff, administrators, families, community members, etc.)	All partners were given a survey to complete to provide feedback about multiple facets tied to learning and operations in the district, in addition to having grade level and department meetings with employees.
Board of Trustees	At the regular meetings in May and June 2026, the Board received updates about performance trends to the LCAP, programming needs, education partner survey results, CHKS results, and other reports tied to becoming more efficient and responsive to the needs of students, staff, and families.
School Site Council	The SSC, which serves as the parent advisory commitee, met eight (8) times throughout the 2025-26 school year with it being presented, per administration, in May and June.
Students	The California Healthy Kids Survey was given to fifth and seventh graders in March 2026.
SELPA	SELPA meetings were held monthly during the 2025-26 school year. On the April 29, 2026 PLN Meeting, the Executive Director provided

Educational Partner(s)	Process for Engagement
	input on possible LCAP goals and actions for students receiving special education services.

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

The adopted LCAP was influenced by educational partner feedback in ways that reflect both the district's current needs and its broader state of transition. Feedback from families, staff, students, administrators, and community partners made clear that Sonora Elementary School must move beyond broad goals and general descriptions of support and develop a more focused plan with clearer priorities, stronger monitoring systems, and more transparent communication about progress. Educational partners identified concerns related to academic intervention, school climate, student behavior, bullying and harassment, mental health supports, attendance, enrichment opportunities, and communication. As a result, the LCAP was amended to more directly address the systems and conditions that affect students' daily experiences and long-term outcomes.

Educational partner input was especially important because it aligned with the district's most recent Dashboard and local data. The Dashboard shows that Sonora has made academic progress, with English Language Arts improving to Yellow and mathematics also performing in Yellow. Science is an area of strength, with all students performing Green. At the same time, the data show persistent and urgent equity concerns. Students with Disabilities remain Red in both English Language Arts and mathematics, and chronic absenteeism increased to 17.5%, with five student groups performing in Red: Hispanic students, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, and students identifying as Two or More Races. Suspension rates declined slightly, but the district's overall rate remains above the statewide rate and several student groups continue to experience higher rates of suspension. These data reinforced the feedback from educational partners that the district needs more intentional systems for academic support, attendance recovery, behavior intervention, student safety, and school connectedness.

The LCAP was also influenced by feedback indicating that implementation has not been consistent enough to meet the needs of all students . While the district has identified appropriate structures, including MTSS, universal screening, Student Data Review Teams, i-Ready diagnostics, SAEBRS, PBIS, SEL curriculum, counseling support, and intervention blocks, educational partners expressed concern that these systems have not always been implemented with sufficient clarity, fidelity, or follow-through. The district's own LCAP reflection acknowledges that MTSS implementation remains in an emerging phase in several areas and that additional work is needed to refine intervention groups, strengthen Tier 1 instruction, provide targeted professional development, and improve classroom support.

Feedback from educational partners also highlighted the impact of staff and administrative turnover on the district's ability to sustain improvement efforts. Sonora Elementary is a small, single-school district, and changes in staffing or leadership can significantly affect continuity, communication, supervision, coaching, and accountability. Educational partners identified the need for more stable systems that do not depend solely on individual people or informal practices. In response, the LCAP was influenced to place greater emphasis on documented processes, scheduled data reviews, clearer ownership of actions, consistent progress monitoring, and regular reporting to staff, families, and the Board. This shift is intended to help the district move from planning to implementation and from implementation to measurable impact.

The feedback also influenced the LCAP's increased focus on attendance. Although prior data showed significant improvement in chronic absenteeism from the pandemic-era peak, the most recent Dashboard shows that attendance remains a serious and worsening concern. Educational partners identified attendance as an area where the district needs a more proactive and coordinated response. As a result, the LCAP now places greater emphasis on early identification of chronically absent and at-risk students, outreach to families, attention to barriers that prevent regular attendance, and frequent monitoring of attendance by student group. This is especially important for Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and students identifying as Two or More Races, all of whom are identified as Red for chronic absenteeism.

Student safety, behavior, and school culture were also major themes in educational partner feedback and therefore influenced the LCAP. Local climate data show that only 35% of fifth-grade students and 62% of seventh-grade students reported school connectedness, and only 38% of fifth-grade students and 59% of seventh-grade students reported feeling safe at school. These results, together with family and staff feedback, indicate that the district must address school culture in a more direct and sustained way. T he LCAP was therefore influenced to strengthen actions related to PBIS, discipline consistency, bullying prevention and response, adult-student relationships, counseling, supervision, SEL implementation, and student voice. The intent is to create a school environment where students feel safe, connected, supported, and known by adults.

Educational partner feedback also influenced the LCAP's approach to family communication and engagement. Families expressed the need for clearer, more timely, and more useful communication about student supports, safety, academic progress, behavior expectations, and opportunities for involvement. While the district has met the local indicator for Parent and Family Engagement, the Dashboard self-reflection identifies several areas still in Initial Implementation, including helping families support student learning at home, supporting families in understanding and exercising their rights, and building family capacity to participate in advisory groups and decision-making. As a result, the LCAP was influenced to include stronger expectations for two-way communication, more meaningful opportunities for input, and clearer communication about how feedback is used to improve programs and services.

Finally, the feedback influenced the district to recognize that Sonora Elementary is in a state of transition. The LCAP reflects a district that has important strengths, including a long history, a committed community, a single-campus structure, academic improvement in several areas, strong science performance, and access to standards-aligned instructional materials. At the same time, the feedback and data show that the district must address local culture challenges, rebuild trust, improve consistency, stabilize implementation, and develop stronger systems of accountability. The adopted LCAP was therefore shaped to serve not simply as a compliance document, but as a transition plan for improvement. It is intended to clarify priorities, align resources, strengthen MTSS implementation, improve attendance and school climate, address equity gaps, and create a more transparent process for monitoring whether actions are producing better outcomes for students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Accelerate academic achievement in English Language Arts and Math through a coherent Multi-Tiered System of Support (MTSS) that strengthens Tier 1 instruction, provides timely and targeted intervention, monitors student progress regularly, and improves outcomes for all students, with focused attention on Students with Disabilities, Socioeconomically Disadvantaged students, English Learners, Homeless students, and students performing below grade level.	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.

Sonora Elementary School developed this goal in response to a review of the California School Dashboard, local assessment data, implementation reflections, and educational partner feedback. The most recent Dashboard shows that the district has made academic progress in English Language Arts and mathematics, but also demonstrates the need for continued and more focused improvement. English Language Arts is Yellow, with all students performing 11.9 points below standard, an increase of 10.7 points from the prior year. Mathematics is also Yellow, with all students performing 44.4 points below standard, an increase of 3.3 points. These results reflect improvement, but students remain below standard in both content areas.

The Dashboard also identifies significant equity gaps, particularly for Students with Disabilities. Students with Disabilities are Red in both English Language Arts and mathematics, performing 109.1 points below standard in English Language Arts and 140.1 points below standard in mathematics. In mathematics, Socioeconomically Disadvantaged students are Orange at 73.8 points below standard, and White students are Orange at 38.8 points below standard. These results indicate that the district must strengthen the alignment between high quality Tier 1 instruction, targeted Tier 2 and Tier 3 intervention, special education services, progress monitoring, professional development, and classroom-based instructional support.

This goal is also necessary because the district's current MTSS structures are still developing. The existing LCAP describes the use of universal screening, i-Ready diagnostic data, Student Data Review Teams, WIN intervention, and Tier 2 and Tier 3 supports. However, local reflection indicates that implementation has remained in an emerging phase in several areas and that the district needs to improve fidelity, refine intervention groupings, strengthen Tier 1 instruction, and provide more targeted professional development in English Language Arts, mathematics, differentiation, and data-driven instruction.

Educational partner feedback further supports the need for this goal. Families, staff, and community members identified concerns about academic intervention, student support, communication regarding student progress, and the district's ability to implement systems consistently during a period of staff and administrative transition. As a result, this goal is designed to move the district from broad MTSS language to a clearer academic improvement system with defined expectations, regular monitoring, and measurable outcomes.

The district's academic improvement work will focus on ensuring that all students have access to standards-aligned, grade-level instruction, students who need additional support are identified early, intervention services are delivered consistently, and progress is reviewed frequently enough to adjust supports before students fall further behind. The goal also recognizes that academic improvement cannot rely solely on annual state assessment results. The district will use interim assessment data, diagnostic data, intervention progress monitoring, classroom evidence, IEP goal progress, and Student Data Review Team outcomes to monitor implementation and make timely adjustments throughout the year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Scores	On the 2022-23 CAASPP, 42.88% of students assessed Grades 3-8 met or exceeded the standards.	On the 2023-24 CAASPP, 41.75% of students assessed Grades 3-8 met or exceeded the standards.	On the 2024-25 CAASPP, 46.85% of students assessed Grades 3-8 met or exceeded the standards.	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%.	There is a +3.97% change from 2022-23 to 2024-25.
1.2	CAASPP Math Scores	On the 2022-23 CAASPP, 32.60% of students assessed Grades 3-8 met or exceeded the standards.	On the 2023-24 CAASPP, 31.25% of students assessed Grades 3-8 met or exceeded the standards.	On the 2024-25 CAASPP, 31.63% of students assessed Grades 3-8 met or exceeded the standards.	The number of students who score proficient (standards met or standards exceeded) on the Smarter Balanced testing will increase each year by 3%.	There is a -.97% change from 2022-23 to 2024-25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CAST Science Scores	On the 2022-23 CAST, 38.06% of students assessed Grades 5 and 8 met or exceeded the standards.	On the 2023-24 CAST, 34.51% of students assessed Grades 5 and 8 met or exceeded the standards.	On the 2024-25 CAST, 37.14% of students assessed Grades 5 and 8 met or exceeded the standards.	The number of students who score proficient (standards met or standards exceeded) on the CAST testing will increase each year by 3%.	There is a -0.92% change from 2022-23 to 2024-25.
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, Math, Science, and Social Studies.	ELA From recent adoption- yes Percent students lacking own assigned copy 0% MATH From recent adoption- yes 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%	ELA From recent adoption- yes Percent students lacking own assigned copy 0% MATH From recent adoption- yes 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	ELA From recent adoption- yes Percent students lacking own assigned copy 0% MATH From recent adoption- yes 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	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
			0%.	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 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	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 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	Current data not available	The number of students in Tier 1 will increase by 3% each year.	Current data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 1 40% Tier 2 32% Tier 3 28% 8 Tier 1 41% Tier 2 14% Tier 3 45%	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 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% -	Spring 2024 Final Diagnostic Schoolwide Tier 1 41% Tier 2 37% Tier 3 22% By grade level: K 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% -	Current data not available	The number of students in Tier 1% will increase by 3% each year for a total of 9%.	Current data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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%			
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%	Current data not available	Students will score 80% or higher in all areas	Current data not available
1.8	Physical Fitness Testing	2022-2023 California Physical Fitness Test Results	2023-2024 California Physical Fitness Test Results	2024-2025 California Physical Fitness Test Results	100% of students will test	Participation for all students in all components increased from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	Percentage of students participating Component 1 5th 98.8% 7th 94.7% Component 2 5th 94.2% 7th 98.7% Component 3 5th 96.5% 7th 97.3% Component 4 5th 96.5% 7th 96% Component 5 5th 94.2% 7th 98.7%	Percentage of students participating Component 1 5th 100% 7th 100% Component 2 5th 100% 7th 100% Component 3 5th 100% 7th 100% Component 4 5th 100% 7th 100% Component 5 5th 100%% 7th 100% Data: 2024-25 SARC		baseline and achieved the Target for Year 3 Outcome
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	ELPAC Data not available on 2025 Dashboard due to too few students	80% English Learners will make progress	Current data not available
1.10	Technology	100% of students have access to 1:1 devices	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 (considered "ineffective" under ESSA) 4.86% Credentialed Teachers Assigned Out -of Field 0% Unknown 3.31% Vacant Positions 0 Total Teaching Positions 41.10 100%	2024 SARC 2022-2023 Data Fully Credentialed 91.8% Intern Credential Holders 0% Teachers without credentials and misassignments (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%	2025 SARC 2023-2024 Data Fully Credentialed 91.51% Intern Credential Holders 2.5% Teachers without credentials and misassignments (considered "ineffective" under ESSA) 4.99% Credentialed Teachers Assigned Out -of Field 0% Unknown 1% Vacant Positions 0 Total Teaching Position 40 100%	100 % of teachers are fully credentialed and properly assigned	1.46% increase
1.12	Summer School Enrollment	In 2022-23, Sonora did not run a summer school program.	In 2023-24, Sonora did not run a summer school program.	In 2024-25, Sonora did not run a summer school program.	Sonora will have run a summer school program with 100 students participating.	There is no change.
1.13	Chronic Absenteeism	In 2022-23, the Chronic Absenteeism rate was 25.8% for all students.	In 2023-24, the Chronic Absenteeism rate	In 2024-25, the Chronic Absenteeism rate	Reduce the chronic absenteeism rate	There is a -8.3% change from 2022-23 to 2024-25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			was 14.5% for all students.	was 17.5% for all students.	by at least 2% each year until below 5%.	
1.14	CA Dashboard Indicators for Students with Disabilities	In 2022-23, Student with Disabilities were 82.1 points below standard in ELA. In 2022-23, Student with Disabilities were 115.9 points below standard in Math.	In 2023-24, Student with Disabilities were 95.1 points below standard in ELA. In 2023-24, Student with Disabilities were 127.3 points below standard in Math.	In 2024-25, Student with Disabilities were 109.1 points below standard in ELA. In 2024-25, Student with Disabilities were 140.1 points below standard in Math.	Close the gap by 40 points by 2025-26 in both ELA and Math.	There was a 27 point increase in the gap in ELA and 24.2 in Math.

Goal Analysis [2025-26]

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

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

Goal 1 was carried out during the previous year through continued implementation of the district's academic Multi-Tiered System of Support, including universal screening, i-Ready diagnostic assessments, WIN intervention blocks, Student Data Review Team processes, paraprofessional support, intervention staffing, access to standards-aligned curriculum, and continued use of technology and supplemental instructional resources. The intent of the goal was to improve student achievement in English Language Arts, mathematics, and related academic areas by strengthening Tier 1 instruction and providing additional support to students who were not yet meeting grade-level standards. Overall implementation was partially successful. The most recent California School Dashboard shows that Sonora Elementary made measurable academic progress in both English Language Arts and mathematics. English Language Arts improved to Yellow, with all students performing 11.9 points below standard, an increase of 10.7 points from the prior year. Mathematics also improved to Yellow, with all students performing 44.4 points below standard, an increase of 3.3 points. Science was an area of strength, with all students performing Green at 55.2 points above standard. These results indicate that the district's instructional and intervention efforts may be beginning to contribute to improved academic outcomes, particularly when compared to the prior year's Dashboard results, where ELA and mathematics were both lower and reflected more limited progress.

At the same time, implementation of Goal 1 did not yet produce consistent or equitable outcomes for all student groups. Students with Disabilities remain the most significant academic concern. On the most recent Dashboard, Students with Disabilities are Red in both English Language Arts and mathematics, performing 109.1 points below standard in ELA and 140.1 points below standard in mathematics. In mathematics, Socioeconomically Disadvantaged students are Orange at 73.8 points below standard, and White students are Orange at 38.8

points below standard. These data show that while overall academic outcomes improved, the district has not yet fully closed gaps for students who require the most intensive and coordinated support. The district continued to implement important components of the planned academic system, including diagnostic assessment, intervention software, paraprofessional support, Tier 2 ELA intervention, Student Data Review Team meetings, technology access, summer school, curriculum access, and staffing to support instruction. The current LCAP identifies these actions as central to Goal 1, with planned investments in diagnostic and intervention software, paraprofessionals, administrative support, assessment and services, Tier 2 ELA intervention, highly qualified teachers, supplemental curriculum, SDRT, technology, summer school, and curriculum.

However, there were substantive differences between the planned actions and actual implementation. The prior LCAP analysis noted that several planned stipend positions related to induction, mentoring, and grade-level support were not filled or not eligible for stipends, resulting in lower actual expenditures for the highly qualified teachers action. The district also did not complete major curriculum adoptions during the year, which resulted in lower-than-anticipated expenditures for curriculum . In contrast, benchmark assessment costs exceeded the original budget, and technology expenditures were higher than anticipated due to increased replacement costs. These differences suggest that while the district maintained access to key academic tools and instructional resources, implementation was affected by staffing availability, changing costs, and the district's ability to carry out all planned supports as originally designed.

A major implementation challenge was the district's capacity to carry out MTSS with consistency and fidelity. The LCAP describes an academic support model that depends on universal screening, timely data analysis, appropriate intervention placement, progress monitoring, and coordinated follow-up by general education teachers, special education staff, intervention personnel, paraprofessionals, and administrators. While these structures are appropriate and necessary, the district remained in an emerging stage of implementation in several areas. The prior LCAP reflection specifically identified the need to continue working toward MTSS implementation with fidelity, refine WIN intervention groups based on real-time diagnostic data, provide more targeted professional development in ELA and math, increase coaching and classroom support for Tier 1 instruction, and expand successful early literacy practices into upper elementary grades. Staffing and administrative transitions also affected implementation. High turnover and unfilled or changing positions made it more difficult to maintain consistent intervention schedules, provide ongoing coaching, monitor fidelity, and ensure that staff had shared expectations for data use and instructional response. In a small, single-school district, these capacity challenges have a direct impact on implementation because the same staff members often carry multiple responsibilities. When key positions are vacant or when leadership responsibilities shift, systems such as SDRT, intervention grouping, progress monitoring, and classroom follow-up can become less consistent. As a result, the district's implementation of Goal 1 was not simply a question of whether the planned actions existed, but whether they were implemented with enough stability, clarity, and follow-through to change outcomes for students most in need.

There were also important successes. The district maintained 100% access to standards-aligned instructional materials, sustained student access to technology, continued use of diagnostic tools, and preserved intervention structures intended to provide "core plus more" support rather than removing students from essential Tier 1 instruction. The prior LCAP analysis also noted strong early literacy gains in TK and lower grades, indicating that targeted instruction and assessment practices were effective in the early grades. The district's current Dashboard improvement in ELA and mathematics provides further evidence that some aspects of the academic system are moving in the right direction.

Despite these successes, the overall implementation of Goal 1 should be characterized as partially effective and not yet sufficiently coherent. The district has the right components in place, but the work needs to become more systematic. The academic improvement system must

more clearly define how students are identified for support, how intervention groups are adjusted, how often progress is reviewed, who is responsible for follow-up, and how the district determines whether interventions are working. The strongest evidence for this need is the continued Red performance of Students with Disabilities in both ELA and mathematics, along with continued below-standard performance for all students in mathematics.

Moving forward, Goal 1 should be revised to reflect both the progress made and the unfinished work. The district should acknowledge that academic outcomes improved overall, but that implementation challenges, staffing instability, administrative transition, capacity limitations, and inconsistent MTSS fidelity limited the impact of planned actions. The amended LCAP should therefore focus on strengthening Tier 1 instruction, documenting intervention delivery, increasing the frequency and quality of data reviews, aligning general education and special education supports, monitoring student movement between tiers, and reporting progress throughout the year. This will help ensure that Goal 1 functions not only as a statement of academic intent, but as a practical improvement system capable of producing measurable results for all students.

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

1.1 we had less expenditures because we did not purchase all of the anticipated software
1.2 we had less expenditures originally expected more 1:1 supports than realized
1.3 we had less expenditures because we did not hire a 2nd assistant/associate principal
1.4 we had less expenditures because we did not purchase as many assessment tools
1.5 we had less staffing costs than expected
1.6 we expended more in mentoring/induction stipends to assist new teachers/admin
1.8 we did not have a student data review team
1.9 we did not require as much additional technology as expected
1.10 we had less expenditures than expected, due to low enrollment in summer school
1.11 we had less expenditures than expected due to lower costs for previewing new curriculums

The increased variance between what was budget and what was spent can be attributed to falling enrollment, a drop in attendance, and high turnover in classified, certification, and management positions.

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

The actions for Goal 1 have been partially effective. The district made measurable progress in overall academic performance, with English Language Arts improving to Yellow and increasing 10.7 points, and mathematics improving to Yellow and increasing 3.3 points. Science was also a strength, with all students performing Green. These results suggest that continued access to standards-aligned curriculum, diagnostic assessments, intervention structures, technology, and instructional support contributed to academic improvement.

However, the actions have not yet been fully effective for all student groups. Students with Disabilities remain Red in both English Language Arts and mathematics, and mathematics continues to be an area of significant need for several student groups. Implementation of MTSS, intervention, progress monitoring, and data-driven instructional response has been inconsistent due to staffing turnover, administrative transition, capacity limitations, and logistical challenges. As a result, the district needs to strengthen fidelity of implementation, more closely monitor intervention effectiveness, and better align Tier 1 instruction, intervention, and special education supports.

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

The district has been experiencing high turnover in classified, certificated, and administrative positions, in addition to governance. Due to the absence of an actionable strategic plan and inconsistent implementation of actions tied to student achievement, in addition to local data collection efforts, the district will be focusing more heavily on state dashboard metrics and local instruments meaningfully tied to student outcomes outline in state standards. Therefore, the goal description was rewritten and updated to better reflect a more focused goal on student outcomes. The goal along with the rationale was updated to reflect this. As a result, the budget allocations for Actions 1.1, 1.4, 1.7, 1.9, and 1.11 were reduced compared to 2025-26 budget allocations due to the smaller number of purchases of licenses and materials. Action 1.8 has zero funding associated with it as this action will be embedded within the data review process and other actions, but the team remains in place. Actions 1.2 was decreased as the 2025-26 expenditures showed less required 1:1 support than expected. Action 1.6 based on the 2025-26 actual expenditures were less than budgeted. Lastly, Action 1.10 was reduced as summer school enrollment was much less than expected.

There are additional updates to this goal in metrics and actions. The district has updated several metrics (Metrics 1.1, 1.2) and will determine the continued use of others (Metrics 1.5, 1.6, 1.7) for the 2026-27 school year. Additionally, metrics were added to better determine the effectiveness of this goal and its actions, including Metric 1.14 which directly measures progress for Students with Disabilities in ELA and math. Due to the change in governance in the 2025-26 school year, the school continues to restructure its programs and determined that Action 1.3 (Assistant/Associate Principal) was no longer deemed necessary as this position was collapsed into Action 2.3. A more effective leadership structure is being developed to better support the needs of students. The action was removed. While the action was contributing to increased and improved services, other actions were adjusted to ensure continued sufficient support for our unduplicated students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$1,036.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Paraprofessionals	Paraprofessionals will provide assistance and help facilitate centers and ELA and Math support for students in Grades K-2. These individuals will target students at large in need to help support their proficiency within these core content areas and provide applicable Tier 2 and 3 assistance.	$225,199.00	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.	$9,489.00	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.	$204,366.00	No
1.6	Highly qualified teachers	The District will hire highly qualified teachers to for Tier 1, Tier 2, and Tier 3 instruction.	$27,154.00	No
1.7	Supplemental Curriculum	The District will purchase supplemental curriculum to assist in differentiating students needs.	$1,750.00	No
1.8	SDRT	Student Data Review Team will be implemented twice a year to focus on student data		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.	$3,402.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Summer School	Provide the opportunity to attend a summer program to students in grades K–8 who are below grade in ELA.	$27,368.00	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.	$60,761.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve student attendance, school climate, safety, belonging, behavior, and social-emotional wellness through a coordinated Multi-Tiered System of Support that strengthens proactive attendance intervention, positive behavior supports, bullying prevention and response, mental health supports, meaningful student participation, family communication, and consistent adult-student relationships, with focused attention on students and student groups demonstrating the greatest need.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Due to our increased needs in our student population, the learning experience needs to reflect the whole child. Students are more likely to attend school consistently, engage in learning, and achieve academically when they feel safe, supported, connected, and valued. A coordinated Multi-Tiered System of Support will align proactive attendance strategies, positive behavior and bullying-prevention practices, mental health services, student voice, family communication, and dependable adult relationships so that needs are identified and addressed early. Prioritizing students and student groups experiencing the greatest challenges will strengthen school climate and improve outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	The attendance rate is 90.14%	The attendance rate is 91.41%	The attendance rate is 90.18%	Increase attendance rate by 1% each year until we reach 96% then maintain or increase.	The attendance rate increased by .04% from 2022-23 to 2024-25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Chronic Absenteeism	In 2022-23, the Chronic Absenteeism rate was 25.8% for all students.	In 2023-24, the Chronic Absenteeism rate was 14.5% for all students.	In 2024-25, the Chronic Absenteeism rate was 17.5% for all students.	Reduce the chronic absenteeism rate by at least 2% each year until below 5%.	There is a -8.3% change from 2022-23 to 2024-25.
2.3	Discipline Data	2022-2023 Suspensions:52 Expulsions:3	2023-2024 Suspensions:46 Expulsions:1	2024-25 Suspension: 40 Expulsions: 0	reduce the number of citations	There was a decrease of 12 suspensions and 3 expulsions.
2.4	Suspension Rate	In 2022-23, the Suspension Rate was 4.6% for all students.	In 2023-24, the Suspension Rate was 4.9% for all students.	In 2024-25, the Suspension Rate was 4.6% for all students.	Reduce the suspension rate to under 3%.	The Suspension Rate has remained flat.
2.5	Social Emotional Curriculum Pacing Guide	75% completion of SEL lessons	80% completion at all grade levels	Current data not available	100% completion at all grade levels	Current data not available
2.6	Increase in Social Emotional Wellness (SABERS)	SABERS Fall 2023 Schoolwide 81% low risk 19% some/high risk 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%	SABERS Winter 2024 Schoolwide 78% low risk 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%	Current data not available	Increase positive responses	Current data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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. 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	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. 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	Spring 2026 61% of 5th graders and 56% of 7th graders reported feeling of school connectedness. 71% of 5th graders and 59% of 7th graders reported feeling safe at school. 73% of 5th graders and 65% of 7th graders feel academically motivated 63% of 5th graders feel safe on the way to and from school	100% of 5th graders and 7th graders will report a feeling of school connectedness and feeling safe at school.	There is a decline across all metrics.
2.8	Increase Positive Behavior Intervention and Supports (PBIS)	Beginning stages of school-wide implementation	Emerging implementation of PBIS	Emerging implementation of PBIS	Full Implementation of PBIS	continue to build at the emerging level
2.9	FIT report	Overall Facility Rate Good Repair	Overall Facility Rate Good Repair	Overall Facility Rate Good Repair	Overall Facility Rate Maintain Good Repair	maintained no change
2.10	Middle School Drop Out Rate	2022-23 - 0	2023-24 - 0	2024-25 - 0	maintain at zero	No change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Parent Volunteers	100% of Volunteers Complete the Volunteer Packet and Process	100% Volunteers Complete the Volunteer Packet and Process	100% completed the packet.	100% Volunteers Complete the Volunteer Packet and Process	No change.
2.12	Parent Outreach	3 parent evening events	3 parent evening events	3 events	Six parent eveing events	No change.

Goal Analysis [2025-26]

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

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

Sonora Elementary School developed this goal in response to a review of the California School Dashboard, California Healthy Kids Survey results, CalSCHLS school climate reports, mental health reports, parent survey data, staff perception data, and educational partner feedback. Together, these data show that the district must strengthen the systems that support student attendance, safety, belonging, behavior, mental health, and family partnership. Sonora is a district in transition, and while some climate indicators show improvement from prior years, the data also reveal inconsistent implementation, ongoing concerns about bullying and harassment, uneven student connectedness, and a need for clearer, more coordinated supports across the TK–8 program.

The most recent Dashboard identifies chronic absenteeism as one of the district's most urgent areas of need. Chronic absenteeism increased to 17.5%, placing the district in Orange, and five student groups were Red: Hispanic students, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, and students identifying as Two or More Races. These results show that prior attendance efforts have not been sufficient to create a consistent, proactive attendance recovery system. Attendance must be addressed not only through parent notification, but also through early identification, barrier analysis, family outreach, case management, student connection, and regular monitoring by student group.

The district also developed this goal because suspension and behavior data show the need for stronger prevention and intervention systems. The Dashboard shows that the suspension rate declined slightly to 4.6%, but remains above the statewide rate, and Students with Disabilities continue to experience a higher suspension rate than the overall student population. This indicates a need to strengthen PBIS, restorative and corrective responses, classroom management support, supervision, counseling, and alternatives to exclusionary discipline.

The new school climate reports provide additional evidence that student belonging and safety must be central to this goal. In the elementary climate report, 2026 results show school connectedness at 61%, academic motivation at 73%, caring relationships at 52%, meaningful participation at 28%, perceived school safety at 71%, and low violence victimization at 58%. While several indicators improved from 2025, meaningful participation, caring relationships, and low violence victimization remain areas needing attention. The same report shows that 47% of elementary students reported being harassed at school, and 21% reported frequent sadness.

Middle school climate data also show mixed results. In 2026, middle school students reported school connectedness at 56%, academic motivation at 65%, caring adult relationships at 64%, meaningful participation at only 24%, and perceived school safety at 59%. Middle school students also reported that 44% had been harassed or bullied at school, and 37% experienced chronic sadness or hopelessness. These results indicate that the district must intentionally build student voice, adult connection, belonging, and safety into the LCAP rather than treating them as indirect outcomes of general climate actions.

The mental health data further support the need for a stronger wellness component in Goal 2. In Grade 7, 37% of students reported chronic sadness, 16% reported that they seriously considered suicide, and 25% reported social and emotional distress. Life satisfaction was 65%, optimism was 54%, and the California Student Wellness Index was 102.2. These data indicate that student wellness must be monitored through a clear system of universal supports, targeted counseling, referral processes, and follow-up.

Elementary mental health data show a more positive but still important need for monitoring. In Grade 5, 21% of students reported frequent sadness, while 74% reported wellness. T he report notes that frequent sadness measures students who report feeling sad most or all of the time, while wellness measures students who report feeling good and happy most or all of the time.

Parent survey data also strongly influenced this goal. The California School Parent Survey had 103 respondents, and its key indicators show very low favorable responses in several areas. Only 12% of parents rated promotion of parental involvement favorably, 15% reported that the school encourages them to be active partners, 7% reported that the school actively seeks parent input, and 10% reported that parents feel welcome to participate. Parent perceptions of school supports were also low, with 12% reporting that the school is a safe place for their child, 9% reporting that the school motivates students to learn, 20% reporting that the school has adults who really care about students, and 8% reporting opportunities for meaningful student participation. These data indicate that family engagement and communication must be addressed as core strategies for improving school climate, safety, and student support.

This goal therefore reflects a need to move from broad statements about engagement and climate to a clearer, more measurable system. The district will focus on improving attendance, reducing chronic absenteeism, strengthening PBIS and behavior supports, responding more effectively to bullying and harassment, increasing student connectedness and meaningful participation, expanding counseling and mental health supports, and improving communication and partnership with families. Progress will be monitored through Dashboard indicators, CHKS and CalSCHLS climate measures, mental health indicators, parent survey results, discipline data, attendance data, PBIS implementation evidence, and local progress-monitoring routines.

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.

2.1 we did not move forward with SABERS software
2.2 we had less than expected staffing costs associated with additional para/duty aides
2.3 we did not hire the 2nd assistant principal
2.4 we did not fully continue use of expected curriculum
2.5 we did not implement a student data review team
2.6 we did not fully use the expected amounts for PBIS incentives

2.7 we did not have costs associated with student surveys that were previously expected
2.8 we expended more in learning center adult supports than anticipated, between contracted staff and vendors
2.9 we did not expend as much as anticipated in postage and mailing services
2.10 we expended more than anticipating in maintain facilities in good repair
2.11 we expended less in counselor salary and benefits than anticipated
2.12 we expended less than expected for clearing parent volunteers

A drop in enrollment and attendance and high turnover in positions across the board have contributed to the increased variance of what was budgeted or spent.

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

The actions for Goal 2 have been partially effective, but have not yet produced consistent improvement in attendance, school climate, safety, and student wellness. Chronic absenteeism remains a significant concern, increasing to 17.5%, with five student groups performing in Red. Suspension rates declined slightly to 4.6%, suggesting some progress in behavior supports, but the rate remains above the state average and continues to show disproportionality for Students with Disabilities and other student groups. Local climate and mental health data indicate that current actions have not yet fully addressed student belonging, safety, bullying, and emotional wellness. Elementary and middle school students reported low levels of meaningful participation, and a substantial number of students reported harassment or bullying at school. Grade 7 mental health data also show continued concern, with 37% of students reporting chronic sadness and 16% reporting that they seriously considered suicide. Parent survey results further indicate that families do not yet consistently perceive the school as safe, welcoming, communicative, or responsive to input.

Overall, the district has implemented important supports such as PBIS, counseling, SEL, attendance communication, supervision, and student surveys, but implementation has been inconsistent due to staffing turnover, administrative transition, limited capacity, and logistical challenges. Moving forward, the district needs stronger fidelity monitoring, clearer ownership of actions, more proactive attendance intervention, improved bullying response, and more transparent communication with families.

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

Based on reflections on prior practice and updated Dashboard, climate, mental health, and parent survey data, Goal 2 was revised to more directly focus on attendance, school climate, safety, behavior, belonging, bullying prevention, mental health supports, and family communication. Metrics were updated to include chronic absenteeism by student group, suspension rates, school connectedness, perceived safety, academic motivation, meaningful participation, harassment/bullying, and student wellness indicators. Therefore, the goal description was rewritten and updated to better reflect a more focused goal on student outcomes. The goal was updated to reflect this. The district will determine the continued use of other metrics (Metrics 2.5, 2.6) for the 2026-27 school year. Metric 2.7 replaces last year's Metric 2.12 on local climate surveys in order to better incorporate and focus on California Health Kids Survey (CHKS). Actions for the coming year were refined to emphasize more proactive attendance intervention, stronger PBIS implementation, clearer bullying prevention and response procedures, expanded counseling and SEL supports, increased student voice, improved supervision, and more consistent two-way

communication with families. These changes reflect the need for stronger implementation fidelity, clearer ownership, and more frequent monitoring during a period of district transition.

In regard to budget allocations, Actions 2.1, 2.4, and 2.5 have $0 funding associated with them for the 2026-27 school year. As these actions all relate to data and assessment, the district is looking into other programs to better systemically monitor student progress. These actions remain to support current systems and Metrics, but no funding will be allocated for additional purchases of services or materials for the upcoming year. Action 2.2 budget allocations were reduced based on the previous year's expenditures for expected staffing and the staffing is expected to be the same in 2026-27. Actions 2.6 and 2.12 budget allocations were reduced due to reduced costs in the 2025-26 school year, and these expenditures are expected to remain consistent for this year. Action 2.10 budgeted allocations were increased as additional facilities upkeep costs are expected to increase.

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.	$0.00	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.	$58,210.00	Yes
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.	$121,536.00	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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$0.00	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.	$2,700.00	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.	$1,671.28	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.	$306,676.00	Yes
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.	$17,798.00	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.	$16,158.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$101,460.00	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.	$3,375.00	

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	Current data not available	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	Current data not available Metric discontinued and no longer tracked

Goal Analysis [2025-26]

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

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

Goal 3 and its action were fully implemented as Arts access was provided to all students. However, not all students were able to participate fully in the visual and performing arts programs. While Arts access continued to be fully established for Grades 1 through 5, access in Grades 6–8 was limited and continued to be below expectations. With the significant changes to the school leadership, specific metric data was not available. Still, survey and anecdotal data demonstrated that the participate rates were comparable to 2024-25. The district continues to prioritize visual and performing arts and to better support access, the district will remove this goal and embed this goal and its action within the other goals and actions in the plan.

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

Action 3.1 - no material differences.

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

While the goal and action were fully implemented, its effectiveness was considered partially effective. Specific data measures were not available due to the changes at the district and school level. Feedback data showed that results remained relatively similar as in the previous year. While the goal's primary objective was somewhat achieved in that student participation in visual and performing arts showed improvement since Year 1 Outcome data, educational partner feedback suggests that these programs would benefit from a restructuring of how the programs are provided. As such, the goal and action will be embedded with Goal 1 and 2 of the plan for the 2026-27 school year.

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

Based on educational partner feedback and the significant change in district leadership. It was determined that this goal and all corresponding actions and metrics will not be included in the 2026-27 school year. Goal 3 is discontinued beginning in 2026–27. The goal's primary objective was somewhat achieved in that student participation in visual and performing arts showed improvement since year 1. However, Metric 3. showed varied results for middle school students. In response to staffing and budgetary concerns, Grades 4-8 will have regular access to fine arts. The other grade levels due to CBAs and dismissal logistics will be more irregular but continued access to fine arts. This goal and action will be deleted and the emphasis for the visual and performing arts will fall under Goal 1 ensuring students are provided a broad course of study (Priority 7) and also under Goal 2 and Metrics 2.1, 2.2, and 2.3 to support student engagement and belonging at school. While Action 3.1 from 2025-26 was marked as contributing, those funds were added to other contributing actions in Goals 1 and 2 to maintain sufficient support to meet the needs of our unduplicated students.

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

Actions

Action #	Title	Description	Total Funds	Contributing

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%	No in service days provided	Increase all staff PD minimum of 6 PD opportunities each year Increase off site participation in PD to 25%	Decrease in staff development opportunities. Metric discontinued and no longer tracked.

Goal Analysis [2025-26]

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

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

Overall, Goal 4 was partially implemented. Action 4.1 was not implemented as the district did not hold its three in service days as planned. Action 4.2 was fully implemented as staff participated in off-site professional development. The lack of full implementation was due to the significant change in district leadership that occurred in 2025-26. While stability has been established in school leadership, it was determined that this goal would be better served within the plan and embedded within other Goal 1 and 2 actions.

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

Action 4.1 - we expended less because we did not have the anticipated 3 district in service day costs.
Action 4.2 - we expended more on professional development than anticipated, for supporting new admin and ensuring staff is up to date on software.

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

Goal 4 was partially effective as the goal was only partially implemented. Action 4.1 was not effective as the action was not implemented. However, Action 4.2 was considered partially effective as more off-site professional development was offered than was originally budgeted for. With the change in school leadership during the school year, accurate measures to determine the amount of participation could not be ascertained. As such, overall effectiveness for the action is difficult to measure. Based on educational partner feedback and anecdotal information, the goal and its actions is to be embedded within the professional development in Goal 2. Continue support in PBIS and MTSS will be continued in the upcoming school year.

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

Goal 4 is discontinued beginning in 2026–27. The goal's primary objective was not achieved last year due to a major change in leadership at the district. In response to educational partner feedback, the goal and its action were already being supported by other goals and actions in the plan (i.e., Actions 1.6, 1.11, 2.2, 2.6). The lack of in service days in 2025-26 demonstrated the lack of applicability of this goal and its actions. Metric 4.1 will not be continued and instead Metrics 1.11, 2.3, 2.7, and 2.8 will be utilized to determine the effectiveness of professional development in all areas. Therefore, we are not moving forward with these goals into next year as a separate goal, rather, embedded in more comprehensive ones. While Action 4.1 from 2025-26 was marked as contributing, those funds were added to other contributing actions in Goals 1 and 2 to maintain sufficient support to meet the needs of our unduplicated students.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$634153	$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
9.249%	0.000%	$0.00	9.249%

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.	
2.2	**Action:** Multi-Tiered Systems of Support **Need:**	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	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
	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%) 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%)	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.	

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
	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%) 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%)	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
	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 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	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. PBIS is a research 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
	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		
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.	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
	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%) 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:**		

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		
2.8	**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%) 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. 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
	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. 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. 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
	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		
2.11	**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%)	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
	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		

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6856266	634153	9.249%	0.000%	9.249%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$877,212.28	$80,442.00	$0.00	$232,455.00	$1,190,109.28	$1,046,272.28	$143,837.00

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	$1,036.00		$1,036.00			$1,036.00	
1	1.2	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$225,199.00	$0.00	$225,199.00				$225,199.00	
1	1.4	Provide assessment and services	All	No			All Schools		$0.00	$9,489.00	$2,175.00	$7,314.00			$9,489.00	
1	1.5	Tier 2 intervention in ELA	All Students with Disabilities	No			All Schools		$204,366.00	$0.00				$204,366.00	$204,366.00	
1	1.6	Highly qualified teachers	All	No			All Schools		$27,154.00	$0.00	$8,640.00			$18,514.00	$27,154.00	
1	1.7	Supplemental Curriculum	All	No			All Schools		$0.00	$1,750.00		$1,750.00			$1,750.00	
1	1.8	SDRT	All Students with Disabilities	No			All Schools									
1	1.9	Technology	All	No			All Schools		$0.00	$3,402.00		$2,402.00		$1,000.00	$3,402.00	
1	1.10	Summer School	All	No			All Schools		$0.00	$27,368.00		$27,368.00			$27,368.00	
1	1.11	Curriculum	All	No			All Schools		$0.00	$60,761.00	$11,614.00	$40,572.00		$8,575.00	$60,761.00	
2	2.1	Diagnostic SABERS software	All Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$58,210.00	$0.00	$58,210.00				$58,210.00	
2	2.3	Assistant/Associate Principal	All	No			All Schools		$121,536.00	$0.00	$121,536.00				$121,536.00	
2	2.4	SEL curriculum	All Students with Disabilities	No			All Schools		$0.00	$0.00		$0.00			$0.00	
2	2.5	SDRT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.6	PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,700.00	$2,700.00				$2,700.00	
2	2.7	Student Surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,671.28	$0.00	$1,671.28				$1,671.28	
2	2.8	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$306,676.00	$0.00	$306,676.00				$306,676.00	
2	2.9	Attendance Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$17,798.00	$17,798.00				$17,798.00	
2	2.10	All facilities will be maintained and in good repair	All	No					$0.00	$16,158.00	$16,158.00				$16,158.00	
2	2.11	Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$101,460.00	$0.00	$101,460.00				$101,460.00	
2	2.12	Parent Engagement	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools		$0.00	$3,375.00	$3,375.00				$3,375.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6856266	634153	9.249%	0.000%	9.249%	$713,714.28	0.000%	10.410 %	**Total:**	$713,714.28
								LEA-wide Total:	$713,714.28
								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	$225,199.00	
2	**2.2**	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,210.00	
2	**2.5**	SDRT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.6**	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,700.00	
2	**2.7**	Student Surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,671.28	
2	**2.8**	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$306,676.00	
2	**2.9**	Attendance Communication	Yes	LEA-wide	English Learners Foster Youth		$17,798.00	

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	**2.11**	Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,460.00	
2	**2.12**	Parent Engagement			English Learners Foster Youth Low Income	All Schools	$3,375.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,121,591.72	$1,633,899.92

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Diagnostic and intervention software	No	$37,800.00	30750.00
1	**1.2**	Paraprofessionals	Yes	$395,161.97	203600.28
1	**1.3**	Assistant/Associate Principal	Yes	$133,010.38	60763.00
1	**1.4**	Provide assessment and services	No	$15,400.00	8074.00
1	**1.5**	Tier 2 intervention in ELA	No	$220,000.00	185508.85
1	**1.6**	Highly qualified teachers	No	$16,070.00	33524.62
1	**1.7**	Supplemental Curriculum	No	$12,400.00	13308
1	**1.8**	SDRT	No	$3,120.00	0
1	**1.9**	Technology	No	$5,000.00	4195.42
1	**1.10**	Summer School	No	$250,000.00	46536.72
1	**1.11**	Curriculum	No	$100,000.00	79909.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Diagnostic SABERS software	No	$3,000.00	0
2	2.2	Multi-Tiered Systems of Support	Yes	$136,818.99	79795.00
2	2.3	Assistant/Associate Principal	No	$133,010.38	60763.00
2	2.4	SEL curriculum	No	$5,000.00	0
2	2.5	SDRT	Yes	$8,000.00	0
2	2.6	PBIS	Yes	$5,000.00	2327.68
2	2.7	Student Surveys	Yes	$2,000.00	0
2	2.8	Paraprofessionals	Yes	$284,000.00	475255.71
2	2.9	Attendance Communication	Yes	$20,000.00	15286.14
2	2.10	All facilities will be maintained and in good repair	No	$10,000.00	21775.11
2	2.11	Counselor	Yes	$100,000.00	85977.98
2	2.12	Parent Engagement	Yes	$20,000.00	3931.00
3	3.1	Access to visual and performing arts	Yes	$185,000.00	186183.55

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	0
4	**4.2**	Professional Development	No	$20,000.00	36434.86

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
650396	$1,140,791.34	$829,291.97	$311,499.37	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Paraprofessionals	Yes	$395,161.97	142689.28		
1	1.3	Assistant/Associate Principal	Yes	$133,010.38	60763.		
2	2.2	Multi-Tiered Systems of Support	Yes	$86,818.99	79795.		
2	2.5	SDRT	Yes	$8,000.00	0		
2	2.6	PBIS	Yes	$5,000.00	0		
2	2.7	Student Surveys	Yes	$2,000.00	0		
2	2.8	Paraprofessionals	Yes	$284,000.00	357015.71		
2	2.9	Attendance Communication	Yes	$20,000.00	15031		
2	2.11	Counselor	Yes	$100,000.00	85977.98		
2	2.12	Parent Engagement	Yes	$20,000.00	3931.		
3	3.1	Access to visual and performing arts	Yes	$85,000.00	84089.		
4	4.1	Three District in-service days	Yes	$1,800.00	0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6983652	650396	0	9.313%	$829,291.97	0.000%	11.875%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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