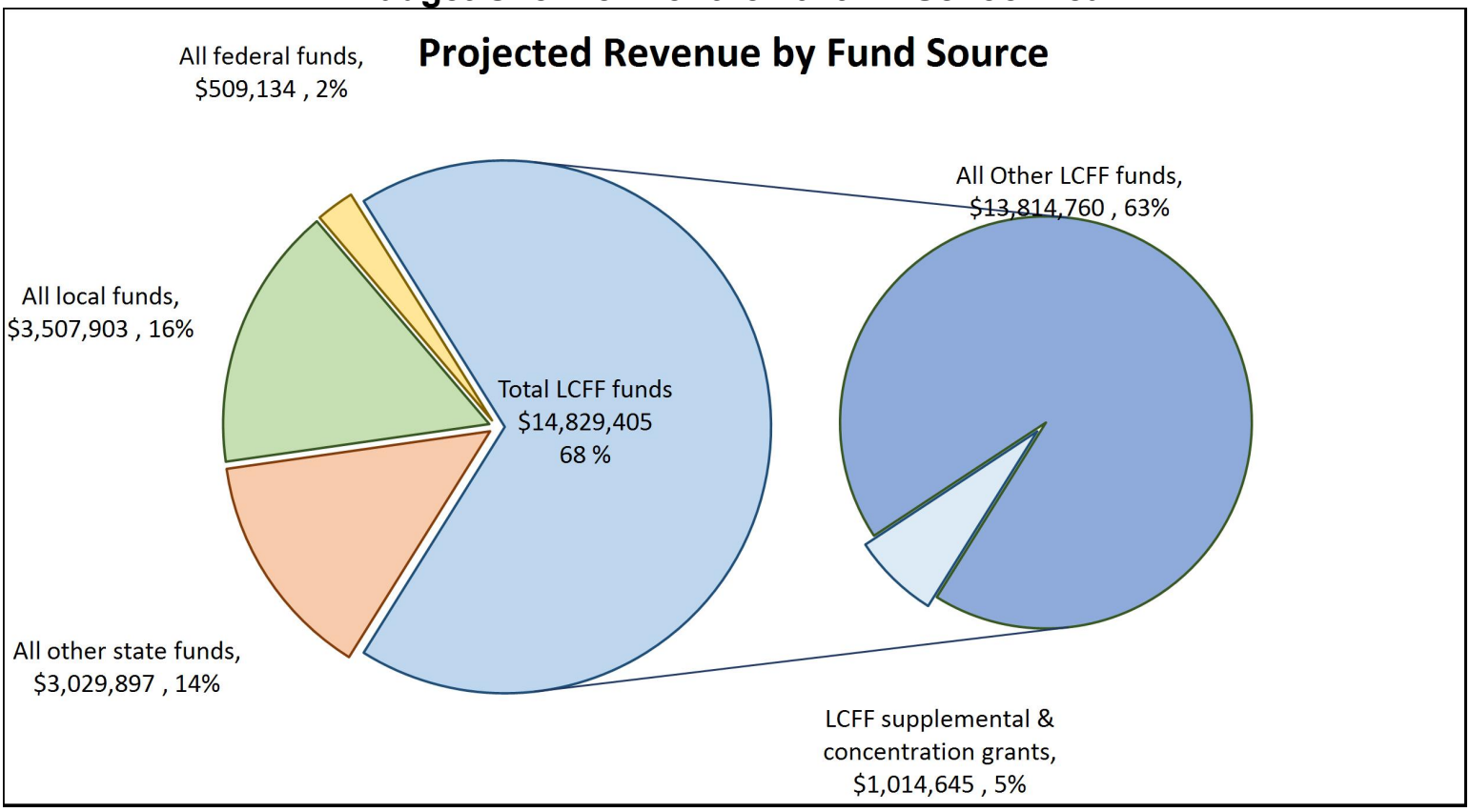
SONORAUNION
HIGH SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sonora Union High School District
CDS Code: 55-72389-0000000
School Year: 2026-27
LEA contact information:
Ed Pelfrey
Superintendent
epelfrey@sonorahigh.org
209-533-8510

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

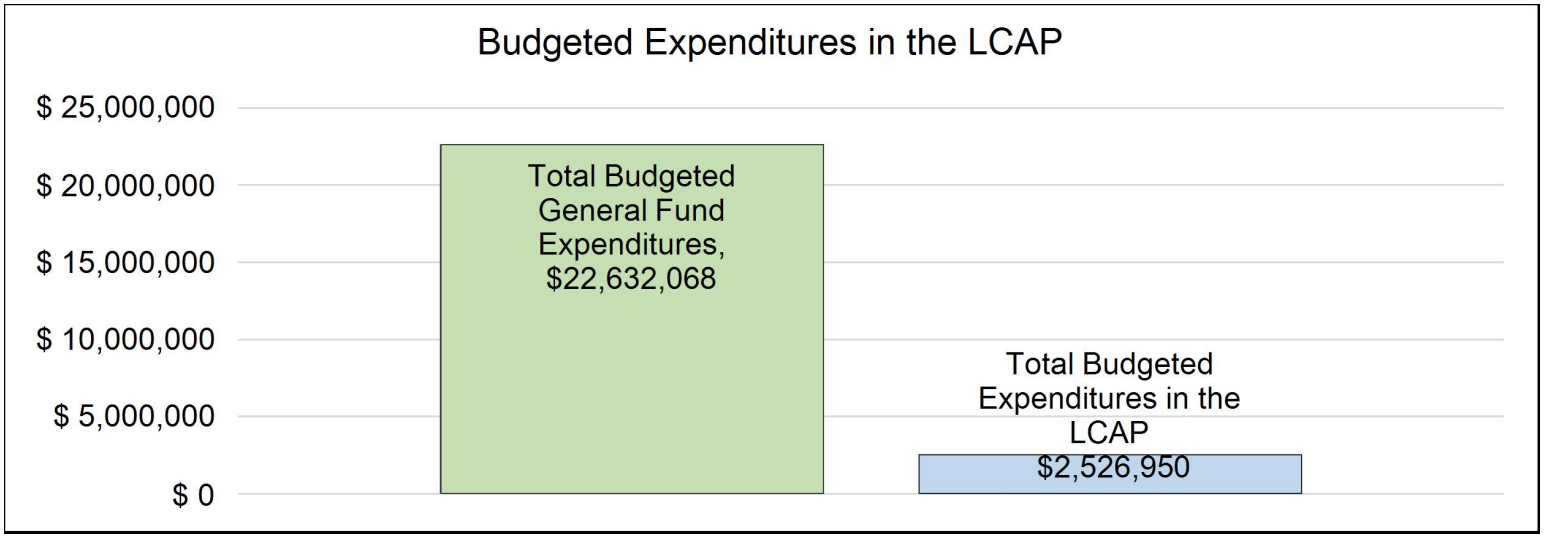


This chart shows the total general purpose revenue Sonora Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sonora Union High School District is $21,876,339.2, of which $14,829,405.00 is Local Control Funding Formula (LCFF), $3,029,897.20 is other state funds, $3,507,903.00 is local funds, and $509,134.00 is federal funds. Of the $14,829,405.00 in LCFF Funds, $1,014,645.00 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 Union High 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 Union High School District plans to spend $22,632,067.55 for the 2026-27 school year. Of that amount, $2,526,949.55 is tied to actions/services in the LCAP and $20,105,118 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

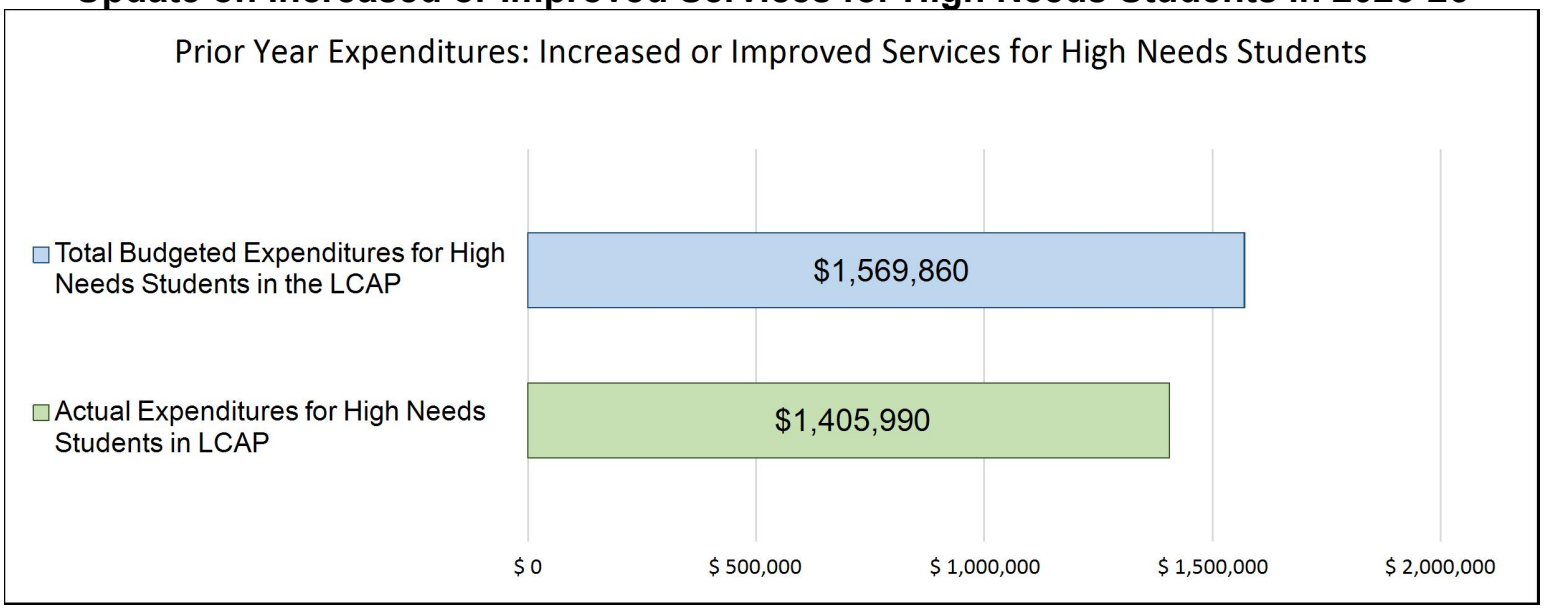
General Fund expenditures not included in the LCAP primarily support the District's ongoing core educational and operational programs. These expenditures include salaries and benefits for teachers, administrators, and classified staff; regular instructional programs; special education; transportation; maintenance and operations; utilities; technology; insurance; administrative and business services; instructional materials; and other costs necessary for the daily operation of the District. These expenditures support the District's overall educational program but are not specifically identified as actions or services within the LCAP.

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

In 2026-27, Sonora Union High School District is projecting it will receive $1,014,645.00 based on the enrollment of Foster Youth, English learner, and low-income students. Sonora Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sonora Union High School District plans to spend $1,625,672.72 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 Union High 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 Union High 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 Union High School District's LCAP budgeted $1,569,859.72 for planned actions to increase or improve services for high needs students. Sonora Union High School District actually spent $1,405,989.5 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $163,870.21,999,999,997 had the following impact on Sonora Union High School District’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was primarily related to unanticipated staffing vacancies. Costs for certain planned actions were lower because the District was unable to fill a paraprofessional position and a certificated position during the 2025-26 school year. Although these vacancies reduced actual expenditures, the District continued to implement the remaining planned actions and services to support high needs students. Overall, the District continued to provide increased or improved services through instructional support, interventions, college and career readiness opportunities, attendance supports, counseling, wellness services, and other student supports.

SONORAUNION
HIGH SCHOOL DISTRICT

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 Union High School District	Ed Pelfrey Superintendent	epelfrey@sonorahigh.org 209-533-8510

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 Union High School District is located in the gold country town of Sonora, California which is nestled in the western Sierra Foothills, 150 miles east of San Francisco, and geographically between Yosemite National Park and Lake Tahoe. The town of Sonora has an approximate population of 4,800 residents. The school serves the population from the greater Sonora area, serving students from the most populous areas of Tuolumne County, which comprises a population of approximately 55,810 residents. As the only incorporated city in Tuolumne County, Sonora is the county's central economic hub and the County Seat. Three, trans-Sierra highways cross through the area making the city a gateway destination for travel to the Sierra Nevada National Forest and the California Gold Country region. The county population of 55,810 is mostly Caucasian (79.7% white only not Hispanic or Latino). The minority populations include Hispanic (12.7%), Native American (2.3%), African American (2.0%), Asian (1.5%), and Native Hawaiian and Other Pacific Islander (0.3%). The remainder is reported as two or more races or those who declined to state. Census data between 2010 and 2020 indicates an increase in the population at approximately 0.3% from 2010 to 2020. The data indicates the largest population of people in the county are aged 18 to 64 years (51.8%). The next largest population of people in the county are those aged 65 and older (27%), followed by those aged between 5 and 18 years (16.8%). The smallest population of people in the county are aged 0 to 4 years (4.4%). The county's major industries are education, healthcare, social assistance, arts, recreation, food service, retail, and construction. Other industries include agriculture, public administration, manufacturing, arts and entertainment, and professional management. With a median household income of $60,509, most residents are considered (lower) middle class, although there appears to be a significant, growing lower socioeconomic population, and a poverty rate of 12.1%. The median home price in the area is $333,500. Currently, the county estimates that there are 31,700 housing units in the area, 73.6% of the occupied homes are owned by their occupants. Rental homes in the area are considered to be difficult to obtain and expensive. The county considers the current rate of accessible and occupiable homes to be at a critical level as it is difficult for underserved

populations to obtain affordable housing in the current market. Most of the county's new residents in the past five years are retirees moving from large urban and suburban areas. This shift in demographics is believed to be a contributing factor to the declining enrollment in the county's schools. This year has seen an increase in housing sales and prices. It remains to see what effect this will have on school enrollments.

The Facilities Inspection Tool (FIT) report completed in December of 2025 shows all facilities are in good repair.

In collaboration with community and district leaders, the Sonora UHSD Board of Trustees developed a District Vision and Mission in the Spring of 2022 as part of the District Strategic Planning Process.
District Vision Statement: Preparing every student for success by cultivating personal excellence.
District Mission Statement:
In a safe and supportive environment, with an eye to the future and honoring tradition, alongside community partners, Sonora Union High School District empowers students to be:
Academically excellent.
Career and/or College ready.
Accountable, Respectful and Engaged citizens.

Sonora High School, the largest high school in the Sonora Union High School District, plays a large role in the shaping of the goals and actions of this comprehensive accountability plan. The Western Association of Schools and Colleges, the districts work with Multi-tiered Systems of Support, the Sonora High School Site Council, as well as the faculty, parents, and students of the school played a large role in the shaping and forming of the LCAP goals. Annually, the Sonora High School Site Council plays a large role in the educational partner feedback cycle for the creation of the document.

Cassina High School qualified to receive Equity Multiplier funding.

According to 23-24 data from CDE, Sonora UHSD had 70.9% of teachers were authorized by a clear or preliminary credential or authorized by a local assignment option.

Reflections: Annual Performance

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

Successes

A review of available Dashboard indicators, local data, and educational partner feedback indicates that Sonora Union High School District continued to make meaningful progress toward improving student outcomes during the 2025-26 school year. The district experienced notable successes in academic achievement, attendance, graduation rates, college and career readiness, school climate, and student engagement.

English Language Arts remained an area of strength for the district. Continued implementation of standards-aligned curriculum, instructional support, assessment practices, and targeted interventions contributed to improved student performance. Science achievement also improved, reflecting the district's continued focus on instructional alignment and student engagement in rigorous coursework.

College and career readiness outcomes demonstrated significant growth. The percentage of students graduating with college credit increased, Advanced Placement participation and success rates improved, and the College/Career Indicator exceeded established targets. Students continued to benefit from expanded access to dual enrollment opportunities, Middle College, CCAP coursework, Career Technical Education pathways, and Advanced Placement courses. These efforts increased opportunities for students to earn college credit while still in high school and better prepare for postsecondary education and careers.

Attendance remained a district strength, exceeding established targets and reflecting the effectiveness of attendance monitoring systems, intervention supports, counseling services, and family outreach efforts. Graduation rates remained strong while dropout rates declined significantly across student groups. These outcomes suggest that district efforts to identify and support students experiencing academic, attendance, or behavioral challenges are helping students remain engaged and connected to school.

School climate indicators also demonstrated positive growth. Suspension and expulsion rates continued to decline, while student perceptions of school connectedness and school safety improved. Parent engagement exceeded district targets and reflected the district's ongoing commitment to strengthening communication and partnerships with families. Investments in counseling services, wellness supports, restorative practices, intervention programs, and Multi-Tiered System of Supports (MTSS) contributed to creating safe, supportive, and inclusive learning environments for students.

The district also continued implementation of its Compliance and Improvement Monitoring (CIM) Plan and made progress toward expanding inclusive practices for Students with Disabilities. Improvements in compliance systems, increased collaboration between general and special education staff, expanded access to college and career readiness opportunities, and continued implementation of Universal Design for Learning (UDL) principles contributed to improved access and support for students with disabilities.

Challenges

Despite these successes, several challenges remain. Mathematics achievement continues to be the district's most significant academic concern. While some student groups demonstrated growth, overall mathematics performance remains below district expectations and target outcomes. Performance gaps remain particularly evident among Students with Disabilities and Low-Income Students. These results indicate a need for additional instructional support and refinement of teaching practices in mathematics.

English Learner outcomes also presented challenges. Both the English Learner Progress Indicator and English Learner Reclassification Rate declined during the reporting period and did not meet district targets. Although the district's English Learner population remains relatively small and annual fluctuations can significantly impact performance measures, the results indicate a need to strengthen monitoring systems and evaluate additional supports that may accelerate language acquisition and reclassification.

The district also experienced challenges related to pathway completion rates. While College/Career Indicator outcomes improved significantly, A-G completion rates, CTE pathway completion rates, and the percentage of students completing both A-G and CTE pathways did not consistently meet district expectations. The decline in CTE pathway completion was significantly impacted by the temporary closure of the Culinary Arts pathway due to facility-related issues and the restructuring of the Photography pathway. These changes reduced the number of available pathway completers during the reporting period despite continued student interest in career technical education

programs.

Students with Disabilities continue to demonstrate performance gaps across multiple academic indicators. While improvements have been made through CIM implementation, expanded support services, and increased access to inclusive practices, the district recognizes the need to continue strengthening instructional supports and opportunities for meaningful inclusion.

The district also continues to experience increasing student mental health and social-emotional needs. Counseling, wellness, and intervention services remain critical components of the district's efforts to support student engagement, attendance, behavior, and academic success.

Strategic Responses and Next Steps

In response to these challenges, the district has identified several strategic priorities for the 2026-27 school year.

To address mathematics achievement, the district will continue implementation of a comprehensive mathematics instructional coaching initiative. The coaching model includes classroom observations, job-embedded professional development, individualized coaching cycles, collaborative lesson design, and reflective goal-setting activities aligned with National Council of Teachers of Mathematics (NCTM) Teaching Practices. The district anticipates that sustained professional learning and coaching support will improve instructional effectiveness and student outcomes in mathematics.

To address performance gaps for Students with Disabilities, the district will continue implementation of its CIM Plan with a continued emphasis on inclusive practices, co-teaching models, Universal Design for Learning (UDL), and increased collaboration between general and special education staff. The district will also continue expanding opportunities for students with disabilities to participate in rigorous coursework, college and career readiness programs, and inclusive educational settings.

To strengthen English Learner outcomes, the district will continue monitoring English Learner progress and reclassification data and will collaborate with staff to identify additional instructional supports, interventions, and professional learning opportunities designed to accelerate language acquisition and student success.

To improve college and career pathway completion, the district will reopen the Culinary Arts pathway following facility renovations and relaunch the program as a dual enrollment CCAP course in partnership with Columbia College. The district will also continue expanding access to dual enrollment, Middle College, Career Technical Education pathways, and Advanced Placement coursework while strengthening academic planning, counseling support, and monitoring systems to ensure students remain on track to complete college and career readiness requirements.

The district will also continue investing in school climate and student wellness initiatives. This includes continued implementation of MTSS, counseling services, restorative practices, and family engagement efforts. In addition, Cassina High School will implement a new Alternative to Suspension program designed to provide restorative interventions, behavioral supports, and opportunities for students to remain connected to school while addressing misconduct. The district anticipates that this action will further reduce suspension rates and improve student engagement and school climate.

Conclusion

Overall, district actions and services continue to produce positive outcomes for students. The district remains committed to continuous improvement through the use of data, educational partner feedback, and evidence-based practices. Reflections on annual performance have informed the development of the 2026-27 LCAP and support continued investments in academic achievement, inclusive practices, college and career readiness, student wellness, and family engagement to ensure equitable outcomes and success for all students.

The following schools and/or student groups were identified in the 2023 California Dashboard as having the lowest level in one or more state indicators. These schools and/or student groups continue to be addressed and monitored in the current LCAP Cycle.

- Student groups with indicators in red/lowest performance at the District level were: English Learners (EL) in Suspension; socioeconomically disadvantaged (SED) in ELA, Math, and Suspension; students with disabilities (SWD) in ELA, Math, Suspension, and College/Career Indicator; Hispanic students in ELA and Math; and students of Two or More Races in Math and Suspension.
- The all student group at Dario Cassina High School has indicators in red/lowest performance in Suspension and College/Career Indicator. And at Theodore Bird High School the all student group has indicators in red/lowest performance in College/Career Indicator.
- Student groups with indicators in red/lowest performance at Sonora High School were: SED, SWD and students of Two or More Races in Suspension. At Dario Cassina High School student groups with indicators in red/lowest performance were SED and White students in Suspension and College/Career Indicator. While at Theodore Bird High School the student groups with indicators in red/lowest performance were White students in College/Career Indicator.
- The numerically significant student groups that must be addressed in the LCAP are EL, SED, SWD, and Homeless students. The Ethnic Groups that must be addressed in the LCAP are Hispanic, Two or More Races, and White students.

Sonora Union High School District's LREBG funds from 26-27 will be addressed in the 27-28 LCAP.

Reflections: Technical Assistance

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

Although Sonora Union High School District is not eligible for Year 1 Differentiated Assistance (DA) based on the 2025 California School Dashboard (Dashboard), the district is eligible for Year 2 DA support based on the 2024 Dashboard. Based on the 2024 Dashboard, Sonora Union is eligible for the Students with Disabilities (SWDs) student group. SWDs were eligible for having red indicators in both ELA and Math for Priority Area #4 (Pupil Achievement) and a red indicator in College/Career for Priority Area #8 (Other Pupil Outcomes).

The steps the district began taking in 2024-25 continued and evolved through the 2025-26 school year. The district has seen evidence of significant improvements in academics in the area of ELA and science (based on state assessments), high school graduation rates, college credit attainment, average daily attendance, and the College/Career Indicator. Dropout rates have declined substantially across all student groups, indicating that intervention, engagement, and support efforts are helping students remain connected to school and graduate. Actions designed to expand postsecondary opportunities and access to a broad course of study have shown positive results. The district's investments in instructional support, curriculum alignment, assessment practices, and targeted interventions appear to have contributed to

improved ELA and science outcomes. Attendance initiatives and student support systems also contributed to an increase in average daily attendance as well.

While data and metrics are showing improvement with student outcomes, performance gaps continues and lack of full inclusion for SWDs has not been realized. The district will continue to focus on expanding inclusive practices and advancing the goal of school-wide Universal Design for Learning (UDL) implementation. Ineffective actions have been replaced or restructured to support co-taught classes, inclusive electives, and targeted instructional coaching for both general and special education teachers. All these initiatives together have helped to address the areas of improvement for our student groups in the most need. Continued collaboration with TCSOS in data tracking and monitoring and professional development will further support these initiatives.

Universal supports from TCSOS continued as well with the 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.

Despite not being eligible for Year 2 of DA, Sonora Union High School District will continue to align Actions 1.1, 1.2, 1.3, and 1.4 with supporting those student groups originally identified in the 2024 DA eligibility and technical assistance work previously underway.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	LCAP Survey April 16, 2026
Students	LCAP Survey for RSVP Leaders April 27, 2026
Parents	California Healthy Kids Survey February 2026
Students	California Healthy Kids Survey February 2026
Staff (includes, teachers, principals, other administrators, other school personnel and bargaining unit members)	California Healthy Kids Survey February 2026
Students	Cassina High School Site Council May 2026
Parents	Cassina High School Site Council May 2026
Parents	Sonora High School Site Council April 2026
Students	Sonora High School Site Council April 2026
Staff (includes, teachers, principals, other administrators, other school personnel and bargaining unit members)	Sonora High School Site Council April 2026
Parents	English Learner Advisory Council April 2026
Students	English Learner Advisory Council April 2026
Staff (includes, teachers, principals, other administrators, other school personnel and bargaining unit members)	English Learner Advisory Council April 2026
Parents	Parent Advisory Committee April 2026 (which includes students)
SELPA Consultation	Professional Learning Network April 2026

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

Engaging educational partners remains a critical component of Sonora Union High School District's Local Control and Accountability Plan (LCAP) development process. Throughout the 2025-26 school year, the district gathered input from students, parents, staff, bargaining unit representatives, site councils, advisory committees, community partners, and the Tuolumne County SELPA. Educational partner feedback, combined with state and local data, directly influenced the actions and services included in the adopted 2026-27 LCAP.

California Healthy Kids Survey and Student Feedback

The California Healthy Kids Survey (CHKS) and other student feedback opportunities continued to provide valuable information regarding student well-being, school connectedness, school safety, and mental health. Survey results demonstrated continued improvements in school connectedness, perceptions of safety, and student engagement. Students reported benefiting from counseling services, wellness supports, restorative practices, and opportunities to build positive relationships with adults on campus.

At the same time, students identified ongoing mental health needs and expressed the importance of maintaining access to counseling services, wellness resources, and supportive school environments. In response, the district continued investments in counseling services, Multi-Tiered System of Supports (MTSS), wellness initiatives, restorative practices, and student intervention programs. Educational partner feedback also supported the development of the new Alternative to Suspension program at Dario Cassina High School, which is designed to provide restorative interventions and behavioral supports while maintaining student connection to school.

Parent and Family Feedback

Parent survey results continued to demonstrate strong support for district efforts related to academic achievement, access to educational opportunities, and school climate. Parents expressed appreciation for expanded dual enrollment opportunities, Middle College, college and career readiness programs, counseling services, and communication efforts.

At the same time, parents identified mathematics achievement, support for Students with Disabilities, student mental health, and college readiness as areas requiring continued attention. Parents also expressed support for expanding Career Technical Education opportunities and restoring programs that had been temporarily unavailable. This feedback reinforced the district's decision to implement a comprehensive mathematics instructional coaching initiative, continue CIM implementation and inclusive practices, and reopen the Culinary Arts pathway as a dual enrollment CCAP course in partnership with Columbia College.

Staff and Advisory Committee Feedback

District staff, the Sonora High School Site Council, Parent Advisory Committee, English Learner Advisory Committee, Special Education staff, and SELPA representatives provided important feedback regarding instructional practices, student supports, and academic interventions. Staff identified mathematics achievement, English Learner outcomes, and support for Students with Disabilities as priority areas for improvement.

As a result, the district incorporated actions focused on mathematics instructional coaching, continued implementation of the Compliance and Improvement Monitoring (CIM) Plan, expansion of Universal Design for Learning (UDL) and inclusive practices, and ongoing evaluation of

English Learner supports and reclassification processes. Educational partners emphasized the importance of maintaining intervention systems, counseling supports, and collaborative planning structures that support student success.

Community Schools and Equity Multiplier Feedback

At Dario Cassina High School, educational partner engagement continued through Community Schools planning meetings, student leadership meetings, surveys, Site Council meetings, staff collaboration, and family outreach efforts. Feedback consistently emphasized the importance of maintaining wraparound services, addressing basic needs, and providing supportive interventions for students facing barriers to success.

As a result, Equity Multiplier funding will continue to support access to food pantry services, clothing and hygiene resources, counseling supports, and other wraparound services. Educational partner feedback also influenced the creation of the Alternative to Suspension program, which aligns with Community Schools principles by focusing on restorative practices, relationship-building, and proactive intervention strategies.

Conclusion

Educational partner engagement played a significant role in shaping the 2026-27 LCAP. Feedback gathered through surveys, advisory committees, Site Council meetings, parent engagement activities, SELPA consultation, Community Schools planning, and ongoing discussions with students, staff, and families helped identify both district strengths and areas requiring additional attention. As a result, the adopted LCAP includes continued investments in mathematics instructional coaching, inclusive practices, English Learner supports, college and career readiness opportunities, student wellness services, restorative practices, family engagement, and wraparound supports. These actions reflect the priorities identified by educational partners and the district's commitment to continuous improvement and equitable outcomes for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve academic achievement and college/career readiness for all student groups.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal seeks to address the needs demonstrated in review of CDE Dashboard data, educational partner input, and local data. This goal was developed to ensure that all students in the Sonora Union High School District have access to support to improve academic achievement and college/career readiness.
The actions in this goal address the following standards:

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

The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA (Priority 2, 4)* https://www.caschooldashboard.org/reports/5572	2022-23 CAASPP All Students: 19.2 points below standard.	2023-24 CAASPP Distance from Standard:	2024-25 CAASPP Distance from Standard:	All Students: 18 points below standard.	All Students improved by 21.4 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3890000000/2023/academic-performance#mathematics	Low Income Students: 53.4 points below standard Hispanic Students: 59.1 points below standard Students with Disabilities: 111.9 points below standard.	All Students: 0.1 points above standard Low Income Students: 35.8 points below standard Hispanic Students: 9.2 points below standard Students with Disabilities: 129.6 points below standard	All Students: 2.2 points above standard Low Income Students: 24.3 points below standard Hispanic Students: 6.9 points below standard Students with Disabilities: 81 points below standard	Low Income Students: 52 points below standard Hispanic Students: 58 points below standard Students with Disabilities: 110 points below standard.	Low-Income Students improved by 29.1 points. Hispanic Students improved by 52.2 points. Students with Disabilities improved by 30.9 points.
1.2	CAASPP Math (Priority 2, 4)* https://www.caschooldashboard.org/reports/5572 3890000000/2023/academic-performance#mathematics	2022-23 CAASPP All Students: 111.2 points below standard Low Income Students: 139.9 points below standard Hispanic Students: 151.4 points below standard Students with Disabilities: 202.5 points below standard. Two or More Races: 56.1 points below standard	2023-24 CAASPP Distance from Standard: All Students: 108.6 points below standard Low Income Students:146.3 points below standard Hispanic Students: 124.6 points below standard Students with Disabilities: 210.5	2024-25 CAASPP Distance from Standard: All Students: 96.2 points below standard Low Income Students:123.1 points below standard Hispanic Students: 88.7 points below standard Students with Disabilities: 180.3	All Students: 110 points below standard. Low Income Students: 138 points below standard Hispanic Students: 150 points below standard Students with Disabilities: 201 points below standard.	All Students improved by 15.0 points. Low Income Students improved by 16.8 points. Hispanic Students improved by 62.7 points. Students with Disabilities improved by 22.2 points. Two or More Races declined by 68.4 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points below standard Two or More Races: 80.8 points below standard	points below standard Two or More Races: 124.5 points below standard	Two or More Races: 69 points below standard	
1.3	California Science Test (Priority 2, 4)* https://caaspp-elpac.ets.org/caaspp/ViewReportCAST?ps=true&lstTestYear=2023&lstTestType=X&lstGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=55&lstDistrict=72389-000&lstSchool=0000000	2022-23 CAASPP All Students: 19.3 points below standard. Low Income Students: 23.3 points below standard Hispanic Students: 23.7 points below standard Students with Disabilities: 33.4 points below standard.	2023-24 CAASPP Distance from Standard: All Students: 13.7 points below standard Low Income Students: 19 points below standard Hispanic Students: 16.7 points below standard Students with Disabilities: 28 points below standard	2024-25 CAASPP Distance from Standard: All Students: improved by 0.9 points Low Income Students: improved by 1.3 points Hispanic Students: improved by 0.7 points Students with Disabilities: improved by 3.4 points	All Students: 18 points below standard. Low Income Students: 22 points below standard Hispanic Students: 22 points below standard Students with Disabilities: 32 points below standard.	All Students improved by 6.5 points. Low Income Students improved by 5.6 points. Hispanic Students improved by 7.7 points. Students with Disabilities improved by 8.8 points. Note: Year 2 values were derived from the Year 1 distance-from-standard values plus the Year 2 improvement amounts.
1.4	a-g Completion (Priority 4, 7)* https://www6.cde.ca.gov/	2022-23 Graduates All Students: 18.1% Low Income Students: 6.0%	2023-24 Graduates All Students: 17.1%	2024-25 Graduates All Students: 17.7%	All Students: 19% Low Income Students: 7%	All Students declined by 0.4 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	californiamodel/ccireportuc_csu_cte?&year=2023&cdcode=5572389&scode=&reporttype=schools	Hispanic Students: 9.6% Students with Disabilities: 2.2%	Low Income Students: 8.2% Hispanic Students: 10% Students with Disabilities: 0%	Low Income Students: 7.3% Hispanic Students: 13.6% Students with Disabilities: 0%	Hispanic Students: 10% Students with Disabilities: 3%	Low Income Students improved by 1.3 percentage points. Hispanic Students improved by 4.0 percentage points. Students with Disabilities declined by 2.2 percentage points.
1.5	CTE Pathway Completion (Priority 4, 7)* https://www6.cde.ca.gov/californiamodel/ccireportuc_csu_cte?&year=2023&cdcode=5572389&scode=&reporttype=schools	2022-23 Graduates All Students: 15.8% Low Income Students: 11.9% Hispanic Students: 3.8% Students with Disabilities: 17.8%	2023-24 Graduates All Students: 12.1% Low Income Students: 13% Hispanic Students: 18.3% Students with Disabilities: 0%	2024-25 Graduates All Students: 9.2% Low Income Students: 9.8% Hispanic Students: 9.1% Students with Disabilities: 1.9%	Graduates All Students: 16% Low Income Students: 12% Hispanic Students: 4% Students with Disabilities: 18%	All Students declined by 6.6 percentage points. Low Income Students declined by 2.1 percentage points. Hispanic Students improved by 5.3 percentage points. Students with Disabilities declined by 15.9 percentage points.
1.6	Both CTE & a-g Completion (Priority 4, 7)* https://www6.cde.ca.gov/californiamodel/ccireportuc_csu_cte?&year=2023	2022-23 Graduates All Students: 2.3% Low Income Students: 0.7% Hispanic Students: 1.9%	2023-24 Graduates All Students: 1.8% Low Income Students: 1.4% Hispanic Students: 3.3%	2024-25 Graduates All Students: 0.4% Low Income Students: 0.0% Hispanic Students: 0.0%	All Students: 2.5% Low Income Students: 1% Hispanic Students: 2% Students with Disabilities: 0.5%	All Students declined by 1.9 percentage points. Low Income Students declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	&cdcode=5572389&scode=&reporttype=schools	Students with Disabilities: 0.0%	Students with Disabilities: 0.0%	Students with Disabilities: 0.0%		by 0.7 percentage points. Hispanic Students declined by 1.9 percentage points. Students with Disabilities had no change.
1.7	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC (Priority 4)* https://www.caschooldashboard.org/reports/5572389000000/2023/academic-performance#college-career	2022-23 ELPAC 47.4% making progress towards English language proficiency.	2023-24 ELPAC 63.6% making progress towards English language proficiency.	2024-25 ELPAC 46.7% making progress towards English language proficiency.	50% making progress towards English language proficiency.	English Learners making progress towards English language declined by 0.7 percentage points.
1.8	High School Dropout Rate* (Priority 5) https://dq.cde.ca.gov/dataquest/dqcensus/Coh5YrOutcome.aspx?agglevel=district&year=2022-23&cds=5572389	2022-23 All Students: 6.1% Low Income Students: 8.1% Hispanic Students: 5.2% Students with Disabilities: 12.9% Two or More Races: 7.7%	2023-24 All Students: 8% Low Income Students: 11.9% Hispanic Students: 13.5% Students with Disabilities: 19.6% Two or More Races: not reported	2024-25 All Students: 4.6% Low Income Students: 3.4% Hispanic Students: 1.7% Students with Disabilities: 6.0% Two or More Races: 0.0%	All Students: 6% Low Income Students: 8% Hispanic Students: 5% Students with Disabilities: 12% Two or More Races: 7% Two or More Races: 7%	All Students decreased (improved) by 1.5%. Low Income Students decreased (improved) by 4.7%. Hispanic Students decreased (improved)by 3.5%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students with Disabilities decreased (improved) by 6.9%. Two or More Races decreased (improved) by 7.7%.
1.9	High School Graduation Rate* (Priority 5) https://www.caschooldashboard.org/reports/55723890000000/2023#graduation-rate-card	2022-23 All Students: 90.8% Low Income Students: 85.8% Hispanic Students: 86.5% Students with Disabilities: 75.6%	2023-24 All Students: 89.3% Low Income Students: 87.7% Hispanic Students: 90% Students with Disabilities: 72.5%	2024-25 All Students: 92.2% Low Income Students: 91.5% Hispanic Students: 86.4% Students with Disabilities: 76.9%	All Students: 91% Low Income Students: 86% Hispanic Students: 87% Students with Disabilities: 76%	All Students improved by 1.4 percentage points. Low Income Students improved by 5.7 percentage points. Hispanic Students declined by 0.1 percentage points. Students with Disabilities improved by 1.3 percentage points.
1.10	College Credit Courses completed (Priority 8)	In the 2022-23 school year, 93 or 39% of of Sonora UHSD graduates graduated with college credit.	In the 2023-24 school year, 121 or 46% of Sonora UHSD graduates graduated with college credit.	In the 2024-25 school year, 126 or 50% of Sonora UHSD graduates graduated with college credit.	40% of of Sonora UHSD graduates graduated with college credit.	Improved by 11 percentage points. Count increased by 33 graduates.
1.11	Average Daily Attendance (Priority 5)	In the 2022-23 school year, the Sonora UHSD Average Daily	In the 2023-24 school year, the Sonora UHSD	In the 2024-25 school year, the Sonora UHSD	The Sonora UHSD Average Daily	Improved by 5%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Attendance rate was 86%	Average Daily Attendance rate was 91%	Average Daily Attendance rate was 91%	Attendance rate is 87%	
1.12	English Learner Reclassification Rate (Priority 4)	In the 23-24 school year, 40% of English Learners will be reclassified as RFEP. (12/30)	In the 24-25 school year, 22% of English Learners will be reclassified as RFEP. (4/18)	In the 25-26 school year, 31% of English Learners will be reclassified as RFEP. (5/16)	35% of English Learners will be reclassified as RFEP.	A lower percentage of students were reclassified in 25-26 than the baseline year.
1.13	Percentage of Students who have passed an AP exam with score of 3 or higher (Priority 4)	In 2022-23 school year, 69 students took 121 AP exams passing 54% of the exams with a score of 3 or better.	In 2023-24 school year, 94 students took 119 AP exams. 70.21% of total AP students scored of 3 or better.	In 2024-25 school year, 105 students took 167 AP exams. 74% of total AP students scored of 3 or better.	70 students will take 122 AP exams passing 55% of the exams with a score of 3 or better.	Pass rate improved by 20%. Students taking AP exams increased by 36. AP exams taken increased by 46.
1.14	Percentage of Students who participate in, and demonstrated college preparedness in Early Assessment Program. (Priority 4) (Percentage of students that Exceeded Standard in ELA and Math on CAASP)	Percentage of students that Exceeded Standard on the 22-23 CAASP: ELA: 18.92% Math: 6.51%	Percentage of students that Exceeded Standard on the 23-24 CAASP: ELA: 22.96% Math: 4.69%	Percentage of students that Exceeded Standard on the 24-25 CAASP: ELA: 22.73% Math: 6.17%	Percentage of students that Exceeded Standard on the 24-25 CAASP: ELA: 19% Math: 7%	ELA improved by 3.81% Math declined by 0.34%.
1.15	Extent to which students have access to and are enrolled in a broad course of study. (Priority 8)	In 2023-24 school year, percentage of students enrolled in these courses: VAPA - 24% CTE - 43% CCAP - 6%	In 2024-25 school year, percentage of students enrolled in these courses: VAPA - 30% CTE - 35%	In 2025-26 school year, percentage of students enrolled in these courses: VAPA - 32% CTE - 37%	Percentage of students enrolled in these courses: VAPA - 25% CTE - 44% CCAP - 7%	VAPA improved by 8%. CTE declined by 6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle College - 11% Foreign Language - 31%	CCAP - 7% Middle College - 13% Foreign Language - 32%	CCAP - 14% Middle College - 12% Foreign Language - 35%	Middle College - 12% Foreign Language - 32%	CCAP improved by 8 %. Middle College improved by 1 %. Foreign Language improved by 4%.
1.16	College/Career Indicator	Percentage of 2022-23 graduates identified as "Prepared" All Students: 35% Low Income Students: 18.7% Hispanic Students: 21.2% Students with Disabilities: 8.9% White Students: 38.1%	Percentage of 2023-24 graduates identified as "Prepared" All Students: 31.8% Low Income Students: 22.1% Hispanic Students: 28.3% Students with Disabilities: 6% White Students: 31.4%	Percentage of 2024-25 graduates identified as "Prepared" All Students: 44.5% Low Income Students: 32.3% Hispanic Students: 45.5% Students with Disabilities: 11.5% White Students: 39%	Percentage of graduates identified as "Prepared" All Students: 36% Low Income Students: 19% Hispanic Students: 23% Students with Disabilities: 10% White Students: 39%	Percentage of graduates identified as "Prepared" All Students improved by 9.5%. Low Income Students improved by 13.6%. Hispanic Students improved by 24.3%. Students with Disabilities improved by 2.6%. White Students improved by 0.9%.

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, the district successfully implemented the majority of the actions identified under Goal 1. The district continued to focus on improving student achievement, increasing college and career readiness opportunities, expanding access to rigorous coursework, supporting student engagement, and providing intervention services to students requiring additional academic support. The district also continued to expand dual enrollment opportunities, Middle College participation, Career Technical Education (CTE) pathways, Advanced Placement offerings, and student support services designed to increase postsecondary readiness.

Implementation successes were evident in several outcome areas. Student achievement improved in English Language Arts and Science, graduation rates increased, dropout rates declined, attendance exceeded target levels, and College/Career Indicator outcomes improved. Participation in Advanced Placement courses and college credit opportunities also increased, reflecting the district's continued emphasis on expanding access to rigorous academic experiences and college-level coursework. Additionally, students continued to benefit from expanded dual enrollment opportunities, academic counseling, intervention supports, and career pathway experiences.

One of the district's greatest successes was the continued growth in college and career readiness opportunities. Through partnerships with Columbia College and other educational partners, students had increased access to dual enrollment coursework, Middle College, and career pathway experiences that contributed to improved College/Career Indicator outcomes and increased college credit attainment.

The district also experienced several implementation challenges during the year. Mathematics achievement remains an area of concern despite ongoing intervention and instructional support efforts. While some student groups demonstrated improvement, overall mathematics performance remains below district expectations and target levels. The district recognizes the need for a more focused instructional strategy and will continue implementation of a comprehensive mathematics coaching model during the coming year to strengthen classroom instruction and improve student outcomes.

English Learner outcomes also presented challenges. While the district's English Learner population remains relatively small and annual fluctuations can significantly impact performance measures, both English Learner progress and reclassification rates declined during the reporting period. The district will continue to evaluate existing supports and work with staff to identify strategies that accelerate language acquisition and increase reclassification opportunities.

The district also experienced challenges related to Career Technical Education pathway completion. The closure of the Culinary Arts pathway in due to facility-related issues significantly reduced the number of students able to complete a CTE pathway. In addition, the Photography pathway was discontinued and later restructured as an Art course, further reducing pathway completion opportunities. As a result, CTE completion rates declined despite continued student interest and participation in career readiness opportunities. During the coming year, the district is working to complete renovations to the Culinary Arts facility and plans to relaunch the program as a dual enrollment CCAP course in partnership with Columbia College.

The district also continued implementation of its Compliance and Improvement Monitoring (CIM) plan and made progress toward increasing inclusive practices for Students with Disabilities. Improvements were made in compliance systems, student supports, and access to educational opportunities; however, achievement gaps for Students with Disabilities remain evident across several indicators. The district recognizes the need to continue strengthening inclusive instructional practices, co-teaching models, and Universal Design for Learning (UDL) implementation to improve outcomes for all students.

Overall, implementation of Goal 1 actions resulted in meaningful progress toward improving student achievement, attendance, graduation rates, and college and career readiness. At the same time, the district identified mathematics achievement, English Learner outcomes, pathway completion rates, and continued support for Students with Disabilities as areas requiring additional attention and refinement moving forward.

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

There were notable differences between the budgeted and actual expenditures:

Action 1.2: Costs were temporarily reduced because of a vacancies the District was not able to fill in the paraprofessional position.

Action 1.3: Expenditures exceeded budget projections due to the higher compensation for a more experienced educator.

Action 1.4: Costs were temporarily reduced because of a certificated vacancy the District was not able to fill.

These variances are considered material as they stem from unanticipated staffing changes rather than minor operational adjustments. Despite these differences, all actions contributed to the overarching goal of improving academic achievement and college/career readiness, aligning with LCAP objectives.

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

The actions associated with Goal 1 have been largely effective in improving student achievement, engagement, and college and career readiness. Evidence of effectiveness includes significant improvements in English Language Arts achievement, California Science Test performance, high school graduation rates, college credit attainment, average daily attendance, AP exam participation and success rates, and the College/Career Indicator. Additionally, dropout rates declined substantially across all student groups, indicating that intervention, engagement, and support efforts are helping students remain connected to school and graduate.

Actions designed to expand postsecondary opportunities have shown positive results. Increased access to dual enrollment, AP coursework, Middle College, CCAP courses, and college credit opportunities contributed to growth in college credit completion and College/Career Indicator outcomes. Broad course access also improved in several areas, including VAPA, CCAP, Middle College, and foreign language participation.

The district's investments in instructional support, curriculum alignment, assessment practices, and targeted interventions appear to have contributed to improved ELA and science outcomes. Attendance initiatives and student support systems also contributed to an increase in average daily attendance from 86% to 91%, exceeding the Year 3 target.

However, not all actions were equally effective. Mathematics achievement remains a significant area of concern. While some student groups demonstrated improvement, overall math performance remains substantially below standard and several groups have not met Year 3 targets.

Performance gaps for Students with Disabilities also remain evident across multiple academic indicators, despite progress made through increased intervention, compliance monitoring, and expanded support services.

Similarly, A-G completion rates, CTE pathway completion, and the percentage of students completing both CTE and A-G requirements did not consistently meet desired outcomes. While College and Career Indicator outcomes improved, pathway completion rates were impacted by the temporary closure of the Culinary Arts pathway due to facility-related issues and the restructuring of the Photography pathway, both of which reduced the number of available pathway completers. These circumstances indicate a need to continue strengthening pathway access, student academic planning, and completion monitoring.

Both the English Learner Progress Indicator and English Learner Reclassification Rate declined from prior levels and failed to meet Year 3 targets. While the district's English Learner population remains relatively small and annual fluctuations can significantly affect performance measures, the results suggest a need to strengthen designated and integrated ELD supports, monitoring systems, and reclassification practices.

Overall, the data indicate that Goal 1 actions have been effective in improving student achievement, attendance, graduation rates, and college and career readiness opportunities. At the same time, the district recognizes the need to refine and strengthen actions related to mathematics achievement, English Learner outcomes, support for Students with Disabilities, and pathway completion to ensure all student groups achieve the desired outcomes.

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, analysis of California School Dashboard data, and the review of internal performance metrics, several important changes have been made to LCAP Goal 1—Academic Achievement and College/Career Readiness—for the 2026-27 school year. These changes are designed to increase effectiveness, strengthen equity, and directly address areas where existing strategies did not yield targeted results over the past three years.

Paraprofessional Support
The District continues to experience challenges in hiring and retaining qualified paraprofessionals. Year over year, actual expenditures for this action have been lower than budgeted due to unfilled positions and staffing vacancies. At the same time, the projected cost of fully staffing the action has increased due to higher salary and benefit costs, as well as the experience levels and corresponding higher compensation of the paraprofessionals currently in place. The District will continue to provide paraprofessional support and maintain the action while recognizing that recruitment and retention challenges may continue to affect actual expenditures.

Changes in Instructional Strategy: Math Coaching
Math performance continues to be an area of concern, particularly for Students with Disabilities and low-income students. In response, the district is launching a comprehensive instructional coaching initiative in mathematics for the 2025–26 school year. This initiative includes classroom observations, intensive professional development, individualized in-class coaching sessions, and reflective goal-setting activities. The coaching, grounded in research-based practices and aligned with the NCTM Mathematics Teaching Practices, is designed to improve

student engagement, deepen mathematical discourse, and better leverage student thinking. By investing in sustained professional growth for math educators, the district aims to produce measurable gains in CAASPP Math scores across all student subgroups.

Addressing Underperformance: CIM and Inclusion Efforts
In light of continued performance gaps for Students with Disabilities, the district will continue implementation of its Compliance and Improvement Monitoring (CIM) plan, with a particular focus on expanding inclusive practices and advancing the goal of school-wide Universal Design for Learning (UDL) implementation. Although the district has made notable progress—such as improved IEP compliance, expanded dual enrollment access, and increased student support through the CAT Center—full inclusion has not yet been realized. Actions identified as ineffective include traditional pull-out remediation models and isolated elective offerings for students with disabilities. These have been replaced or restructured to support co-taught classes, inclusive electives, and targeted instructional coaching for both general and special education teachers.

Expanding College and Career Pathways
While the district has seen improvement in overall College/Career Indicator outcomes, A-G completion rates and Career Technical Education (CTE) pathway completion rates did not consistently meet Year 3 targets. Analysis indicates that the decline in CTE pathway completion was not primarily the result of reduced student interest or ineffective programming, but rather the temporary loss of pathway completion opportunities caused by program and facility changes.

A significant contributor to the decline was the closure of the Culinary Arts pathway following deterioration and facility-related issues within the Culinary Arts classroom. Because Culinary Arts historically generated a substantial number of pathway completers, the temporary suspension of the program resulted in a measurable reduction in the number of students completing a CTE pathway. In addition, the Photography pathway was discontinued and later restructured as an Art course, further reducing the number of available CTE completers.

During the 2025–26 school year, the district is working to complete renovation of the Culinary Arts facility and will relaunch the program as a dual enrollment CCAP course in partnership with Columbia College. The district anticipates that restoring this pathway and providing students with opportunities to earn both high school and college credit will increase pathway participation, pathway completion, and overall College/Career readiness outcomes.

Expanded Course Offerings
The District will continue to provide students with access to a broad range of courses and college and career readiness opportunities. For 2026-27, fewer teachers will be funded through LCFF supplemental and concentration funds to support this action than in the prior year. The District will continue the expanded course offerings, with a greater portion of the associated staffing costs supported through other General Fund resources rather than LCFF funds.

Implement Targeted Intervention Through Flex Period
The District will continue implementation of the structured Flex Period to provide targeted academic intervention, credit recovery, enrichment, and social-emotional support. Based on reflection on prior implementation, the action itself remains substantially unchanged; however, the funding structure has been revised for 2026-27. Teacher Flex Period costs will now be supported through the District's General Fund rather than LREBG, while the 0.2 FTE Flex Period Teacher on Special Assignment (TOSA) will remain part of Action 1.7. This change allows the District to continue the intervention model while shifting the ongoing teacher costs to the General Fund.

To address stagnant A-G completion rates and improve college and career readiness outcomes, the district will continue expanding access to dual enrollment, Middle College, Career Technical Education pathways, and advanced coursework. Additional efforts will focus on strengthening student academic planning, increasing counseling support, improving monitoring of pathway completion, and providing targeted interventions for students who are off track toward A-G completion. These efforts are intended to ensure more students successfully complete college and career readiness requirements before graduation.

The district will also continue to expand high-quality CTE opportunities, strengthen pathway alignment with local workforce needs, and monitor completion rates to ensure students have access to multiple postsecondary preparation options.

These changes reflect the district's responsiveness to educational Partner input, Dashboard data, and long-term performance trends.

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	Intervention and Support Classes	Continue to implement and revise created intervention and support classes that provide access to curriculum for students with disabilities, English Learners, low income students, foster youth, including students who are Homeless, Hispanic, and Two or More Races, or other students identified as struggling with the regular course curriculum.	$38,512.00	Yes
1.2	Paraprofessional Support	Paraprofessionals enhance the educational experiences and outcomes of students with disabilities, English Learners, low income students, foster youth including students who are Homeless, Hispanic, and Two or More Races. Research indicates that the strategic deployment of paraprofessionals can significantly improve academic performance, social-emotional development, and school engagement for these student populations.	$289,728.00	Yes
1.3	Targeted Interventions Classes	Provide students with disabilities, English Learners, low income students, foster youth, including students who are Homeless, Hispanic, and Two or More Races, and other students identified as struggling with the regular course curriculum in English and Math with targeted intervention classes	$115,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		designed to support current class instruction and help bring students to grade level proficiency. These classes will specifically focus on addressing the needs of low income students, English Learners, Foster Youth to ensure these students have the necessary support to succeed academically.		
1.4	Expanded Course Offerings	The expansion and revision of course offerings, along with increased remediation opportunities, are designed to specifically meet the unique needs of include low-income students, English learners, and foster youth. This action will: Maintain the expansion of course offerings at all district sites and revise offerings as appropriate to continue to support student progress to be college and career ready as well as remediation efforts to keep students eligible for graduation. Maintain funding for remediation opportunities for students by continuing to support the summer school utilizing Apex Learning Virtual School. Increase A-G course offerings at Ted Bird High School. Increase the number of classes offered at district continuation programs (Cassina High School and Ted Bird High School) by utilizing physical and virtual class offerings including Apex and UC Scout. Increase access to college level courses for students with disabilities, English Learners, low income students, and foster youth.	$133,571.00	Yes
1.5	English Learner Support	Maintain an English Learner teacher and a daily class for EL students in order to support language development and instruction in other classes. Utilize designated EL teacher to support redesignated fluent English proficient students in current classes in order to reinforce learning and language progress.	$112,021.00	No
1.6	Administrative Support	The district will maintain a Student Services Administrator at Sonora High School to provide additional administrative supervision and support for academic improvement focused on improving achievement for students with disabilities, English Learners, low income students, and foster youth.	$193,231.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Student Services Administrator will also support behavioral interventions to reduce the suspension rate for all students, including those who are low income, students with disabilities, and two or more races.		
1.7	Implement Targeted Intervention Through Flex Period	Implement a structured Flex Period during the instructional day to provide targeted small group academic intervention, credit recovery, enrichment, and social-emotional support. Students will be assigned to sessions based on Renaissance STAR assessment data or classroom needs.	$24,158.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure equitable access for all students to current technology, tools, and instructional strategies to improve educational outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal seeks to address the needs demonstrated in review of CDE Dashboard data, educational partner input, and local data. This goal was developed to ensure that all students in the Sonora Union High School District will have equitable access to current technology, tools, and instructional strategies to improve educational outcomes.
The actions in this goal address the following standards:
Priority 1: Basic (Conditions of Learning)
The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Access to Standards–Aligned Instructional Materials (Priority 1)*	All classes all classes are using state board adopted textbooks and curriculum that was adopted within the last 10 years. All students will have access to standards based materials.	All classes all classes are using state board adopted textbooks and curriculum that was adopted within the last 10 years. All students will have access to standards based materials	All classes all classes are using state board adopted textbooks and curriculum that was adopted within the last 10 years. All students will have access to standards based materials	All classes will be using state board adopted textbooks and curriculum that was adopted within the last 10 years. All students will have access to standards based materials.	Access to Standards-Aligned Instructional Materials remained constant
2.2	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)*	According to the 2023-24 FIT report all facilities were in good repair.	According to the 2024-25 FIT report, all facilities	According to the 2025-26 FIT report, all facilities	According to the FIT report, all facilities are in good repair.	Facilities in Good Repair (FIT) remained constant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			were in good repair.	were in good repair.		
2.3	Ensuring access to 1:1 digital devices	All students have access to 1:1 digital devices.	All students have access to 1:1 digital devices.	All students have access to 1:1 digital devices.	All students have access to 1:1 digital devices.	1:1 Digital Device Access remained constant

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 2 aimed to ensure equitable access to technology and instructional strategies across Sonora Union High School District. The implementation of associated actions was highly successful, with all actions executed as planned and yielding positive results. Facilities maintenance and curriculum access were prioritized, ensuring that all students—particularly those who are low-income, foster youth, or English learners—had the necessary resources for learning.

Substantive Differences in Implementation:

Action 2.1 (Facilities Upkeep): Increased funds have been allocated for Action 2. This action was implemented effectively, but the actual expenditures were higher than anticipated. The increase was due to a greater-than-expected need for facilities repairs and maintenance to ensure a safe, clean, and functional environment for students and staff. The additional investment was essential for maintaining compliance with health and safety standards and supported improved student engagement and learning conditions.

Challenges and Successes:

There were minimal implementation challenges for this goal. Instead, the district experienced substantial success in executing planned actions, notably maintaining standards-aligned instructional materials and improving facilities upkeep. These accomplishments contributed to a learning environment that supports equitable access for all student groups and aligns with Local Control Funding Formula priorities.

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 2.1: There was a material increase in expenditures due to unanticipated facility maintenance needs. These costs exceeded initial budget estimates but were essential to meet the district’s standards for operational integrity and student safety.

Despite the cost increase, this action was crucial in fulfilling Goal 2 and ultimately supported the district's mission to provide an equitable and effective educational environment.

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

The district successfully maintained universal access to 1:1 digital devices, up-to-date instructional materials, and facilities rated in “good” repair, as verified by the 2025-26 FIT report and ongoing inventory audits. These conditions of learning have provided a solid foundation for equitable educational opportunities across student groups. The continuation of robust IT support services, improvements in wireless infrastructure, and consistent upgrades to teacher devices have ensured that students and staff can effectively utilize digital tools in day-to-day instruction. These actions directly address the digital divide and support English Learners, Foster Youth, and Low-Income students, who benefit most from expanded access and support.

Moreover, the effectiveness of these investments is echoed in the results of the parent survey, where 88% of respondents agreed that the district is meeting its goal of ensuring equitable access to technology and instructional tools—an increase from 80% in the previous year. This strong endorsement from families reinforces the value and visibility of the district’s efforts in this area.

The consistent availability of standards-aligned materials, well-maintained facilities, and individualized access to digital devices, coupled with strong educational partner confidence, indicate that the district’s actions under Goal 2 are effective. The LEA will continue these strategies while monitoring emerging needs, particularly as instructional technologies and student demographics evolve. No changes to actions or metrics are currently needed for Goal 2, as all indicators suggest continued progress and alignment with the district’s mission to provide equitable, high-quality learning environments for all students.

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.

While the district has maintained strong performance in providing general access to devices, instructional materials, and well-maintained facilities, one area identified for improvement is ensuring that special education teachers are fully equipped to implement the adopted core curriculum. Over the past three years, the district has successfully adopted updated curriculum across subjects and provided professional development for general education staff. However, feedback and classroom observations have revealed that special education teachers were not consistently included in these training opportunities, limiting their ability to effectively support students with disabilities using the same materials.

This oversight has contributed to inconsistent instructional experiences for students with IEPs and may be partially responsible for the continued achievement gap in ELA and Math for this student group. To address this, the district will ensure dedicated, ongoing professional development for special education teachers focused on the use of adopted curriculum.

This change reflects a move toward greater instructional coherence and inclusivity. By building capacity among special education teachers to deliver the same rigorous, standards-aligned content as their general education peers, the district aims to increase access, equity, and achievement for students with disabilities. Additionally, this shift supports broader district efforts under the Compliance and Improvement Monitoring (CIM) Plan and the goal of full implementation of Universal Design for Learning (UDL).

No changes have been made to the metrics or target outcomes under Goal 2, as core indicators (such as access to devices, textbooks, and facilities ratings) remain strong. However, the addition of targeted professional development for special education staff represents a

strengthened and more equitable approach that aligns with feedback from educational partner and state requirements for inclusive instructional delivery. The allocated funds for Action 2.1 have been decreased for the upcoming year based on a reduction in anticipated expenses for facilities maintenance.

Action 2.2 has been revised to include an increase of approximately $93,000 to support the replacement of student Chromebooks. The district identified the need to maintain a reliable and up-to-date technology infrastructure to ensure students continue to have access to the digital tools necessary for instruction, assessment, communication, and college and career readiness.

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	Ongoing Facilities Maintenance	The district will continue to provide ongoing and continual maintenance to its facilities in order to provide all students with appropriate and equitable learning environments.	$675,000.00	No
2.2	Maintain Increased Technical Instructional Support	Maintain the level of technical support for students and staff in the IT department to include instructional and technological support. Improve quality of wireless connections for staff and students throughout the campus. Support student access to online learning, contemporary learning tools, and collaborative communication skills through 1:1 digital devices for all district students. Continue to upgrade teacher digital devices	$190,100.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Develop a safe, positive culture where all students receive social emotional support; are engaged; and feel safe, heard, and respected.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal seeks to address the needs demonstrated in review of CDE Dashboard data, educational partner input, and local data. This goal was developed to ensure that all students in the Sonora Union High School District will have a safe, positive culture where all educational partners receive social emotional support; are engaged; and feel safe, heard, and respected.
The actions in this goal address the following standards:
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate* (Priority 6) https://www.caschooldashboard.org/reports/55723890000000/2023/conditions-and-climate#suspension-rate	2022-23 School Year All Students: 13.5% Low Income Students: 19.6% Hispanic Students: 13.3% Students with Disabilities: 24.7% Two or More Races: 13.6% English Learners: 25%	2023-24 School Year All Students: 12.1% Low Income Students: 17.3% Hispanic Students: 14.6% Students with Disabilities: 22.3%	2024-25 School Year All Students: 9.1% Low Income Students: 11.6% Hispanic Students: 8.4% Students with Disabilities: 17.9% Two or More Races: 8.3%	All Students: 13% Low Income Students: 19% Hispanic Students: 13% Students with Disabilities: 24% Two or More Races: 13% English Learners: 24%	All Students decreased (improved) by 4.4%. Low Income decreased (improved) by 8.0%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races: 10.3% English Learners: 3.4%	English Learners: 4.3%		Hispanic decreased (improved) by 4.9%. Students with Disabilities decreased (improved) by 6.8%. Two or More Races decreased (improved) by 5.3%. English Learners decreased (improved) by 20.7%.
3.2	Expulsion Rate* (Priority 6) https://data1.cde.ca.gov/dataquest/dqCensus/DisExpRateLevels.aspx?year=2022-23&agglevel=District&cds=5572389	2022-23 School Year All Students: 0.35%	2023-24 School Year All Students: 0.88%	2024-25 School Year All Students: 0.19%	All Students: 0.3%	All Students declined (improved) by 0.16%.
3.3	High School Dropout Rate* (Priority 5) https://dq.cde.ca.gov/dataquest/dqcensus/Coh5YrOutcome.aspx?agglevel=district&year=2022-23&cds=5572389	2022-23 All Students: 6.1% Low Income Students: 8.1% Hispanic Students: 5.2% Students with Disabilities: 12.9%	2023-24 All Students: 8% Low Income Students: 11.9% Hispanic Students: 13.5% Students with Disabilities: 19.6%	2024-25 All Students: 4.6% Low Income Students: 3.4% Hispanic Students: 1.7% Students with Disabilities: 6.0%	All Students: 6% Low Income Students: 8% Hispanic Students: 5% Students with Disabilities: 12%	All Students decreased (improved) by 1.5%. Low Income decreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 7.7%	Two or More Races: not reported	Two or More Races: 0.0%	Two or More Races: 7%	(improved) by 4.7%. Hispanic decreased (improved) by 3.5%. Students with Disabilities decreased (improved) by 6.9%. Two or More Races decreased (improved) by 7.7%.
3.4	High School Graduation Rate* (Priority 5) https://www.caschooldashboard.org/reports/55723890000000/2023/academic-engagement#graduation-rate	2022-23 All Students: 90.8% Low Income Students: 85.8% Hispanic Students: 86.5% Students with Disabilities: 75.6%	2023-24 All Students: 89.3% Low Income Students: 87.7% Hispanic Students: 90% Students with Disabilities: 72.5%	2024-25 All Students: 92.2% Low Income Students: 91.5% Hispanic Students: 86.4% Students with Disabilities: 76.9%	All Students: 91% Low Income Students: 86% Hispanic Students: 87% Students with Disabilities: 76%	All Students improved by 1.4%. Low Income improved by 5.7%. Hispanic declined by 0.1%. Students with Disabilities improved by 1.3%.
3.5	Student Perception of School Connectedness (Priority 6) https://drive.google.com/drive/u/0/folders/1VF73_	In the 2023–24 California Healthy Kids Survey (CHKS) Student Perception of School Connectedness. % of students who reported feeling	In the 2024-25 California Healthy Kids Survey (CHKS) Student Perception of School Connectedness. %	In the 2025-26 California Healthy Kids Survey (CHKS) Student Perception of School Connectedness. %	Student Perception of School Connectedness. % of students who reported feeling connected or	9th Grade improved by 10%. 11th Grade improved by 21%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	8aQavX_MAa7UZ3uhivKIEP83Wf8	connected or strongly connected: 9th Graders: 52% 11th Graders: 40% Non-Traditional Students: 52%	of students who reported feeling connected or strongly connected: 9th Graders: 55% 11th Graders: 46% Non-Traditional Students: 54%	of students who reported feeling connected or strongly connected: 9th Graders: 62% 11th Graders: 61% Non-Traditional Students: 65%	strongly connected: 9th Graders: 53% 11th Graders: 41% Non-Traditional Students: 53%	Non-Traditional Students improved by 13%.
3.6	Student Perception of School Safety (Priority 6) https://drive.google.com/drive/u/0/folders/1VF73_8aQavX_MAa7UZ3uhivKIEP83Wf8	In the 2023–24 California Healthy Kids Survey (CHKS) Student Perception of School Safety. % of students who reported feeling safe or very safe at school: 9th Graders: 61% 11th Graders: 45% Non-Traditional Students: 77%	In the 2024-25 California Healthy Kids Survey (CHKS) Student Perception of School Safety. % of students who reported feeling safe or very safe at school: 9th Graders: 62% 11th Graders: 47% Non-Traditional Students: 81%	In the 2025-26 California Healthy Kids Survey (CHKS) Student Perception of School Safety. % of students who reported feeling safe or very safe at school: 9th Graders: 64% 11th Graders: 67% Non-Traditional Students: 94%	Student Perception of School Safety. % of students who reported feeling safe or very safe at school: 9th Graders: 62% 11th Graders: 46% Non-Traditional Students: 78%	9th Grade improved by 3%. 11th Grade improved by 22%. Non-Traditional Students improved by 17%.
3.7	Parental Engagement (Priority 3)	In the 2023–24 California Healthy Kids Survey (CHKS), an average of 19% of the 22 respondents strongly agreed, across a series of questions, that the district promotes parental involvement.	In the 2024-25 California Healthy Kids Survey (CHKS), an average of 12% of the 46 respondents strongly agreed, across a series of questions, that the district promotes parental involvement.	In the 2025-26California Healthy Kids Survey (CHKS), an average of 40% of the 19 respondents strongly agreed, across a series of questions, that the district promotes parental involvement.	20% of respondents strongly agreed, across a series of questions, that the district promotes parental involvement on the California Healthy Kids Survey (CHKS).	Strongly Agree responses improved by 21%.

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, the district successfully implemented the majority of the actions identified under Goal 3. Efforts remained focused on creating safe, supportive, and engaging school environments where students feel connected to their schools and have access to the social-emotional, behavioral, and academic supports necessary for success. The district continued to invest in student wellness services, counseling supports, attendance interventions, school safety initiatives, positive behavior supports, and opportunities for parent and community engagement.

Implementation successes were evident across nearly all Goal 3 metrics. Suspension rates, expulsion rates, and dropout rates improved and met Year 3 targets. Student perceptions of school connectedness and school safety improved significantly across student groups, indicating that efforts to strengthen school culture, student support systems, and relationship-building initiatives are having a positive impact. Parent engagement also increased substantially and exceeded established targets.

A significant success during the year was the continued expansion of student support services. Counseling services, wellness supports, intervention programs, and collaborative efforts between site administrators, teachers, counselors, and support staff helped address student needs and improve student engagement. The district's continued investment in creating welcoming and supportive school environments contributed to increased feelings of connectedness and safety among students.

The district also continued implementation of attendance monitoring and intervention systems designed to identify students in need of support and connect families with available resources. These efforts contributed to improved student engagement and helped reduce dropout rates across multiple student groups.

Parent and family engagement efforts also demonstrated positive results. Increased communication opportunities, outreach activities, parent meetings, and engagement events helped strengthen partnerships between schools and families. Survey results indicate that parents reported increased levels of engagement and connection with the district compared to prior years.

While Goal 3 outcomes were largely positive, the district recognizes that challenges remain. Suspension rates, although improved, continue to disproportionately impact certain student groups, including Students with Disabilities and other historically underserved populations. The district will continue to refine restorative practices, behavior interventions, and proactive student support systems to reduce disciplinary disparities while maintaining safe learning environments.

The district also recognizes the ongoing need to address student mental health and wellness needs. Demand for counseling, social-emotional supports, and wellness services continues to increase. As a result, the district will continue investing in preventative supports, early intervention strategies, and services that promote student well-being and school connectedness.

Overall, implementation of Goal 3 actions resulted in meaningful progress toward improving student safety, school connectedness, student engagement, parent involvement, and positive school climate. The district will continue building on these successes while refining supports and interventions to ensure all students feel safe, connected, supported, and prepared for success.

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

There were no material differences between budgeted and actual expenditures for Goal 3. All financial allocations were consistent with the planned budget, and no adjustments were necessary during implementation.

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

The actions associated with Goal 3 have been largely effective in improving school climate, student engagement, student safety, and family involvement. Evidence of effectiveness includes significant reductions in suspension rates, expulsion rates, and dropout rates, as well as improvements in student perceptions of school connectedness, student perceptions of safety, and parent engagement. Most Goal 3 metrics met or exceeded their Year 3 targets, indicating that the district's efforts to create safe, supportive, and inclusive learning environments are producing positive results.

Actions designed to improve student wellness and school connectedness have shown particularly strong results. Continued investments in counseling services, wellness supports, intervention programs, student activities, and relationship-building initiatives contributed to increased levels of student connectedness across all student groups. Students reported feeling more connected to their schools and more supported by school staff, suggesting that the district's focus on fostering positive school culture and strong student-adult relationships has been effective.

The district's investments in school safety initiatives, student support services, and preventative interventions also contributed to improvements in student perceptions of safety. Survey results indicate that students feel safer at school than in previous years, reflecting the positive impact of proactive safety measures, increased student support, and ongoing efforts to promote a positive campus climate.

Attendance monitoring, intervention supports, counseling services, and family outreach efforts appear to have contributed to substantial reductions in dropout rates and improvements in overall student engagement. The decline in dropout rates across multiple student groups suggests that students are remaining connected to school and receiving the support necessary to persist toward graduation.

Actions designed to increase parent and family engagement were also effective. Increased communication, outreach opportunities, parent meetings, and engagement activities contributed to a substantial increase in parent participation and positive perceptions of district engagement efforts. Parent engagement exceeded the Year 3 target, demonstrating the effectiveness of efforts to strengthen school-family partnerships.

While Goal 3 outcomes were overwhelmingly positive, some challenges remain. Although suspension rates improved and met target outcomes, certain student groups continue to experience disciplinary consequences at higher rates than their peers. The district recognizes the need to continue refining restorative practices, behavior interventions, and proactive student support systems to further reduce disciplinary disparities while maintaining safe and orderly learning environments.

Additionally, student mental health and wellness needs continue to increase. While existing counseling, wellness, and intervention services have contributed to positive outcomes, the district recognizes the importance of continuing to expand preventative supports and early intervention efforts to address the evolving needs of students.

Overall, the data indicate that Goal 3 actions have been highly effective in improving school climate, student safety, student connectedness, family engagement, and student persistence. The district will continue refining and strengthening these supports to ensure all students feel safe, connected, engaged, and supported throughout their educational experience.

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.

Description of Changes Made to the Planned Goal, Metrics, Target Outcomes, or Actions for the Coming Year

Based on reflections on prior implementation and analysis of Dashboard and local data, the district is making targeted refinements to Goal 3 to build upon the significant progress made in improving school climate, student connectedness, school safety, parent engagement, and student persistence. While most Goal 3 metrics met or exceeded their Year 3 targets, the district recognizes opportunities to strengthen supports for students with the greatest needs and further enhance the effectiveness of existing systems.

Continued Focus on Student Wellness and Mental Health Supports

Data indicate that actions designed to improve school climate, student connectedness, and student safety have been effective. Student perceptions of connectedness and safety improved significantly, while suspension, expulsion, and dropout rates declined. Despite these positive outcomes, the district continues to see increasing student mental health and social-emotional support needs.

As a result, the district will continue investing in counseling services, wellness supports, intervention programs, and preventative mental health strategies. Additional emphasis will be placed on early identification of students requiring support, strengthening connections between school and community resources, and expanding proactive interventions designed to address student needs before they escalate into attendance, behavioral, or academic concerns.

Social Emotional Education and Support
The District will continue to provide Positive Behavioral Intervention and Support (PBIS) resources and related supports. For 2026-27, a greater portion of the cost of the PBIS software will be supported through other funding sources, reducing the amount funded through LCFF supplemental and concentration funds. The action itself will continue, with the change primarily reflecting a shift in how the associated costs are funded.

Strengthening Supports Through MTSS and Inclusive Practices

The district will continue refining its Multi-Tiered System of Supports (MTSS) to ensure stronger alignment between academic, behavioral, and social-emotional interventions. Building on progress made through the Compliance and Improvement Monitoring (CIM) process, the district will continue expanding inclusive practices and strengthening collaboration between general education and special education staff.

While outcomes for Students with Disabilities improved in several areas, the district recognizes the importance of continuing to reduce disciplinary disparities and increase student engagement through proactive supports, co-teaching models, restorative practices, and Universal Design for Learning (UDL) implementation. These efforts are intended to ensure all students have equitable access to supportive learning environments and behavioral interventions.

Refining School Climate and Student Engagement Systems

Although suspension and expulsion rates declined and met target outcomes, the district will continue reviewing discipline data to identify trends among student groups and ensure that disciplinary practices remain equitable, consistent, and supportive of student growth. The district will continue implementing restorative approaches, positive behavior supports, and relationship-based interventions that emphasize accountability while maintaining student connectedness to school.

Maintain Increased Wellness and Behavior Support for English Learners, Low-Income Students, and Foster Youth

The District will continue to provide the planned wellness and behavioral supports. For 2026-27, personnel costs for this action are expected to be lower due to the salary placement of the staff assigned to these positions. The change reflects lower staffing costs rather than a reduction in the level of services provided to students.

Expanding Family and Community Engagement

Parent engagement exceeded district targets and continues to be a strength. The district will continue expanding opportunities for meaningful family involvement through enhanced communication strategies, parent education opportunities, engagement events, and ongoing opportunities for educational partner input. These efforts are intended to strengthen partnerships between schools and families and support positive outcomes for students.

Overall, no changes were made to the goal itself or to the associated metrics and target outcomes. Instead, the district is refining and strengthening implementation of existing actions based on data analysis and educational partner feedback. These refinements are intended to sustain the positive outcomes already achieved while ensuring continued growth in school climate, student well-being, student engagement, and family involvement. The district will continue to gather and review educational partner input to ensure that programs and services remain responsive to the needs of students, families, staff, and the community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	“At Risk” Counseling	Provide specialized academic counseling services for students identified as "at risk" , including foster youth, English learners, and low-income students at Sonora High School campus through a campus Learning Director.	$93,624.00	Yes
3.2	Promote a Safe and Productive Learning Environment	Fund supervision on all district campuses to help promote a safe and productive learning environment. Support student behavior intervention, and facilitate effective behavior interventions of the Student Support Center. Fund campus supervisors on the Sonora High School and Alternative Education Campus. The campus supervisors will also support behavioral interventions to reduce the suspension rate for all students, including those who are low income, students with disabilities, and two or more races and white.	$150,425.00	Yes
3.3	Social Emotional Education and Support	Continue to support the Sonora Friends program designed to support and connect incoming freshmen and new students with a positive Sonora High School culture. Support the teaching, modeling, and affirmation of expected student behaviors through continued implementation of Positive Behavioral Intervention and Support practices.	$59,706.00	Yes
3.4	Supporting Student Engagement	Continue to fund extra-curricular programs to promote student health and wellness, and to increase student participation.	$206,960.00	Yes
3.5	Improved Educational Partner Communication	The district will continue to invest in and upgrade its school communication tools to ensure comprehensive and effective communication with and between educational partners. these communication tools will be used to	$8,174.55	Yes

Action #	Title	Description	Total Funds	Contributing
		encourage parents to participate in decision making committees, provide input, and promote parental participation for parents/guardians of English Learners, Low Income, Foster Youth, and Students with Disabilities.		
3.6	Maintain Increased Wellness and Behavior Support for English Learners, Low Income and, Foster Students.	Focused wellness and behavior support for English Learners, Low Income, and Foster Students through increased clinician support.	$150,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Expanding upon California Community Schools Project to increase student-family access to wrap around support including access to food pantry and clothing thrift store, and establish an Alternative to Suspension Program	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in collaborations with the Cassina High School Student Leadership Team and the California Community Schools Project family engagement process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate for Cassina High School	This is a new goal. In 2022-23 38% of all students were suspended at least one day.	This is a new goal. In 2023-24 21.5% of all students were suspended at least one day.	In 2024-25 20.5% of all students were suspended at least one day.	20% or fewer students were suspended at least one day.	The suspension rate declined 17.5%.
4.2	College/Career Indicator for Cassina High School	This is a new goal. In 2022-23 0% of students were placed in the "Prepared" level on the College/Career Indicator.	In 2023-24 6.5% of students were placed in the "Prepared" level on the College/Career Indicator.	In 2024-25 3.3% of students were placed in the "Prepared" level on the College/Career Indicator.	8% of students will be placed in the "Prepared" level on the College/Career Indicator.	The percentage of students in the "Prepared" level on the College/Career Indicator increased 3.3%.

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, the planned actions were implemented as intended. The district continued to develop and expand community school supports that provided students and families with access to food, clothing, social-emotional resources, and referrals to community services. These efforts helped address basic needs that can negatively impact attendance, engagement, behavior, and academic achievement.

Implementation of these actions contributed to positive outcomes in school climate. The suspension rate at Dario Cassina High School declined from 38% in the baseline year (2022-23) to 20.5% in 2024-25, a reduction of 17.5 percentage points. This significant improvement suggests that increased access to supports, stronger relationships with students and families, and a focus on addressing underlying student needs contributed to a more positive school environment.

The College/Career Indicator also improved from 0% of students being identified as "Prepared" in the baseline year to 3.3% in 2024-25. While the district did not meet its target of 8%, the increase demonstrates progress in supporting students toward postsecondary readiness despite the unique challenges faced by the continuation school population.

Challenges included serving students with significant academic, behavioral, attendance, and social-emotional needs, many of whom enroll after experiencing difficulties in a traditional school setting. These factors continue to impact both disciplinary outcomes and college and career readiness measures. In addition, building awareness and utilization of community school resources requires ongoing outreach and engagement with students and families.

Based on reflections on implementation and outcomes, the district will continue expanding wraparound services and community partnerships. In 2026-27, the district plans to establish an Alternative to Suspension Program to provide additional interventions, behavioral supports, and restorative practices that will further reduce exclusionary discipline and increase student engagement and success.

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for this goal. The actions and services were implemented substantially as planned, and expenditures remained consistent with the approved budget. Any minor variances that occurred were attributable to routine fluctuations in personnel costs, benefits, or operational expenses and did not materially affect the implementation of the goal or the delivery of services to students and families.

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

The actions associated with Goal 4 have been effective in making progress toward the goal of expanding the California Community Schools Partnership Project and increasing student and family access to wraparound supports. Through the continued development of the food pantry, clothing thrift store, community partnerships, and student support services, the district has increased access to resources that help address barriers to student success.

Evidence of the effectiveness of these actions can be seen in the substantial reduction in the suspension rate at Dario Cassina High School. The percentage of students suspended at least one day declined from 38% in the baseline year (2022-23) to 20.5% in 2024-25, representing a decrease of 17.5 percentage points and demonstrating significant progress toward the goal of improving school climate and student engagement.

The actions have also shown some effectiveness in improving college and career readiness. The percentage of students identified as "Prepared" on the College/Career Indicator increased from 0% in the baseline year to 3.3% in 2024-25. While this improvement demonstrates progress, the district did not meet its target of 8%, indicating that additional efforts are needed to expand career readiness opportunities, work-based learning experiences, and postsecondary planning supports for students.

Overall, the actions have been most effective in addressing student engagement, school climate, and behavioral outcomes through increased access to wraparound services and basic needs supports. Continued implementation of community school strategies, coupled with the planned development of an Alternative to Suspension Program in 2026-27, is expected to further improve student outcomes and help the district achieve its long-term goals.

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 analysis of student outcome data, the district has revised the actions associated with Goal 4 for the coming year. While the expansion of community school supports has contributed to a significant reduction in suspension rates and increased access to wraparound services, district staff identified the need for additional interventions that provide alternatives to exclusionary discipline practices.

As a result, the district will implement an Alternative to Suspension Program that utilizes restorative practices, behavioral interventions, and wraparound supports to address student misconduct while maintaining student connection to school. The program will focus on accountability, relationship-building, conflict resolution, and skill development with the goal of reducing suspension rates, increasing student engagement, and improving overall school climate.

No changes were made to the goal, metrics, or target outcomes. The addition of the Alternative to Suspension Program represents an enhancement to the existing actions and services based on evidence gathered through implementation and reflection on prior practices.

Increased Access to Food Pantry and Clothing Thrift Store
The District will continue to provide these supports to students and families. For 2026-27, the costs associated with this action will be funded through other available funding sources rather than LCFF supplemental and concentration funds. The services themselves will continue, with the change reflecting a shift in funding source rather than a reduction in support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increased access to food pantry and clothing thrift store.	Expanding upon California Community Schools Project to increase student-family access to wrap around support including access to food pantry and clothing thrift store	$0.00	
4.2	Alternative to Suspension	Implement an Alternative to Suspension program that utilizes restorative practices, behavioral interventions, and wraparound supports to address student misconduct while maintaining student connection to school. The program will focus on accountability, relationship-building, and skill development with the goal of reducing suspension rates and improving student engagement and school climate.	$86,739.00	

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
$1,014,645	$N/A

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
7.706%	0.000%	$0.00	7.706%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Intervention and Support Classes **Need:** Academic Gaps: Special Education Students: Require tailored instructional strategies to meet their individualized education program (IEP) goals and access the curriculum effectively.	Access to Curriculum: Inclusive Education: Ensures that special education students, English learners, and low-income students have equitable access to the curriculum through differentiated instruction and tailored support. Bridging Gaps: Helps bridge academic gaps by providing targeted instruction in areas where students are struggling, ensuring they can progress with their grade-level peers.	1.2 CAASPP Math 1.8 High School Dropout Rate 1.9 High School Graduation Rate

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
	English Learners: Need additional support to develop language proficiency while simultaneously learning grade-level content. Low-Income Students: Often have fewer academic resources and support at home, leading to gaps in foundational skills and knowledge. Targeted Interventions: Personalized Instruction: Intervention classes provide personalized instruction that targets specific areas of need, helping students build foundational skills and catch up with their peers. Supportive Learning Environment: These classes offer a supportive and structured environment where students can receive additional help and encouragement. Enhanced Engagement: Engaging Curriculum: Providing engaging and relevant curriculum, especially in subjects like math, helps to increase student motivation and interest in learning. Real-World Skills: Offering math classes that focus on real-world skills helps students see the practical applications of what they are learning, which can be particularly motivating for those who struggle with traditional math instruction. **Scope:** Schoolwide	Engaging Math Instruction and Real-World Math Skills: Offers math classes that focus on real-world applications, making math more relevant and engaging for students who struggle with traditional math instruction. Supportive Environment and Focused Instruction: Teachers can focus on specific student needs, using evidence-based instructional strategies to help students overcome their academic challenges. While the primary focus is on supporting unduplicated pupils, implementing intervention and support classes on a schoolwide basis offers several benefits: Equitable Access: Universal Support: Ensuring that all students, regardless of their background, have access to additional support and intervention promotes equity and inclusivity within the school community. Identifying Needs: A schoolwide approach allows for the early identification and support of any student who may be struggling, not just those who are already recognized as unduplicated pupils. Consistent and Cohesive Support: Standardized Interventions: Implementing a standardized approach to intervention and support ensures that all students receive consistent and high-quality support across the school. Comprehensive Services: By integrating support classes into the schoolwide framework, the school can provide comprehensive services that address the diverse needs of its student population.	

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
		Enhanced School Climate: Positive Learning Environment: A schoolwide focus on providing support helps create a positive and supportive learning environment where all students feel valued and supported. Improved Academic Outcomes: Providing targeted interventions helps improve overall academic outcomes, contributing to a more successful and thriving school community.	
1.3	**Action:** Targeted Interventions Classes **Need:** Gaps in Foundational Skills: Many unduplicated pupils have gaps in their foundational skills due to various factors such as frequent school changes, lack of access to quality early education, and socio-economic challenges. Socio-Emotional Challenges: Foster youth and low-income students are more likely to experience trauma, instability, and stress, which can impact their academic performance and overall well-being. Limited Access to Resources: These students may lack access to additional academic support outside of school, making in-school interventions critical for their success. **Scope:** Schoolwide	Math 1 Readiness and Intervention Classes: These classes will help struggling students build the necessary skills to succeed in Math 1, ensuring they do not fall behind. This is especially beneficial for unduplicated pupils who may have missed foundational math concepts due to frequent school changes or other disruptions. English 1 Class Size Reduction: Smaller class sizes will enable teachers to provide more individualized attention, helping to improve academic performance and social-emotional development. This is crucial for unduplicated pupils who need additional support to bridge learning gaps and engage fully in their education. While the targeted intervention classes are designed to address the needs of unduplicated pupils, they are provided on a schoolwide basis for several reasons: Inclusive Education Environment: Implementing these interventions schoolwide ensures that all students, regardless of their background, have access to high-quality educational support. This fosters an inclusive environment where resources are available to all who need them.	1.1 CAASPP ELA 1.2 CAASPP Math 1.4 a-g Completion 1.6 Both CTE & a-g Completion 1.8 High School Dropout Rate 1.9 High School Graduation Rate

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
		Resource Efficiency: Providing interventions on a schoolwide basis allows for efficient use of resources, including staffing and materials, ensuring that the support can reach as many students as possible without duplication of efforts. Community and Culture: Schoolwide programs promote a culture of support and equity, benefiting all students by creating a cohesive and collaborative learning environment. This approach helps to normalize seeking help and reduces any stigma associated with needing additional support. Preventative Measures: Offering support schoolwide can prevent students from falling behind, catching issues early before they become significant barriers to academic success. Early intervention benefits all students and aligns with the goal of promoting overall academic excellence.	
1.4	**Action:** Expanded Course Offerings **Need:** Limited Access to Rigorous Courses: Unduplicated pupils may have less access to advanced and college-preparatory courses, limiting their opportunities for post-secondary education. Academic Gaps: Many of these students have gaps in their education due to frequent school changes, lack of resources, or language barriers. Higher Risk of Dropping Out: Foster youth and low-income students often have higher	Increased A-G Courses: Offering more A-G courses at Ted Bird High School ensures that more students, especially unduplicated pupils, meet the requirements for college admission. Apex Learning Virtual School: This program offers credit recovery and skill-building opportunities, helping students stay on track for graduation. It is particularly beneficial for unduplicated pupils who may need additional time and support to succeed. Cassina High School and Ted Bird High School: Increasing the number of classes and utilizing both physical and virtual offerings (Apex and UC Scout) provide flexible learning options that can better accommodate the diverse needs and schedules of unduplicated pupils.	1.1 CAASPP ELA 1.2 CAASPP Math 1.3 California Science Test 1.4 a-g Completion 1.6 Both CTE & a-g Completion 1.8 High School Dropout Rate 1.9 High School Graduation Rate

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
	dropout rates due to instability and socio-economic challenges. **Scope:** LEA-wide	While the focus is on supporting unduplicated pupils, providing these expanded course offerings and remediation opportunities on a LEA-wide basis is justified for several reasons: Equity and Access: Implementing these actions schoolwide ensures that all students, regardless of background, have equal access to a broad range of courses and academic support. This promotes equity and inclusivity within the school community. Resource Optimization: A schoolwide approach allows for efficient use of resources, including teachers, technology, and instructional materials. It also enables the district to offer a wider variety of courses and support programs that benefit all students. Community and Culture: A schoolwide implementation helps create a culture of high expectations and academic excellence for all students. It reinforces the importance of college and career readiness across the entire student body. Preventative Support: Providing comprehensive support schoolwide can help identify and address issues early, preventing students from falling behind and reducing dropout rates. Early intervention benefits all students and aligns with the district's goals of promoting overall academic success.	
1.6	**Action:** Administrative Support **Need:** Academic Challenges: Low-income students and foster youth frequently experience educational disruptions	Administrative Supervision and Support: The Student Services Administrator provides dedicated administrative oversight focused on the academic and social-emotional needs of low-income students and foster youth.	1.1 CAASPP ELA 1.2 CAASPP Math 1.3 California Science Test 1.4 a-g Completion 1.5 CTE Pathway Completion

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
	and may lack access to resources that support academic success. They often need additional academic support and monitoring to help close achievement gaps and ensure they stay on track for graduation. Behavioral and Attendance Issues: These students are more likely to experience behavioral issues and higher rates of absenteeism due to external stressors and unstable living situations. Addressing these issues proactively through supportive measures is crucial for improving their overall educational outcomes. **Scope:** Schoolwide	This role involves coordinating and implementing interventions that address the unique challenges faced by these students. Implementation of Multi-Tiered System of Supports (MTSS): The administrator will lead the implementation of MTSS approaches to address student behavior and attendance, ensuring that interventions are data-driven and tailored to individual student needs. MTSS provides a framework for delivering varying levels of support based on student needs, from universal interventions for all students to targeted and intensive interventions for those requiring additional support. While the primary focus of this action is on unduplicated pupils, implementing the role of a Student Services Administrator on a schoolwide basis offers several benefits: Inclusive School Culture: A schoolwide approach promotes a culture of inclusivity and equity, where all students have access to the support they need to succeed. This helps reduce stigma and ensures that interventions are part of the standard school operations. It fosters an environment where every student, regardless of background, is supported and valued. Efficiency and Resource Allocation: Implementing MTSS and other support strategies schoolwide allows for efficient use of resources	1.6 Both CTE & a-g Completion 1.7 Percentage of English Learner who made progress toward English Proficiency measured by ELPAC 1.8 High School Dropout Rate 1.9 High School Graduation Rate

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		and ensures that systems are in place to address the needs of all students. A schoolwide framework makes it easier to identify and support students at risk, including but not limited to low-income students and foster youth. Comprehensive Support Systems: Schoolwide implementation of MTSS and other support systems creates a cohesive and integrated approach to student support, ensuring that all students benefit from a well-structured and consistent support network. It enables the Student Services Administrator to work collaboratively with other staff, such as teachers, counselors, and social workers, to provide comprehensive support.	
2.2	**Action:** Maintain Increased Technical Instructional Support **Need:** Digital Divide: Low-income students and foster youth are more likely to lack access to reliable internet and digital devices at home. Ensuring access to 1:1 digital devices and strong wireless connections at school helps bridge this gap. English learners benefit significantly from digital tools that offer language learning programs and translation services to support their English language development. Equitable Access to Learning Resources: Providing consistent technical support ensures that all students, particularly those from underserved backgrounds, can effectively use	Maintain Technical Support: Providing ongoing IT support ensures that all students and staff can effectively use digital tools and resources, addressing technical issues promptly and minimizing disruptions to learning. Improve Wireless Connections: Enhancing wireless connectivity across the campus ensures that all students have reliable internet access, which is essential for accessing online learning materials and participating in digital activities. Support Access to Digital Devices: Implementing a 1:1 digital device program ensures that every student has a personal device for learning, which is critical for low-income students and foster youth who may not have access to such devices at home.	2.1 Access to Standards–Aligned Instructional Materials 2.3 Ensuring access to 1:1 digital devices

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	digital tools and resources to enhance their learning. Upgraded teacher devices improve the quality of instruction, allowing teachers to incorporate diverse and interactive digital content into their lessons, benefiting all students. Enhanced Learning Opportunities: Access to contemporary learning tools and online resources is critical for engaging students in meaningful and relevant learning experiences. This is particularly important for unduplicated pupils who may need additional support to keep up with their peers. Collaborative communication skills fostered through digital tools are essential for preparing students for future academic and career opportunities. **Scope:** LEA-wide	This action supports the development of digital literacy and collaborative skills, which are vital for academic and future career success. Upgrade Teacher Devices: Upgrading teacher devices ensures that educators can utilize the latest technology to enhance their teaching methods, provide engaging content, and support differentiated instruction to meet the diverse needs of all students. While the primary goal is to support unduplicated pupils, implementing these actions on an LEA-wide basis is justified for several reasons: Inclusive Educational Environment: Providing IT support and resources LEA-wide ensures that all students, regardless of their socio-economic status or background, have equitable access to the tools and resources needed for their education. This approach promotes inclusivity and ensures that no student is left behind due to a lack of technological access. Resource Efficiency and Scalability: Implementing these actions LEA-wide allows for the efficient use of resources and ensures scalability. Centralized technical support and infrastructure improvements can be more cost-effective and easier to manage. A unified approach to digital learning tools and devices ensures consistency in technology use across all schools in the district. Consistency in Educational Quality:	

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		Ensuring that all teachers have up-to-date digital devices allows for consistent quality of instruction across the district. This is crucial for maintaining high educational standards and providing equal opportunities for all students. High-quality wireless connections and IT support enhance the overall learning environment, making digital learning seamless and effective for everyone.	
3.2	**Action:** Promote a Safe and Productive Learning Environment **Need:** Safety and Stability: Foster Youth: Often experience instability and trauma, making a safe and consistent school environment crucial for their well-being and academic success. Low-Income Students: May face unsafe conditions outside of school, so a secure school environment is essential to their sense of safety and ability to focus on learning. English Learners: Need a supportive environment where they feel safe and welcomed, which helps them to better integrate and participate in school activities. Behavioral and Emotional Support: Behavioral Interventions: Many unduplicated pupils exhibit behavioral issues related to their life circumstances, requiring targeted interventions to help them manage their behavior and stay engaged in school. Social-Emotional Development: Effective behavior interventions and support systems	Campus Supervision: Presence of Campus Supervisors: Provides a visible and consistent presence on campus, deterring negative behaviors and ensuring a safe environment for all students. Immediate Response to Issues: Campus supervisors can quickly address and de-escalate conflicts, providing immediate support to students in need. Building Relationships: Supervisors build positive relationships with students, fostering trust and a sense of security. Student Behavior Interventions: Behavior Intervention Programs: Implementing structured behavior intervention programs that address the root causes of behavioral issues and provide students with strategies to improve their behavior. Support Services: The Student Support Center offers services such as counseling, mentoring, and conflict resolution, which are essential for helping unduplicated pupils overcome personal challenges and succeed in school. Alternative Education Support:	3.1 Suspension Rate 3.2 Expulsion Rate 3.3 High School Dropout Rate 3.4 High School Graduation Rate 3.5 Student Perception of School Connectedness 3.6 Student Perception of School Safety

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
	help foster youth and other at-risk students develop social-emotional skills necessary for success in school and life. Positive School Climate: Inclusive Environment: Ensuring a positive and inclusive school climate is particularly important for unduplicated pupils, who may feel marginalized or disconnected from the school community. Engagement and Participation: A safe and supportive environment encourages greater student engagement and participation, which are critical for academic success and personal development. **Scope:** LEA-wide	Supervision at Alternative Campuses: Ensures that students in alternative education settings, who are often at higher risk, receive the same level of supervision and support as those in traditional school settings. Tailored Interventions: Provides targeted support and interventions that address the specific needs of students in alternative education programs. While the primary focus is on supporting unduplicated pupils, providing these actions on an LEA-wide basis offers several benefits: Equitable Access to Support: Ensures that all students, regardless of their background or school, have access to a safe and productive learning environment. Promotes equity by providing consistent supervision and behavior support across all campuses. Resource Efficiency: Centralizing supervision and behavior intervention services allows for more efficient use of resources and ensures that support systems are cohesive and well-coordinated. Facilitates the sharing of best practices and consistent application of policies and interventions across the district. Positive School Climate for All: A schoolwide approach helps create a positive climate that benefits all students, fostering a sense of community and shared responsibility for maintaining a safe and productive environment.	

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
		Enhances overall student well-being and academic achievement by ensuring that all students feel safe and supported.	
3.3	**Action:** Social Emotional Education and Support **Need:** Transition Support for Incoming Freshmen and New Students: Foster Youth: Often experience frequent school changes and need extra support to adjust to new environments. Low-Income Students: May lack social networks and need structured programs to integrate into the school community. English Learners: Require support in adjusting to both academic and social aspects of school life, often needing help with language barriers and cultural integration. Positive School Culture and Behavioral Support: Behavioral Challenges: Unduplicated pupils might display behavioral issues due to various stressors, including socio-economic challenges and past trauma. Social-Emotional Learning (SEL): They benefit from structured programs that teach and reinforce positive behaviors, social skills, and emotional regulation. **Scope:** LEA-wide	Sonora Friends Program: Peer Support and Mentoring: Connects incoming freshmen and new students with upperclassmen mentors who provide guidance, support, and friendship. This helps build a sense of belonging and community. Orientation Activities: Organizes activities and events that introduce new students to the school culture, expectations, and resources available to them. Ongoing Support: Provides continuous support throughout the year, helping new students navigate challenges and build lasting relationships. Positive Behavioral Intervention and Support (PBIS): Teaching Expected Behaviors: Clearly defines and teaches expected behaviors in various school settings, ensuring that all students understand the behavioral expectations. Modeling and Affirmation: Staff model positive behaviors and affirm students when they demonstrate these behaviors, reinforcing positive conduct and creating a supportive school climate. Behavioral Interventions: Uses data-driven approaches to identify students who need additional support and provides targeted interventions to help them succeed. While the primary focus is on supporting unduplicated pupils, implementing these actions on an LEA-wide basis is justified for several reasons:	3.1 Suspension Rate 3.2 Expulsion Rate 3.3 High School Dropout Rate 3.4 High School Graduation Rate 3.5 Student Perception of School Connectedness 3.6 Student Perception of School Safety

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
		Inclusive School Culture: Equity and Access: Ensures that all students, regardless of background, have access to the support needed to transition smoothly into the school community and develop positive behaviors. School-Wide Benefit: Promotes a positive, inclusive, and equitable school culture that benefits all students by fostering a sense of community and belonging. Consistency and Cohesion: Uniform Approach: Provides a consistent approach to behavioral expectations and support across the entire district, ensuring that all students receive the same level of care and attention. Resource Efficiency: Allows for efficient use of resources and training, ensuring that all staff are equipped to support students effectively. Enhanced School Climate: Positive Environment: A schoolwide implementation of PBIS contributes to a positive school climate, reducing behavioral issues and improving student engagement and academic outcomes. Community Building: Programs like Sonora Friends help build a strong school community where students support each other, leading to a more cohesive and supportive environment.	
3.4	**Action:** Supporting Student Engagement **Need:** Health and Wellness:	Funding for Extracurricular Programs: Interscholastic Athletics and Coaches: Providing funding for athletics programs and coaches ensures that students have access to quality sports programs that promote physical health, teamwork, and discipline.	3.1 Suspension Rate 3.2 Expulsion Rate 3.3 High School Dropout Rate 3.4 High School Graduation Rate

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
	Physical Health: Participation in sports and physical activities promotes physical health, which is particularly important for low-income students who might not have access to such opportunities outside of school. Mental Health: Engaging in extracurricular activities provides an outlet for stress relief and helps improve mental health, which is crucial for foster youth and low-income students who may experience higher levels of stress and anxiety. Social Integration and Belonging: Building Social Skills: Extracurricular programs offer a platform for students to develop social skills, make friends, and build a sense of community, which is essential for English learners and foster youth who might feel isolated. Sense of Belonging: Being part of a team or group fosters a sense of belonging and identity, helping students feel more connected to their school and peers. Academic and Personal Development: Time Management and Discipline: Participation in extracurricular activities teaches important life skills such as time management, discipline, and teamwork, which are beneficial for all students, especially those who face additional life challenges. Increased Engagement: Students involved in extracurricular activities are often more engaged in school and show improved academic performance. This is critical for unduplicated pupils who may need additional	Variety of Programs: Offering a variety of extracurricular programs (e.g., arts, clubs, academic teams) ensures that students with diverse interests can find activities that engage and inspire them. Promoting Health and Wellness: Physical Activities: Ensuring that physical activities are part of the extracurricular offerings helps students stay active and healthy. Mental Health Support: Programs that include mindfulness, stress management, and social-emotional learning contribute to students' mental well-being. Increasing Student Participation: Inclusive Practices: Implementing strategies to ensure that all students, particularly unduplicated pupils, are encouraged and supported to participate in extracurricular activities. Reducing Barriers: Addressing potential barriers such as transportation, fees, and equipment costs to make extracurricular programs accessible to all students. While the primary focus is on supporting unduplicated pupils, providing funding for extracurricular programs on a schoolwide basis offers several benefits: Inclusive Opportunities: Equal Access: Ensuring that all students have access to extracurricular programs promotes inclusivity and equity, allowing every student to benefit from the health, social, and academic advantages of participation.	3.5 Student Perception of School Connectedness 3.6 Student Perception of School Safety

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
	motivation and support to succeed academically. **Scope:** Schoolwide	Community Building: A schoolwide approach fosters a more inclusive and cohesive school community, where students from diverse backgrounds can interact, collaborate, and support one another. Positive School Climate: Enhanced School Culture: Extracurricular activities contribute to a positive school culture by encouraging school spirit, pride, and unity. This benefits all students and helps create a supportive and engaging school environment. Reduction in Behavioral Issues: Involvement in structured activities reduces idle time and can decrease the likelihood of behavioral issues, benefiting the overall school climate. Resource Efficiency: Effective Use of Resources: Funding extracurricular programs schoolwide ensures that resources are used efficiently, maximizing the impact on student health and wellness across the entire student body. Comprehensive Support: A schoolwide implementation allows for comprehensive support and coordination, ensuring that programs are well-organized and accessible to all students.	
3.5	**Action:** Improved Educational Partner Communication **Need:** Access to Information: Low-Income Families: Often have limited access to information due to socio-economic challenges. Improved communication tools	Website Upgrade: User-Friendly Platform: A modern, user-friendly website ensures that all families, especially those who may struggle with technology, can easily access important information and resources. Multilingual Content: Offering content in multiple languages helps English learners and their families stay informed and engaged.	3.1 Suspension Rate 3.2 Expulsion Rate 3.3 High School Dropout Rate 3.4 High School Graduation Rate 3.5 Student Perception of School Connectedness

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
	ensure they receive timely updates about school events, schedules, and resources. English Learners: Face language barriers that can hinder their ability to stay informed. Enhanced communication systems can provide multilingual support and clear, accessible information for EL families. Foster Youth: Experience frequent changes in living situations and need reliable communication channels to stay connected with their school community and support networks. Parental Engagement: Increased Involvement: Ensuring that parents and guardians are well-informed helps increase their involvement in their children's education, which is critical for the success of unduplicated pupils. Support for Learning: Clear communication enables parents to support their children's learning at home by providing them with the necessary information and resources. Safety and Efficiency: Timely Communication: Secure and efficient phone and text communication systems ensure that important information reaches students and parents quickly, enhancing safety and responsiveness during emergencies. Consistent Updates: Regular updates and information sharing help maintain a stable and supportive environment for students who may otherwise face uncertainty and disruption.	Phone and Text Communication: Secure Systems: Implementing secure and reliable communication systems ensures that sensitive information is protected and that messages are delivered accurately. Accessibility: Providing multiple communication channels (phone, text, email) ensures that all families, regardless of their preferred method of communication, receive important updates. Strategic Communications Plan: Streamlined Communication: A strategic plan helps ensure that all communication is consistent, clear, and effective, reducing confusion and information gaps. Educational Partner Engagement: Engaging all educational partners, including students, parents, and staff, in the communication process helps build a more connected and informed school community. Feedback Mechanisms: Continuous Improvement: Regularly gathering and analyzing feedback from parents and students helps the district refine its communication strategies and address any issues or concerns. Responsive Communication: Adapting communication methods based on feedback ensures that the district meets the needs of its diverse community effectively.	3.6 Student Perception of School Safety 3.7 Parental Engagement (Priority 3)

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
	While the primary focus is on supporting unduplicated pupils, implementing these communication upgrades and strategies on an LEA-wide basis offers several benefits: Equitable Access: Inclusive Communication: Ensuring that all students and families, regardless of their background, have access to the same high-quality communication tools promotes equity and inclusivity. Universal Benefit: Improved communication infrastructure benefits all students and families, fostering a more cohesive and supportive school community. Consistency and Cohesion: Unified Approach: An LEA-wide approach ensures consistency in communication across all schools in the district, making it easier for families to stay informed and engaged. Efficiency: Centralized communication systems and strategies are more efficient, reducing redundancy and ensuring that resources are used effectively. Enhanced School Climate: Informed Community: A well-informed school community is more engaged and supportive, leading to a positive school climate and improved student outcomes. Parental Involvement: Engaged parents are better able to support their children's education, contributing to higher student achievement and well-being.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.6	**Action:** Maintain Increased Wellness and Behavior Support for English Learners, Low Income and, Foster Students. **Need:** Mental Health and Emotional Support: Foster Youth: Frequently experience trauma, instability, and emotional distress due to changes in living situations and past adverse experiences. A therapist can provide trauma-informed care to help them manage these challenges and improve their emotional well-being. Low-Income Students: Often deal with socio-economic stressors such as financial instability, family issues, and community violence, which can affect their mental health. Access to a therapist can offer crucial support and coping strategies. English Learners: May face additional stress from language barriers, cultural adjustment, and potential isolation. A therapist can help them navigate these challenges, improving their emotional resilience and social integration. Behavioral Support: Addressing Behavioral Issues: Many unduplicated pupils exhibit behavioral issues related to their life circumstances. A therapist can work with students to develop better	Individual Counseling: Mental Health Support: Provide one-on-one counseling sessions to address issues such as anxiety, depression, trauma, stress, and other mental health concerns. Personalized Care: Develop and implement individualized care plans tailored to each student's specific needs, helping them to develop coping strategies and resilience. Group Therapy and Support Groups: Peer Support: Facilitate group therapy sessions and support groups for students experiencing similar issues, such as grief, trauma, or anxiety. This promotes peer support and shared experiences. Social Skills Development: Conduct social skills groups to help students develop better interpersonal skills, build friendships, and improve their social interactions. Crisis Intervention: Immediate Response: Provide immediate support and intervention in crisis situations, such as suicidal ideation, severe emotional distress, or traumatic events. Safety Planning: Develop and implement safety plans for students at risk, coordinating with parents, teachers, and other support staff to ensure student safety. Behavioral Support:	3.1 Suspension Rate 3.2 Expulsion Rate 3.3 High School Dropout Rate 3.4 High School Graduation Rate 3.5 Student Perception of School Connectedness 3.6 Student Perception of School Safety

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
	coping mechanisms, self-regulation skills, and positive behavior strategies. Improving School Engagement: By addressing the root causes of behavioral problems, a therapist can help students become more engaged and focused in school, leading to better academic outcomes. Holistic Support: Integrated Services: A therapist can collaborate with teachers, counselors, and administrators to provide comprehensive support that addresses the academic, emotional, and behavioral needs of unduplicated pupils. Family Involvement: Therapists can also work with families to provide education and resources that support students' mental health and well-being at home. **Scope:** LEA-wide	Behavioral Interventions: Work with students to develop and implement behavior intervention plans (BIPs) to address specific behavioral issues. Use evidence-based strategies to promote positive behavior and self-regulation. Monitoring and Adjustment: Continuously monitor student progress and adjust interventions as needed to ensure effectiveness and improvement. Collaboration with School Staff: Consultation: Collaborate with teachers, counselors, and administrators to identify students in need of mental health and behavioral support. Provide consultation and recommendations for classroom strategies and interventions. Training and Workshops: Conduct training sessions and workshops for school staff on topics such as trauma-informed care, mental health awareness, and effective behavioral strategies. Family Engagement and Support: Parental Involvement: Work with parents and guardians to provide education and resources on supporting their child's mental health and well-being at home. Coordination with External Agencies: Referrals and Resources: Coordinate with external mental health agencies, social services, and community organizations to provide additional resources and support for students and families. Integrated Care: Ensure that students receive comprehensive care by integrating services from various providers and maintaining communication with all parties involved. Program Development and Implementation:	

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
		Wellness Programs: Develop and implement school-wide wellness programs and initiatives aimed at promoting mental health awareness, resilience, and overall well-being. Preventative Measures: Create and deliver preventative programs that educate students on topics such as stress management, healthy relationships, and substance abuse prevention. Data Collection and Reporting: Progress Monitoring: Collect and analyze data on student progress and the effectiveness of interventions. Use this data to make informed decisions about care and program adjustments. Reporting: Provide regular reports to school administration on the status of mental health services, student outcomes, and areas for improvement. Student Advocacy: Support and Empowerment: Empower students to take an active role in their mental health care and personal development. While the primary focus is on supporting unduplicated pupils, providing increased wellness and behavior support through a therapist on an LEA-wide basis offers several benefits: Equitable Access to Mental Health Services: Inclusivity: Ensuring that all students have access to mental health support promotes equity and inclusivity within the school community. It ensures that no student is left without the necessary support due to a lack of resources.	

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
		Universal Benefit: Mental health issues are not confined to unduplicated pupils alone. Providing services LEA-wide ensures that any student in need can access support, fostering a healthier school environment. Consistency and Continuity: Uniform Standards: Implementing this action LEA-wide ensures that all schools within the district maintain consistent standards of mental health and behavioral support, providing a cohesive support system for all students. Seamless Transition: Students who move between schools within the district will continue to receive consistent support, which is particularly beneficial for foster youth who may experience frequent relocations. Positive School Climate: Improved Overall Well-being: Enhancing wellness and behavior support contributes to a positive school climate, where students feel safe, supported, and valued. This can lead to improved academic performance, lower absenteeism, and reduced behavioral issues. Community Building: A focus on mental health and wellness fosters a sense of community and belonging among students, staff, and families, promoting a collaborative and supportive educational environment.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Paraprofessional Support **Need:** Gaps in Foundational Skills: Many unduplicated pupils have gaps in their foundational skills due to various factors such as frequent school changes, lack of access to quality early education, and socio-economic challenges. Socio-Emotional Challenges: Foster youth and low-income students are more likely to experience trauma, instability, and stress, which can impact their academic performance and overall well-being. Limited Access to Resources: These students may lack access to additional academic support outside of school, making in-school interventions critical for their success. **Scope:** Limited to Unduplicated Student Group(s)	Research indicates that the strategic deployment of paraprofessionals can significantly improve academic performance, social-emotional development, and school engagement for these student populations through small group and individualized support.	1.1 CAASPP ELA 1.2 CAASPP Math 1.3 California Science Test 1.8 High School Dropout Rate 1.9 High School Graduation Rate
3.1	**Action:** “At Risk” Counseling **Need:** Foster Youth.	Individualized Counseling: Personalized Academic Plans: The Learning Director works with each student to create individualized academic plans that address their specific needs and goals.	3.1 Suspension Rate 3.2 Expulsion Rate 3.3 High School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Frequent School Changes: Foster youth often experience frequent school changes due to placement moves, leading to gaps in learning and a lack of continuity in their education. Trauma and Emotional Challenges: Many foster youth have experienced trauma and instability, which can impact their mental health and academic performance. Need for Stability and Support: They require consistent, supportive relationships and individualized attention to help them navigate their educational journey. English Learners. Language Barriers: EL students face challenges related to language proficiency, which can affect their understanding of course material and overall academic performance. Cultural Adjustment: Many EL students are also adapting to a new cultural environment, which can impact their social-emotional well-being. Need for Tailored Academic Support: These students benefit from specialized support that addresses both their language development and academic needs. Low-Income Students. Resource Constraints: Low-income students often lack access to resources such as tutoring, extracurricular activities, and academic enrichment programs. Socio-Economic Stressors: Financial instability at home can create additional stress and distractions, impacting their focus and performance in school.	Regular Monitoring and Support: Continuous monitoring of academic progress and regular check-ins to provide ongoing support and adjustments to plans as needed. Behavioral and Emotional Support: Trauma-Informed Counseling: Providing trauma-informed counseling to address the emotional and behavioral challenges faced by foster youth and other at-risk students. Social-Emotional Learning (SEL): Integrating SEL strategies to help students develop resilience, self-regulation, and coping skills. Resource Coordination: Connecting to Resources: Helping students and families access school and community resources, such as tutoring programs, mental health services, and financial aid. Parental Engagement: Engaging with parents and guardians to ensure they are informed and involved in their child's education. Advocacy and Mentorship: Student Advocacy: Acting as an advocate for at-risk students, ensuring their needs are met and they receive the necessary support from teachers and other staff. Mentorship: Providing mentorship and guidance to help students navigate academic challenges and plan for their future.	3.4 High School Graduation Rate 3.5 Student Perception of School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need for Academic Guidance: They require guidance and support to help them overcome barriers and stay on track for graduation and post-secondary success. **Scope:** Limited to Unduplicated Student Group(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.

N/A

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.

N/A

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

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	13,167,238	1,014,645	7.706%	0.000%	7.706%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,736,569.72	$54,991.00	$678,358.83	$57,030.00	$2,526,949.55	$2,328,412.00	$198,537.55

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	Intervention and Support Classes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Sonora High School 10-12		$38,512.00	$0.00	$38,512.00				$38,512.00	
1	1.2	Paraprofessional Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Sonora High School 9-12		$289,728.00	$0.00	$289,728.00				$289,728.00	
1	1.3	Targeted Interventions Classes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Sonora High School 9-12		$115,000.00	$0.00	$115,000.00				$115,000.00	
1	1.4	Expanded Course Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$133,571.00	$0.00	$133,571.00				$133,571.00	
1	1.5	English Learner Support	English Learners	No					$112,021.00	$0.00		$54,991.00		$57,030.00	$112,021.00	
1	1.6	Administrative Support	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Sonora High School 9-12		$193,231.00	$0.00	$193,231.00				$193,231.00	
1	1.7	Implement Targeted Intervention Through Flex Period	All	No			Specific Schools: Sonora High		$24,158.00	$0.00	$24,158.00				$24,158.00	

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
							School 9-12									
2	2.1	Ongoing Facilities Maintenance	All	No			All Schools		$675,000.00	$0.00			$675,000.00		$675,000.00	
2	2.2	Maintain Increased Technical Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$190,100.00	$0.00	$190,100.00				$190,100.00	
3	3.1	“At Risk” Counseling	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Sonora High School 9-12		$0.00	$93,624.00	$93,624.00				$93,624.00	
3	3.2	Promote a Safe and Productive Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$150,425.00	$0.00	$150,425.00				$150,425.00	
3	3.3	Social Emotional Education and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$49,706.00	$10,000.00	$59,706.00				$59,706.00	
3	3.4	Supporting Student Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sonora High School 9-12		$206,960.00	$0.00	$206,960.00				$206,960.00	
3	3.5	Improved Educational Partner Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$8,174.55	$4,815.72		$3,358.83		$8,174.55	
3	3.6	Maintain Increased Wellness and Behavior Support for English Learners, Low Income and, Foster Students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$150,000.00	$0.00	$150,000.00				$150,000.00	
4	4.1	Increased access to food pantry and clothing thrift store.					Specific Schools: Cassina High School 10-12		$0.00	$0.00		$0.00			$0.00	
4	4.2	Alternative to Suspension					Specific Schools: Cassina High School 10-12		$0.00	$86,739.00	$86,739.00				$86,739.00	

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
13,167,238	1,014,645	7.706%	0.000%	7.706%	$1,625,672.72	0.000%	12.346 %	**Total:**	$1,625,672.72
								LEA-wide Total:	$688,617.72
								Limited Total:	$383,352.00
								Schoolwide Total:	$553,703.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Intervention and Support Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Sonora High School 10-12	$38,512.00	
1	**1.2**	Paraprofessional Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Sonora High School 9-12	$289,728.00	
1	**1.3**	Targeted Interventions Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Sonora High School 9-12	$115,000.00	
1	**1.4**	Expanded Course Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$133,571.00	
1	**1.6**	Administrative Support	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Sonora High School 9-12	$193,231.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Maintain Increased Technical Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,100.00	
3	3.1	“At Risk” Counseling	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Sonora High School 9-12	$93,624.00	
3	3.2	Promote a Safe and Productive Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,425.00	
3	3.3	Social Emotional Education and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,706.00	
3	3.4	Supporting Student Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sonora High School 9-12	$206,960.00	
3	3.5	Improved Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,815.72	
3	3.6	Maintain Increased Wellness and Behavior Support for English Learners, Low Income and, Foster Students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,899,475.55	$2,957,893.31

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**	Intervention and Support Classes	Yes	$42,335.00	$44,675.00
1	**1.2**	Paraprofessional Support	Yes	$237,991.00	$167,242.00
1	**1.3**	Targeted Interventions Classes	Yes	$78,738.00	$115,441.00
1	**1.4**	Expanded Course Offerings	Yes	$250,887.00	$201,750.00
1	**1.5**	English Learner Support	No	$79,501.00	$87,447.00
1	**1.6**	Administrative Support	Yes	$190,612.00	$188,038.00
1	**1.7**	Implement Targeted Intervention Through Flex Period (LREBG)	No	$428,174.00	$428,174.00
2	**2.1**	Ongoing Facilities Maintenance	No	$757,544.00	$874,653.76
2	**2.2**	Maintain Increased Technical Instructional Support	Yes	$97,924.00	$99,424.00
3	**3.1**	“At Risk” Counseling	Yes	$86,265.00	$89,346.00
3	**3.2**	Promote a Safe and Productive Learning Environment	Yes	$140,944.00	$148,693.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Social Emotional Education and Support	Yes	$64,706.00	$70,189.00
3	3.4	Supporting Student Engagement	Yes	$206,960.00	$206,960.00
3	3.5	Improved Educational Partner Communication	Yes	$8,174.55	$8,174.55
3	3.6	Maintain Increased Wellness and Behavior Support for English Learners, Low Income and, Foster Students.	Yes	$167,682.00	$166,648.00
4	4.1	Increased access to food pantry and clothing thrift store.		$61,038.00	$61,038.00

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)
1,010,050	$1,569,859.72	$1,405,989.55	$163,870.17	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Intervention and Support Classes	Yes	$42,335.00	44,675.00		
1	1.2	Paraprofessional Support	Yes	$237,991.00	167,242.00		
1	1.3	Targeted Interventions Classes	Yes	$78,738.00	115,441.00		
1	1.4	Expanded Course Offerings	Yes	$250,887.00	201,750.00		
1	1.6	Administrative Support	Yes	$190,612.00	87,447.00		
2	2.2	Maintain Increased Technical Instructional Support	Yes	$97,924.00	99,424.00		
3	3.1	“At Risk” Counseling	Yes	$86,265.00	89,346.00		
3	3.2	Promote a Safe and Productive Learning Environment	Yes	$140,944.00	148,693.00		
3	3.3	Social Emotional Education and Support	Yes	$64,706.00	70,189.00		
3	3.4	Supporting Student Engagement	Yes	$206,960.00	206,960.00		
3	3.5	Improved Educational Partner Communication	Yes	$4,815.72	8,174.55		
3	3.6	Maintain Increased Wellness and Behavior Support for English Learners, Low Income and, Foster Students.	Yes	$167,682.00	166,648.00		

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)
12,809,179	1,010,050	0%	7.885%	$1,405,989.55	0.000%	10.976%	$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 32627(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 32627(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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