LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sonora Union High School District
CDS Code: 55-72389-0000000
School Year: 2024-25
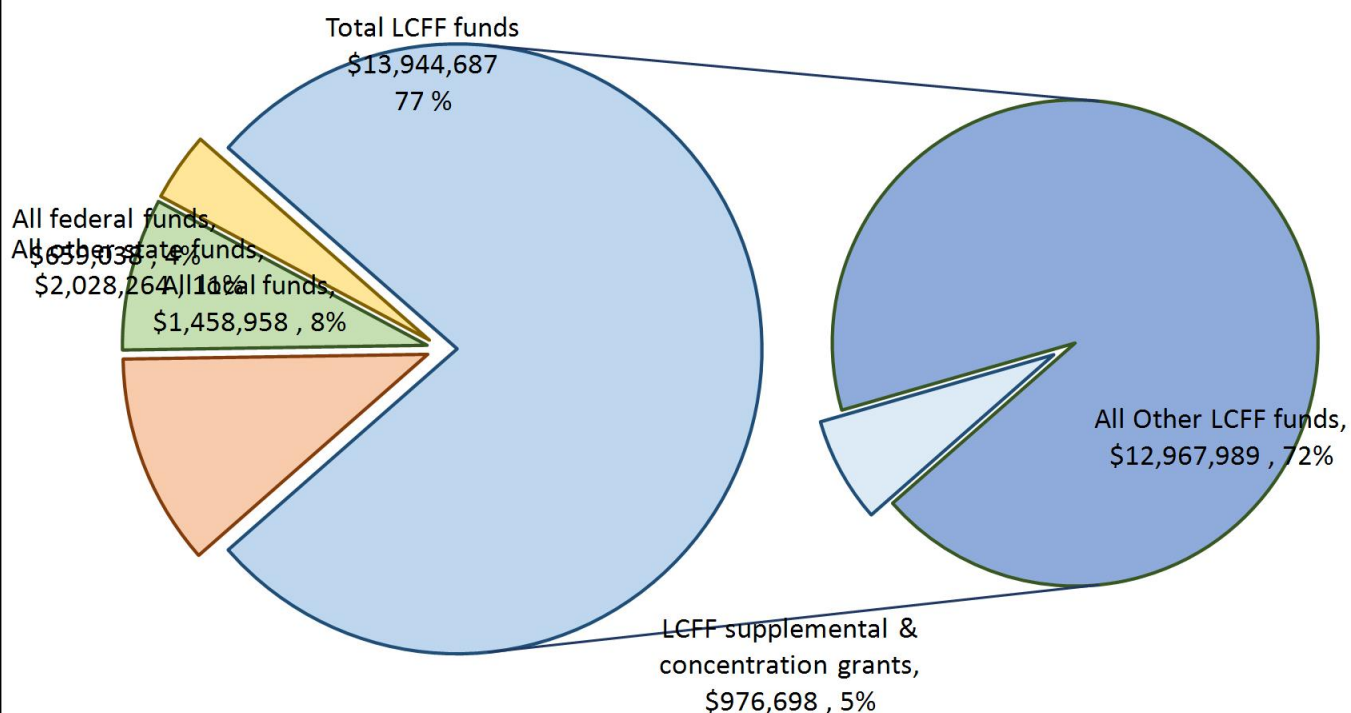LEA contact information:
Ed Pelfrey
Superintendent
epelfrey@sonorahigh.org
209-533-8510

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$13,944,687
77 %

All federal funds,
$639,038 , 4%
All other state funds,
$2,028,264 , 11%
All local funds,
$1,458,958 , 8%

All Other LCFF funds,
$12,967,989 , 72%

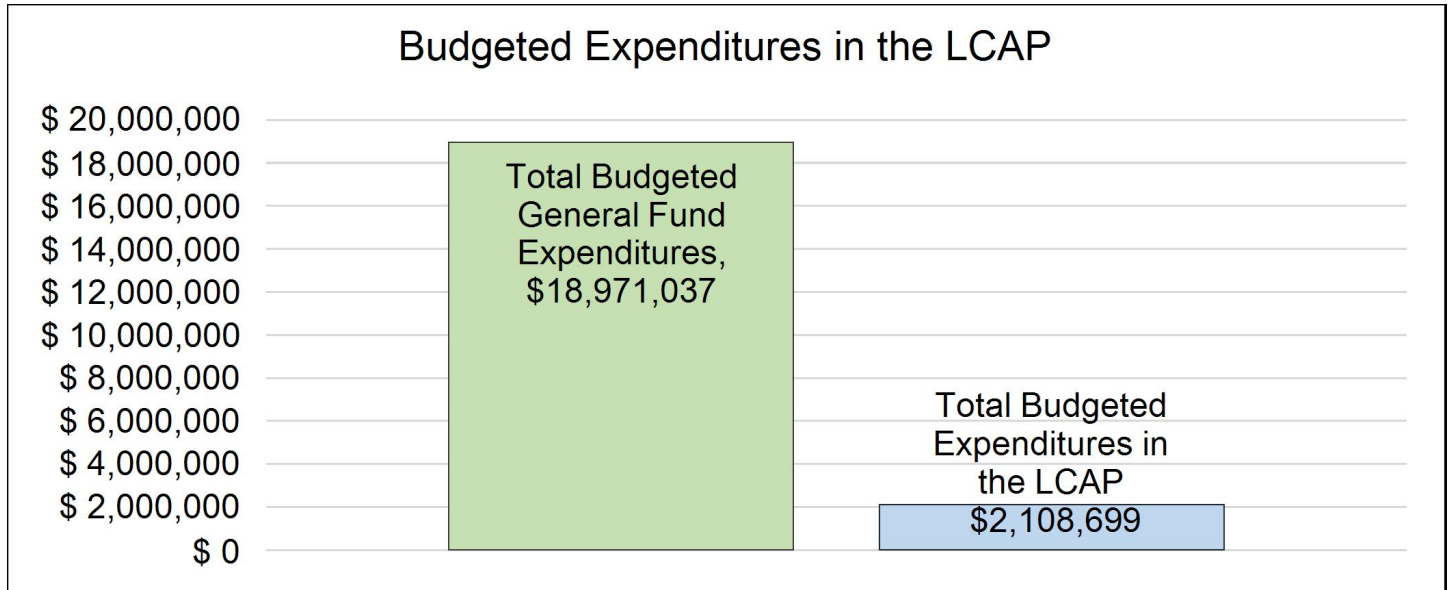LCFF supplemental &
concentration grants,
$976,698 , 5%

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 $18,090,947, of which $13,944,687 is Local Control Funding Formula (LCFF), $2,028,264 is other state funds, $1,458,958 is local funds, and $659,038 is federal funds. Of the $13,944,687 in LCFF Funds, $976,698 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 20,000,000
$ 18,000,000
$ 16,000,000
$ 14,000,000
$ 12,000,000
$ 10,000,000
$ 8,000,000
$ 6,000,000
$ 4,000,000
$ 2,000,000
$ 0

Total Budgeted General Fund Expenditures, $18,971,037

Total Budgeted Expenditures in the LCAP $2,108,699

This chart provides a quick summary of how much Sonora Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.
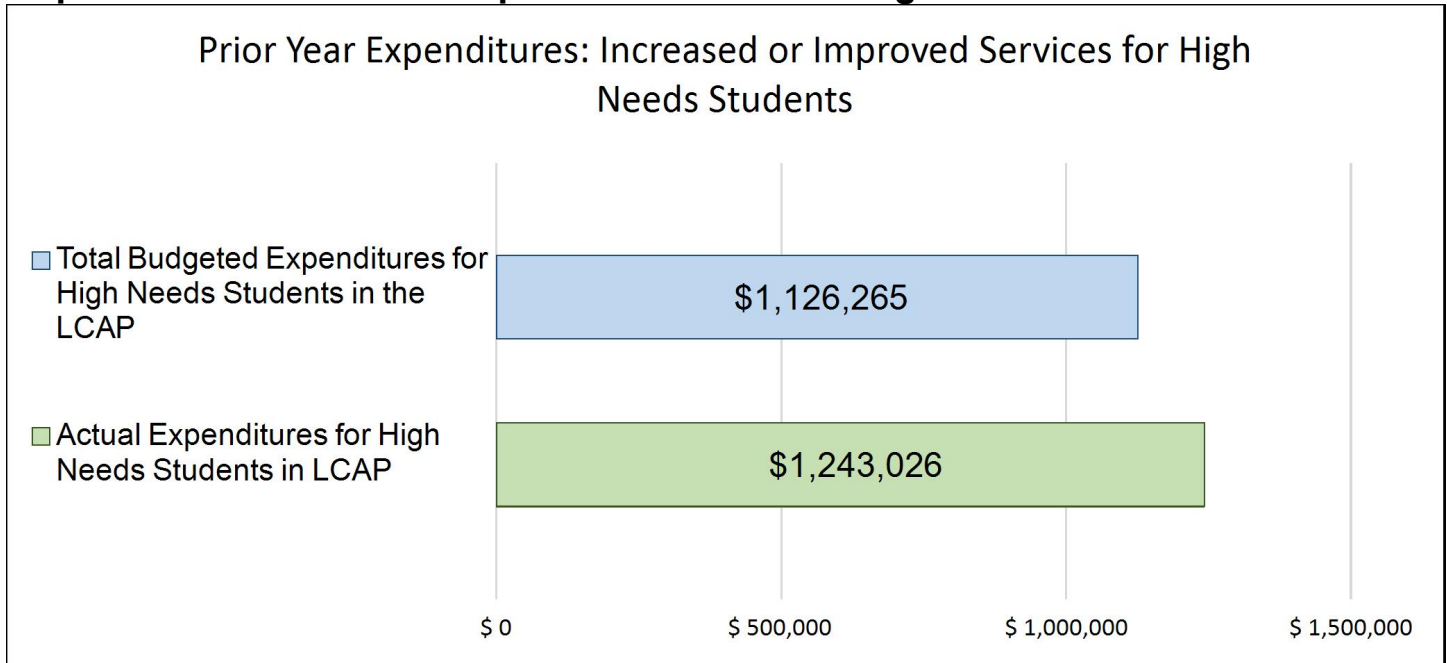
The text description of the above chart is as follows: Sonora Union High School District plans to spend $189,71,037 for the 2024-25 school year. Of that amount, $2,108,699 is tied to actions/services in the LCAP and $16,862,338 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Sonora Union High School District is projecting it will receive $976,698 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 $1,458,453 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 2023-24

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

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: $1,126,265
- ☐ Actual Expenditures for High Needs Students in LCAP: $1,243,026

(Axis: $ 0 — $ 500,000 — $ 1,000,000 — $ 1,500,000)

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 2023-24, Sonora Union High School District's LCAP budgeted $1,126,265 for planned actions to increase or improve services for high needs students. Sonora Union High School District actually spent $1,243,026 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The College/Career Indicator (CCI)	The CCI percentage prepared for 2019-20 were: All Students: 46% Socio-economic Disadvantaged: 30% Students with Disabilities: 12% Homeless Students: 35%	The CDE did not calculate the CCI rate for the 2020-21 school year.	The CDE did not calculate the CCI rate for the 2021-22 school year.	The CCI percentage prepared for 2022-23 were: All Students: 35% Hispanic Students: 21% Socio-economic Disadvantaged: 19% Students with Disabilities: 9% Homeless Students: below minimum size for reporting	50% of all students and subgroups will be prepared according to the the College/Career Indicator criteria.
Smarter Balanced Achievement level in English Language Arts/Literacy	The 2019 Smarter Balanced Achievement level for all students in ELA is as follows: (4)Standard Exceeded = 35% (3)Standard Met = 29% (2)Standard Nearly Met = 18%	The 2020-21 Smarter Balanced Achievement level for all students in ELA is as follows: (4)Standard Exceeded = 23% (3)Standard Met = 36% (2)Standard Nearly Met = 27%	The 2021-22 Smarter Balanced Achievement level for all students in ELA is as follows: (4)Standard Exceeded = 18% (3)Standard Met = 34% (2)Standard Nearly Met = 20%	The 2022-23 Smarter Balanced Achievement level for all students in ELA is as follows: (4)Standard Exceeded = 19% (3)Standard Met = 27% (2)Standard Nearly Met = 19%	Smarter Balanced Achievement level 3 and 4 for ELA for all students will be 70% and 61% for subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(1)Standard Not Met = 18% The 2019 Smarter Balanced Achievement level for Economically Disadvantaged students in ELA is as follows: (4)Standard Exceeded = 24% (3)Standard Met = 31% (2)Standard Nearly Met = 22% (1)Standard Not Met = 24%	(1)Standard Not Met = 13% The 2020-21 Smarter Balanced Achievement level for Economically Disadvantaged students in ELA is as follows: (4)Standard Exceeded = 15% (3)Standard Met = 31% (2)Standard Nearly Met = 40% (1)Standard Not Met = 14%	(1)Standard Not Met = 28% The 2021-22 Smarter Balanced Achievement level for Economically Disadvantaged students in ELA is as follows: (4)Standard Exceeded = 10% (3)Standard Met = 35% (2)Standard Nearly Met = 22% (1)Standard Not Met = 34%	(1)Standard Not Met = 35% The 2022-23 Smarter Balanced Achievement level for Economically Disadvantaged students in ELA is as follows: (4)Standard Exceeded = 11% (3)Standard Met = 25% (2)Standard Nearly Met = 23% (1)Standard Not Met = 41%	
UC/CSU A-G completion rate	In the 2019-20 school year, 22% of the graduates of Sonora UHSD completed the requirements for A-G.	In 2020-21 school year, 25% of the graduates of Sonora UHSD completed the requirements for A-G.	In the 2021-22 school year, 21% of the graduates of Sonora UHSD completed the requirements for A-G.	In the 2022-23 school year, 18% of the graduates of Sonora UHSD completed the requirements for A-G.	28% of the graduates of Sonora UHSD will complete the requirements for A-G
The percentage of students in CTE courses	In the 2019-20 school year, 44% of Sonora UHSD students were enrolled in at least one CTE course.	In the 2020-21 school year, 59% of Sonora UHSD students were enrolled in at least one CTE course.	In the 2021-22 school year, 54% of Sonora UHSD students were enrolled in at least one CTE course.	In the 2023-24 school year, 43% of Sonora UHSD students were enrolled in at least one CTE course. (468/1085)	50% of Sonora UHSD students will be enrolled in at least one CTE course.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of students in AP courses	In the 2019-20 school year, 15.8% of Sonora UHSD students were enrolled in at least one AP course. (157of 997 students)	In the 2020-21 school year, 17% of Sonora UHSD students were enrolled in at least one AP course. (163 of 947 students)	In the 2021-22 school year, 15.6% of Sonora UHSD students were enrolled in at least one AP course. (156/1005)	In the 2023-24 school year, 12% of Sonora UHSD students were enrolled in at least one AP course. (131/1085)	21% of Sonora UHSD students will be enrolled in at least one AP course.
The percentage of EL students making one or more levels of progress towards English proficiency	In the 2019-20 school year, English Language Learner Progress showed growth with the following achievement percentages: 4 - Well Developed = 55% 3 - Moderately Developed = 14% 2 - Somewhat Developed = 23% 1 - Beginning Stage = 9%	In 2020-21 school year, English Language Learner Progress showed the following achievement percentages: 4 - Well Developed = 21% 3 - Moderately Developed = 29% 2 - Somewhat Developed = 25% 1 - Beginning Stage = 25%	In 2021-22 school year, English Language Learner Progress showed the following achievement percentages: 4 - Well Developed = 16% 3 - Moderately Developed = 35% 2 - Somewhat Developed = 31% 1 - Beginning Stage = 18%	In 2022-23 school year, English Language Learner Progress showed the following achievement percentages: 4 - Well Developed = 24% 3 - Moderately Developed = 33% 2 - Somewhat Developed = 33% 1 - Beginning Stage = 10%	25% of classified EL students will make progress of one level or more toward English proficiency each year.
Average Daily Attendance rate	In 2019-20 school year, the Sonora UHSD Average Daily Attendance rate was 89%.	In the 2020-21 school year, the Average Daily Attendance rate was not calculated.	In 2021-22 school year, the Sonora UHSD Average Daily Attendance rate was 84%.	In 2023-24 school year, the Sonora UHSD Average Daily Attendance rate through M8 was 91%	Average daily attendance will increase to 90%.
Percentage of students with college level credit upon graduation.	In 2019-20 school year, 50% of Sonora UHSD graduates	In the 2020-21 school year, 108 or 42% of Sonora UHSD graduates	In the 2021-22 school year, 71 or 30% of Sonora UHSD graduates	In the 2022-23 school year, 73 or 28% of Sonora UHSD graduates	56% of Sonora UHSD graduates will graduate with college credit.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	graduated with college credit.	graduated with college credit.	graduated with college credit.	graduated with college credit.	
Smarter Balanced Achievement level in Mathematics	The the 2019 Smarter Balanced Achievement level for all students in Mathematics is as follows: Standard Exceeded = 12% Standard Met = 21% Standard Nearly Met = 21% Standard Not Met = 46% The 2019 Smarter Balanced Achievement level of Economically Disadvantaged students in Mathematics is as follows: Standard Exceeded = 4% Standard Met = 14% Standard Nearly Met = 21% Standard Not Met = 60%	The 2020-21 Smarter Balanced Achievement level for all students in Mathematics is as follows: Standard Exceeded = 8% Standard Met = 14% Standard Nearly Met = 28% Standard Not Met = 51% The 2020-21 Smarter Balanced Achievement level of Economically Disadvantaged students in Mathematics is as follows: Standard Exceeded = 5% Standard Met = 13% Standard Nearly Met = 23% Standard Not Met = 59%	The 2021-22 Smarter Balanced Achievement level for all students in Mathematics is as follows: Standard Exceeded = 6% Standard Met = 16% Standard Nearly Met = 18% Standard Not Met = 61% The 2021-22 Smarter Balanced Achievement level of Economically Disadvantaged students in Mathematics is as follows: Standard Exceeded = 4% Standard Met = 10% Standard Nearly Met = 13% Standard Not Met = 74%	The 2022-23 Smarter Balanced Achievement level for all students in Mathematics is as follows: Standard Exceeded = 7% Standard Met = 10% Standard Nearly Met = 25% Standard Not Met = 59% The 2022-23 Smarter Balanced Achievement level of Economically Disadvantaged students in Mathematics is as follows: Standard Exceeded = 4% Standard Met = 9% Standard Nearly Met = 20% Standard Not Met = 68%	Smarter Balanced Achievement level 3 and 4 for Math for all students will be 39% and 24% for subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Pass Rate	In the 2019-20 school year, 85 students took 129 AP exams passing 59% of the exams with a score of 3 or better.	In 2020-21 school year, 89 students took 128 AP exams passing 46% of the exams with a score of 3 or better.	In 2021-22 school year, 67 students took 109 AP exams passing 61% of the exams with a score of 3 or better.	In 2022-23 school year, 69 students took 121 AP exams passing 54% of the exams with a score of 3 or better.	90 students will take 140 AP exams passing 65% of the exams with a score of 3 or better.
CTE Pathway Completion	In the 2019-20 school year, 14% completed a CTE Pathway.	In the 2020-21 school year, 14% completed a CTE Pathway.	In the 2021-22 school year, 15% completed a CTE Pathway.	In the 2022-23 school year, 16% completed a CTE Pathway.	30% will complete a CTE Pathway.
Fully Credentialed Teachers	In the 2019-20 school year, there were 8 misassignments on census day.	In the 2020-21 school year, there were 9 misassignments on census day.	In the 2021-22 school year, there were 3 misassignments on census day.	In the 2022-23 school year, there were 15 misassignments on census day.	100% of teachers are fully credentialed and appropriately assigned.
Percentage of English Learners reclassified.	In the 2019-20 school year, 13% of English Learners were reclassified as RFEP.	In the 20-21 school year, 6% of English Learners were reclassified as RFEP.	In the 22-23 school year, 13% of English Learners were reclassified as RFEP.	In the 23-24 school year, 40% of English Learners will be reclassified as RFEP. (12/30)	25% of English Learners are reclassified as RFEP each year.
Percentage of students that completed A-G Requirements and at least one CTE Pathway.	In the 2019-20 school year this data was not yet available.	In the 20-21 school year, 0.4% of students that completed A-G Requirements and at least one CTE Pathway.	In the 21-22 school year, 3.6% of students that completed A-G Requirements and at least one CTE Pathway.	In the 22-23 school year, 2.3% of students that completed A-G Requirements and at least one CTE Pathway.	Increase the percentage of students that completed A-G Requirements and at least one CTE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Pathway year over year.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were not any substantive differences in planned actions and actual implementation of these actions.

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

1.2 Increased Paraprofessional Support spending was decreased due to a lack of qualified candidates to fill paraprofessional positions.
1.5 Maintain Outside of Classroom Experiences spending was decreased due to a lack of bus drivers to support outside of classroom experiences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, some actions showed ineffectiveness in specific metrics despite potential indirect benefits indicated by increased graduation rates. The consistent issue across several actions was the high staff turnover and recruitment challenges, impacting the effectiveness of interventions aimed at improving CAASP results and UC/CSU A-G completion rates.

Conversely, the support for English Learners was notably effective due to dedicated resources, stable staffing, and focused engagement efforts. This demonstrates the importance of stable and consistent implementation of support programs, particularly for targeted student groups.

Ineffective Actions:

Action 1.1: Intervention and Support Classes
CAASP Math Results: This action was found to be ineffective based on CAASP math results. The primary issue seems to be that the intervention and support classes focus on real-world skills rather than the standards assessed by CAASP. Additionally, high staff turnover further impacted the effectiveness of these classes. Although the graduation rate increased, which may be partly attributed to these classes, the specific goal of improving math performance was not achieved.

Action 1.2: Increased Paraprofessional Support
CAASP Results: The inability to fill paraprofessional positions made this action ineffective. Despite the lack of impact on CAASP results, an increase in graduation rates over the three-year period suggests some positive effects on overall student support.

Action 1.3: Targeted Interventions
CAASP Results and UC/CSU A-G Completion Rate: This action was ineffective, likely due to staff turnover. The overall graduation rate increased, possibly due to these interventions, but specific metrics related to CAASP and A-G completion did not show improvement.

Action 1.4: Expansion of Course Offerings
UC/CSU A-G Completion Rate: This action did not improve A-G completion rates. The ineffectiveness could be because many students taking these courses did not aim to complete the A-G requirements. However, an increase in graduation rates over the three years suggests some benefits from offering a broader range of courses.

Action 1.5: Maintain Outside Classroom Experiences
Metrics for Goal 1: Transportation personnel shortages limited the opportunities for outside classroom experiences, making this action ineffective in improving academic achievement and college/career readiness.

Action 1.7: Work Experience Program
Metrics Unavailable: Due to a lack of specific metrics to measure this action, it is deemed ineffective.

Effective Action:

Action 1.6: Maintain English Learner Support
Reclassification of English Learners: This action has been effective, as evidenced by the increase in the percentage of English Language learners being reclassified. The effectiveness is attributed to the stability and consistency of the EL teacher, the dedicated bilingual paraprofessional, and successful parent engagement efforts.

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

By reflecting on the prior practices and outcomes of these actions, we have identified key areas for improvement and have made strategic changes to our LCAP for the 2024-2025 school year. These changes are designed to better align our actions with desired outcomes, enhance support systems, and ensure more accurate and comprehensive metrics for evaluating effectiveness. The goal is to foster an environment where all students can achieve academic success and be well-prepared for college and career readiness.

Action 1.1: Intervention and Support Classes
Reason for Ineffectiveness: The focus of the classes on real-world skills did not align with the standards assessed by CAASPP, compounded by high staff turnover.
Changes:
Implementation of CAASPP Interim Assessments: Ensure that students regularly access CAASPP test interim assessments to familiarize both students and staff with the concepts and assessment methods.
Staff Stability: Work to maintain and support the teaching staff to ensure consistency.
Additional Metrics: Add graduation and dropout rates as metrics to evaluate the effectiveness of this action.

Action 1.2: Increased Paraprofessional Support
Reason for Ineffectiveness: Difficulty in finding applicants for paraprofessional positions led to insufficient support impacting CAASPP results.
Changes:
Strategic Placement and Support: Be more strategic in the placement, support, and supervision of paraprofessional staff to maximize their effectiveness.
Additional Metrics: Add graduation and dropout rates as metrics to better assess the impact of paraprofessional support.

Action 1.3: Targeted Interventions
Reason for Ineffectiveness: The targeted interventions did not improve CAASPP results or UC/CSU A-G completion rates, likely due to staff turnover.
Changes:
Implementation of CAASPP Interim Assessments: Ensure that students regularly access CAASPP test interim assessments to familiarize both students and staff with the concepts and assessment methods.
Staff Stability: Work to maintain and support the teaching staff to ensure consistency.
Additional Metrics: Add graduation and dropout rates as metrics to evaluate the effectiveness of targeted interventions.

Action 1.4: Expansion of Course Offerings
Reason for Ineffectiveness: Many students taking these courses did not aim to complete A-G requirements.
Changes:
Improved Counseling: Enhance counseling efforts to better guide students in enrolling in courses that achieve A-G compliance.
Additional Metrics: Add graduation and dropout rates as metrics to better assess the impact of expanded course offerings.

Action 1.5: Maintain Outside Classroom Experiences

Reason for Ineffectiveness: Transportation personnel shortages limited the opportunities for outside classroom experiences, reducing their impact on academic achievement and college/career readiness.
Changes:
Elimination of Action: This action will be eliminated from the LCAP plan due to its ineffectiveness and logistical challenges.

Action 1.7: Work Experience Program
Reason for Ineffectiveness: Lack of specific metrics to properly measure the effectiveness of this action.
Changes:
Elimination of Action: This action will be eliminated from the LCAP plan as we could not adequately measure its impact.

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.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers using online presence for their classroom including google apps (or other LMS) and/or website	The percentage of teachers using online presence for their classroom including google apps (or other Learning Management Systems) and/or a website was 100%.	The percentage of teachers using online presence for their classroom including Google apps (or other Learning Management Systems) and/or a website was 100%.	The percentage of teachers using online presence for their classroom including Google apps (or other Learning Management Systems) and/or a website was 100%.	The percentage of teachers using online presence for their classroom including Google apps (or other Learning Management Systems) and/or a website was 100%.	The percentage of teachers using online presence for their classroom including google apps (or other Learning Management Systems) and/or a website will be 100%.
Ratio of students to computer/chromebooks	The ratio of Sonora UHSD students to computer/Chromebooks is 1:1.	The ratio of Sonora UHSD students to computers/Chromebooks is 1:1	The ratio of Sonora UHSD students to computers/Chromebooks is 1:1	The ratio of Sonora UHSD students to computers/Chromebooks is 1:1	The ratio of Sonora UHSD students to computer/Chromebooks will be 1:1.
Current Curriculum	The percentage of classes using state board adopted textbooks and curriculum adopted over 10 years ago was 30%.	The percentage of classes using state board adopted textbooks and curriculum adopted over 10 years ago was 30%.	The percentage of classes using state board adopted textbooks and curriculum adopted over 10 years ago was 30%.	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in Good Repair	According to the 2019-20 FIT report all facilities were in good repair.	According to the 2020-21 FIT report all facilities were in good repair.	According to the 2021-22 FIT report all facilities were in good repair.	According to the 2022-23 FIT report all facilities were in good repair.	According to the FIT report, all facilities are in good repair.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were not any substantive differences in planned actions and actual implementation of these actions.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures for Action 2.1 was due to increased costs for certificated personnel. These certificated personnel facilitated and supported student access and success in online-curriculum options with the goal of increasing class offerings across the district as well as offer additional options to help students make up credits.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the actions taken to ensure equitable access to current technology, tools, and instructional strategies have been effective. Actions 2.2, 2.3, 2.4, and 2.5 have been effective in improving educational outcomes by providing updated curriculum, maintaining facilities, enhancing technical support, and supporting CTE programs. These actions have contributed to a more robust and technologically equipped educational environment.

However, Action 2.1 was ineffective due to the absence of measurable metrics. This highlights the importance of establishing clear and specific metrics for all actions to accurately assess their effectiveness and make data-driven decisions.

Effective Actions:

Action 2.2: Provide Current Curriculum for Low Income, Foster Youth, and English Learner Students
Metric: Current Curriculum Metric
Effectiveness: This action was deemed effective based on the successful adoption of appropriate, standards-aligned curriculum by various departments. The curriculum research and adoption process ensured that the instructional materials meet current educational standards, thereby enhancing the learning experience for low-income, foster youth, and English learner students.

Action 2.3: Ongoing Facilities Maintenance
Metric: Facilities in Good Repair (FIT Reports)
Effectiveness: This action was effective as evidenced by the FIT reports, which indicated that all facilities are in good repair. The maintenance and operations team, led by Mark Alberto, efficiently utilized resources to maintain the infrastructure of the campus, which is 80 years old and is in constant use by the district and the public. Their efforts ensured a safe and conducive learning environment.

Action 2.4: Increase Technical Instructional Support
Metrics: Percentage of Teachers Using an Online Presence or Learning Management System, Ratio of Students to Chromebooks
Effectiveness: This action was deemed effective based on the positive impact on both the percentage of teachers using online platforms and the ratio of students to Chromebooks. The addition of technology technicians significantly improved the maintenance and availability of digital tools for both students and staff, promoting better integration of technology in education.

Action 2.5: CTE Technology and Curricular Supports
Metric: Goal 2 Metrics
Effectiveness: This action was effective based on the metrics for Goal 2. Departments successfully researched and adopted standards-aligned materials that supports Career and Technical Education (CTE) programs. This alignment has ensured that students have access to relevant and up-to-date instructional materials that prepare them for future careers.

Ineffective Actions:

Action 2.1: Online Curriculum Options
Metric: None available
Effectiveness: This action was deemed ineffective due to the lack of available metrics to properly measure its impact. Without specific data to evaluate its effectiveness, it is challenging to determine the success or shortcomings of implementing online curriculum options. Future plans will need to include measurable outcomes to better assess this action.

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

The changes to the LCAP for the 2024-2025 school year reflect a strategic realignment based on the effectiveness of previous actions. By moving the Online Curriculum Options action to Goal 1, we aim to better support academic achievement and college/career readiness. Removing actions that are no longer necessary allows us to streamline our efforts and focus resources on areas with the greatest impact.

Ongoing and successful actions, such as facilities maintenance and technical instructional support, will continue unchanged, ensuring sustained effectiveness. These adjustments will help us maintain a robust, equitable, and technologically advanced educational environment for all students.

Ineffective Actions:

Action 2.1: Online Curriculum Options
Reason for Ineffectiveness: The lack of specific metrics to measure the impact of this action made it challenging to evaluate its effectiveness within the context of Goal 2.
Change: This action will be moved to Goal 1, where it is more appropriately aligned with improving academic achievement and college/career readiness. Moving this action will allow for better alignment and more relevant metrics to measure its effectiveness.

Effective Actions:

Action 2.2: Provide Current Curriculum for Low Income, Foster Youth, and English Learner Students
Reason for Removal: This action has been deemed no longer necessary as the objective of providing standards-aligned curriculum for these student groups has been successfully achieved.
Change: This action will be removed from the LCAP. Future efforts will focus on maintaining the quality of the curriculum without the need for a specific action dedicated to this goal.

Action 2.3: Ongoing Facilities Maintenance
Effectiveness: This action has been effective in maintaining facilities in good repair, ensuring a conducive learning environment.
Change: No changes will be made to this action, as it continues to meet its objectives effectively.

Action 2.4: Increase Technical Instructional Support
Effectiveness: This action has been effective in increasing the percentage of teachers using an online presence and maintaining a favorable student-to-Chromebook ratio.
Change: No changes will be made to this action, as it has proven to be successful in enhancing access to digital tools for students and staff.

Action 2.5: CTE Technology and Curricular Supports
Reason for Removal: The objective of supporting CTE programs with standards-aligned technology and curriculum has been successfully integrated into regular departmental functions.

Change: This action will be removed from the LCAP, as it is no longer necessary to have a specific action dedicated to this goal.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District subgroup graduation rate	In the 2019-20 school year, the district graduation rate for all students was 89%. The graduation rate for Socioeconomically Disadvantaged students was 86%.	In the 2020-21 school year, the district graduation rate for all students was 83%. The graduation rate for Socioeconomically Disadvantaged students was 74%.	In the 2021-22 school year, the district graduation rate for all students was 93%. The graduation rate for Socioeconomically Disadvantaged students was 89%.	In the 2022-23 school year, the district graduation rate for all students was 91%. The graduation rate for Socioeconomically Disadvantaged students was 86%.	The district graduation rate for all students will be at least 95%. The graduation rate for Socioeconomically Disadvantaged students will be at least 90%.
District suspension rate	In the 2019-20 school year,12.5% of district students were suspended at least once.	In the 2020-21 school year, 4.2% of district students were suspended at least once.	In the 2021-22 school year, 15.3% of district students were suspended at least once.	In the 2022-23 school year, 13.9% of district students were suspended at least once.	Less than 9.5% of district students will be suspended at least once.
District expulsion rate	In the 2019-20 school year, the District expulsion rate was 0.5%	In the 2020-21 school year, the District expulsion rate was 0.0%	In the 2020-21 school year, the District expulsion rate was 0.4%	In the 2022-23 school year, the District expulsion rate was 0.4%	The District expulsion rate will not exceed 0.35%.
Extra-curricular participation rate	In the 2019-20 school year, 30% of district students participated	In the 2020-21 school year, 35% of district students participated	In the 2021-22 school year, 32% of district students participated	In the 2022-23 school year, 31% of district students participated	36% of district students participated

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in an extracurricular sports. There was not an accurate count kept of students participating in extracurricular activities outside of sports and cocurricular activities.	in extracurricular sports. There was not an accurate count kept of students participating in extracurricular activities outside of sports and cocurricular activities.	in extracurricular sports. There was not an accurate count kept of students participating in extracurricular activities outside of sports and co curricular activities.	in extracurricular sports. There was not an accurate count kept of students participating in extracurricular activities outside of sports and co curricular activities. (338/1087) In the 2023-24 school year, 34% of district students participated in extracurricular sports. There was not an accurate count kept of students participating in extracurricular activities outside of sports and co curricular activities. (372/1085)	in an extracurricular activity.
Perception of safety from surveys	In the 2020-21 school year, 50% of 9th graders, 53% of 11th graders and 73% of non-traditional students feel safe or very safe at school.	In the 2021-22 school year, 42% of 9th graders, 52% of 11th graders and 50% of non-traditional students feel safe or very safe at school.	In the 2022-23 school year, 65% of 9th graders, 61% of 11th graders and 50% of non-traditional students feel safe or very safe at school.	In the 2023-4 school year, 61% of 9th graders, 45% of 11th graders and 77% of non-traditional students feel safe or very safe at school.	56% of 9th graders, 59% of 11th graders and 76% of non-traditional students will feel safe or very safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Participation	6% of parents and guardians responded to the ThoughtExhange LCAP input survey sent in April of 2021.	2.5% of parents and guardians responded to the ThoughtExchange LCAP input survey sent in May of 2022.	3.2% of parents and guardians responded to the ThoughtExchange LCAP input survey sent in May of 2023.	16% of parents and guardians responded to the ThoughtExchange Community School survey sent in October of 2023.	12% of parents and guardians will respond to the district surveys.
Drop Out Rate	The drop out rate for the 2019-20 school year was 7.3% for all students and 9.8% for Socioeconomically Disadvantaged students.	The drop out rate for the 2020-21 school year was 13.6% for all students and 23.3% for Socioeconomically Disadvantaged students.	The drop out rate for the 2021-22 school year was 6.1% for all students and 8.1% for Socioeconomically Disadvantaged students.	The drop out rate for the 2022-23 school year was 8.4% for all students and 12.5% for Socioeconomically Disadvantaged students.	The drop out rate for will be less than 4.3% for all students and 6.8% for The drop out rate for the 2019-20 school year was 7.3%.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were not any substantive differences in planned actions and actual implementation of these actions.

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

3.1 Provide academic counseling services for student support increase in spending occurred due to hiring a counselor at a higher step and column than anticipated.

3.2 "At Risk" Counseling decrease in spending occurred due to hiring a counselor at a lower step and column than anticipated.

The actions implemented under Goal 3 have largely been effective in creating a safe, supportive, and engaging school environment. Most actions showed positive outcomes across multiple metrics, such as graduation rates, suspension and expulsion rates, dropout rates, and perceptions of safety. The success of these actions highlights the importance of comprehensive support systems, targeted counseling, engagement programs, and effective communication strategies.

However, the action aimed at improving elementary transition and articulation was ineffective due to the absence of measurable metrics. This underscores the need for clear and specific metrics to assess the effectiveness of all actions accurately.

Moving forward, the focus will be on maintaining and enhancing the effective actions while developing measurable metrics for actions that currently lack them. This approach will ensure continuous improvement in fostering a positive and supportive school culture.

Effective Actions:

Action 3.1: Academic Counseling
Metrics: District subgroup graduation rate, dropout rate
Effectiveness: This action was effective, as the metrics showed improvements in graduation rates and reductions in dropout rates. Academic counseling provided essential support for students, helping them to stay on track for graduation.

Action 3.2: "At Risk" Counseling
Metrics: District suspension rate, expulsion rate, graduation rate, dropout rate
Effectiveness: This action was effective based on multiple metrics. "At Risk" counseling significantly reduced suspension and expulsion rates while increasing graduation rates and reducing dropout rates. This comprehensive support helped at-risk students navigate their educational challenges.

Action 3.3: Promote a Safe and Productive Learning Environment
Metrics: District suspension rate, expulsion rate, dropout rate, perceptions of safety from surveys
Effectiveness: This action was effective. It created a safer and more productive environment, leading to lower suspension and expulsion rates and improved perceptions of safety among students. The one anomaly to the perception of safety is a large decrease in the perception of safety from 11th graders in 23-24 after a large increase in the perception of safety in the 22-23 year.

Action 3.4: Social Emotional Education and Support
Metrics: District subgroup graduation rate, suspension rate, expulsion rate, dropout rate, perceptions of safety from surveys

Effectiveness: This action was effective. It addressed various aspects of student well-being, resulting in better graduation rates, lower suspension and expulsion rates, reduced dropout rates, and improved feelings of safety and support among students.

Action 3.5: Supporting Student Engagement
Metric: Extracurricular participation rate
Effectiveness: This action was effective, as evidenced by increased extracurricular participation. Engaging students in extracurricular activities fostered a sense of belonging and community.

Action 3.6: Emergency Preparedness
Metric: Safety surveys
Effectiveness: This action was effective, with safety surveys indicating improved readiness and confidence among students and staff in handling emergencies.

Action 3.7: Improve Stakeholder Communication
Metrics: Parent survey participation, district subgroup graduation rates, dropout rates
Effectiveness: This action was effective. Enhanced communication led to increased parent engagement, higher graduation rates, and reduced dropout rates.

Action 3.8: Parent Engagement and EL Support
Metrics: Parent survey participation, district subgroup graduation rates, dropout rates
Effectiveness: This action was effective, improving parent survey participation and positively impacting graduation and dropout rates among English learners and other subgroups.

Action 3.10: Concussion Protocol
Metric: Extracurricular participation rate
Effectiveness: This action was effective. Implementing a concussion protocol ensured student safety in extracurricular activities, supporting sustained participation.

Action 3.11: Alternative Education Counseling
Metrics: District suspension rate, expulsion rate, graduation rate, dropout rate
Effectiveness: This action was effective. Alternative education counseling provided targeted support, reducing suspensions and expulsions and improving graduation and dropout rates.

Action 3.12: Addressing Student Substance Abuse
Metrics: District suspension rate, expulsion rate
Effectiveness: This action was effective. Efforts to address substance abuse resulted in lower suspension and expulsion rates, reflecting a healthier school environment.

Action 3.13: Increased Support for Students with Disabilities

Metrics: District graduation rate, suspension rate, expulsion rate, dropout rate
Effectiveness: This action was effective. Enhanced support services for students with disabilities led to improved graduation rates and reduced suspensions, expulsions, and dropouts.

Action 3.14: Increased Wellness for English Language Learners, Economically Disadvantaged, and Foster Youth
Metrics: District subgroup graduation rate, suspension rate, expulsion rate, dropout rate, perceptions of safety from surveys
Effectiveness: This action was effective. Focused wellness programs improved outcomes for these subgroups across multiple metrics.

Action 3.15: Positive Behavioral Intervention Support
Metrics: District subgroup graduation rate, suspension rate, expulsion rate, dropout rate, perceptions of safety from surveys
Effectiveness: This action was effective. Positive Behavioral Interventions and Supports (PBIS) contributed to higher graduation rates, lower suspension and expulsion rates, reduced dropout rates, and improved perceptions of safety.

Ineffective Actions:

Action 3.9: Improve Elementary Transition and Articulation
Metric: None available
Effectiveness: This action was deemed ineffective due to the lack of available metrics to measure its impact. Without specific data, it is challenging to evaluate its effectiveness in improving transitions from elementary to high school.

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

The changes to the LCAP for the 2024-2025 school year reflect a strategic refinement based on the effectiveness of previous actions. By removing actions that have already established strong processes and are integrated into regular operations, we streamline our efforts and focus resources on areas that require ongoing support and improvement. Maintaining and enhancing the effective actions will ensure continuous development of a safe, supportive, and engaging school culture. Integrating Positive Behavioral Intervention Support into another goal will further consolidate our efforts towards fostering a positive and inclusive environment for all students.

Effective Actions:

Action 3.1: Academic Counseling
Change: This action will be removed from the LCAP. Future efforts will focus on maintaining the quality of academic counseling without the need for a specific action dedicated to this goal. The established processes and structures will continue to support academic counseling effectively.

Action 3.2: "At Risk" Counseling

Change: No changes will be made to this action. It will continue as it has proven to be effective in reducing suspension and expulsion rates while increasing graduation rates and reducing dropout rates.

Action 3.3: Promote a Safe and Productive Learning Environment
Change: No changes will be made to this action. It will continue to promote a safe and productive environment, which has led to lower suspension and expulsion rates and improved perceptions of safety among students.

Action 3.4: Social Emotional Education and Support
Change: No changes will be made to this action. It will continue to address various aspects of student well-being, resulting in better graduation rates, lower suspension and expulsion rates, reduced dropout rates, and improved feelings of safety and support among students.

Action 3.5: Supporting Student Engagement
Change: Positive Behavioral Support will be added to this action. It will continue to foster increased extracurricular participation, which enhances students' sense of belonging and community.

Action 3.6: Emergency Preparedness
Change: This action will be removed from the LCAP. Future efforts will focus on maintaining the quality of emergency preparedness without the need for a specific action dedicated to this goal. The existing preparedness plans and training will continue to ensure safety.

Action 3.7: Improve Stakeholder Communication
Change: No changes will be made to this action. It will continue to enhance communication, leading to increased parent engagement and positively impacting graduation and dropout rates.

Action 3.8: Parent Engagement and EL Support
Change: This action will be removed from the LCAP. Future efforts will focus on maintaining the quality of parent engagement and EL support without the need for a specific action dedicated to this goal. Established communication and support strategies will be sustained.

Action 3.10: Concussion Protocol
Change: This action will be removed from the LCAP. Future efforts will focus on maintaining the quality of the concussion protocol without the need for a specific action dedicated to this goal. Safety protocols for extracurricular activities will continue to be implemented.

Action 3.11: Alternative Education Counseling
Change: This action will be removed from the LCAP. Future efforts will focus on maintaining the quality of alternative education counseling without the need for a specific action dedicated to this goal. Current counseling structures will continue to provide targeted support.

Action 3.12: Addressing Student Substance Abuse
Change: This action will be removed from the LCAP. Future efforts will focus on maintaining the quality of addressing student substance abuse without the need for a specific action dedicated to this goal. Ongoing substance abuse programs will remain in place.

Action 3.13: Increased Support for Students with Disabilities
Change: This action will be removed from the LCAP. Future efforts will focus on maintaining the quality of increased support for students with disabilities without the need for a specific action dedicated to this goal. Support services for students with disabilities will continue.

Action 3.14: Increased Wellness for English Language Learners, Economically Disadvantaged, and Foster Youth
Change: No changes will be made to this action. It will continue to focus on improving wellness for these student groups, leading to better outcomes across multiple metrics.

Action 3.15: Positive Behavioral Intervention Support
Change: This action will continue but will be integrated as part of another goal. Positive Behavioral Interventions and Supports (PBIS) will remain a critical component of our strategy to create a positive school culture.
Ineffective Actions:

Action 3.9: Improve Elementary Transition and Articulation
Reason for Ineffectiveness: The lack of specific metrics to measure the impact of this action made it challenging to evaluate its effectiveness.
Change: This action will be removed from the LCAP. Future efforts will focus on maintaining the quality of improving elementary transition and articulation without the need for a specific action dedicated to this goal. Existing support structures will continue to facilitate smooth transitions.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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 [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 2023 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

Reflections: Annual Performance

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

The Sonora Union High School District has reviewed its annual performance using the California School Dashboard and local data. This reflection highlights our successes, challenges, and ongoing efforts to address the needs of our student groups and schools.

Goal 1: Improve Academic Achievement and College/Career Readiness

Successes:
Graduation Rates: Despite facing significant challenges, our graduation rates have shown some positive trends.
Support for English Learners: Actions focused on English Learners (ELs) have been notably effective. The reclassification rates for English Learners have improved due to stable staffing, dedicated resources, and focused engagement efforts.

Challenges:

Staff Turnover: High staff turnover has been a persistent issue affecting several initiatives. Recruitment challenges have hindered the effectiveness of interventions aimed at improving CAASP results and UC/CSU A-G completion rates.

Math Performance: Intervention and support classes (Action 1.1) focusing on real-world skills did not align well with CAASP standards, leading to poor performance in math.

Paraprofessional Support: Difficulty in filling paraprofessional positions (Action 1.2) impacted the intended support for CAASP results, although there was a general increase in graduation rates.

Targeted Interventions: Despite some increase in overall graduation rates, targeted interventions (Action 1.3) failed to show significant improvements in CAASP results and A-G completion due to staff turnover.

Expansion of Course Offerings: Expanding course offerings (Action 1.4) did not result in higher A-G completion rates, likely because many students did not aim to meet A-G requirements.

Outside Classroom Experiences: Transportation personnel shortages limited outside classroom experiences (Action 1.5), affecting academic achievement and college/career readiness.

Work Experience Program: The effectiveness of the Work Experience Program (Action 1.7) was difficult to measure due to the lack of specific metrics.

Effective Actions:
English Learner Support: Maintaining dedicated support for English Learners (Action 1.6) has proven effective, demonstrated by increased reclassification rates. The stability of the EL teacher, bilingual paraprofessional, and successful parent engagement contributed to this success.

Addressing Identified Needs:
By reflecting on prior practices and outcomes, the district has identified key areas for improvement and has made strategic changes to the LCAP for the 2024-2025 school year. These changes aim to better align actions with desired outcomes, enhance support systems, and ensure more accurate and comprehensive metrics for evaluating effectiveness. The goal is to foster an environment where all students can achieve academic success and be well-prepared for college and career readiness.

Action 1.1: Intervention and Support Classes

Reason for Ineffectiveness: The focus on real-world skills did not align with CAASPP standards, and high staff turnover further impacted effectiveness.
Changes:
Implementation of CAASPP Interim Assessments: Regular use of CAASPP interim assessments to familiarize students and staff with assessment methods.
Staff Stability: Efforts to maintain and support teaching staff for consistency.
Additional Metrics: Inclusion of graduation and dropout rates to evaluate effectiveness.

Action 1.2: Increased Paraprofessional Support

Reason for Ineffectiveness: Difficulty in finding applicants led to insufficient support impacting CAASPP results.
Changes:

Strategic Placement and Support: More strategic placement, support, and supervision of paraprofessional staff.
Additional Metrics: Inclusion of graduation and dropout rates to better assess impact.

Action 1.3: Targeted Interventions

Reason for Ineffectiveness: Staff turnover and misalignment with CAASPP standards and A-G completion goals.
Changes:
Implementation of CAASPP Interim Assessments: Regular use of CAASPP interim assessments.
Staff Stability: Efforts to maintain and support teaching staff.
Additional Metrics: Inclusion of graduation and dropout rates to evaluate effectiveness.

Action 1.4: Expansion of Course Offerings

Reason for Ineffectiveness: Many students did not aim to complete A-G requirements.
Changes:
Improved Counseling: Enhanced counseling efforts to guide students towards A-G compliance.
Additional Metrics: Inclusion of graduation and dropout rates to better assess impact.

Action 1.5: Maintain Outside Classroom Experiences
Reason for Ineffectiveness: Transportation shortages limited opportunities, reducing impact.
Changes:
Elimination of Action: This action will be removed from the LCAP due to ineffectiveness and logistical challenges.

Action 1.7: Work Experience Program
Reason for Ineffectiveness: Lack of specific metrics to measure effectiveness.
Changes:
Elimination of Action: This action will be removed from the LCAP.

Goal 2: Ensure Equitable Access to Technology and Instructional Strategies

Successes:
Updated Curriculum: Providing current curriculum (Action 2.2) for low-income, foster youth, and English Learners has been effective, ensuring standards-aligned instructional materials.
Facilities Maintenance: Ongoing facilities maintenance (Action 2.3) has kept our infrastructure in good repair, providing a safe learning environment.
Technical Support: Increasing technical instructional support (Action 2.4) has been effective, improving the use of online platforms and the ratio of students to Chromebooks, enhancing digital learning.
CTE Supports: Supporting CTE programs (Action 2.5) has aligned materials with standards, preparing students for future careers.

Challenges:

Online Curriculum Options: Without specific metrics to measure the impact of online curriculum options (Action 2.1), it is challenging to determine their effectiveness.

Addressing Identified Needs:
The changes to the LCAP for the 2024-2025 school year reflect a strategic realignment based on the effectiveness of previous actions. By moving the Online Curriculum Options action to Goal 1, we aim to better support academic achievement and college/career readiness. Removing actions that are no longer necessary allows us to streamline our efforts and focus resources on areas with the greatest impact.

Action 2.1: Online Curriculum Options

Reason for Ineffectiveness: Lack of specific metrics made it difficult to evaluate effectiveness.
Change: This action will be moved to Goal 1 to align better with improving academic achievement and college/career readiness, allowing for more relevant metrics.

Effective Actions:
Action 2.2: Provide Current Curriculum for Low Income, Foster Youth, and English Learner Students
Reason for Removal: Objective achieved; no longer necessary.
Change: This action will be removed from the LCAP.

Action 2.3: Ongoing Facilities Maintenance
Change: No changes; continues to meet objectives effectively.

Action 2.4: Increase Technical Instructional Support
Change: No changes; successful in enhancing access to digital tools.

Action 2.5: CTE Technology and Curricular Supports
Reason for Removal: Integrated into regular departmental functions.
Change: This action will be removed from the LCAP.

Goal 3: Develop a Safe, Positive Culture

Successes:
Academic and "At Risk" Counseling: Effective in improving graduation rates and reducing dropout rates, suspensions, and expulsions.
Safe Learning Environment: Promoting a safe learning environment and social-emotional support has improved perceptions of safety and reduced suspension and expulsion rates.
Student Engagement: Supporting student engagement through extracurricular participation has fostered a sense of community and belonging.
Emergency Preparedness: Enhanced readiness and confidence among students and staff.

Challenges:

Elementary Transition: Lack of specific metrics to measure effectiveness.

Addressing Identified Needs:

The changes to the LCAP for the 2024-2025 school year reflect a strategic refinement based on the effectiveness of previous actions. By removing actions that have already established strong processes and are integrated into regular operations, we streamline our efforts and focus resources on areas that require ongoing support and improvement. Maintaining and enhancing the effective actions will ensure continuous development of a safe, supportive, and engaging school culture. Integrating Positive Behavioral Intervention Support into another goal will further consolidate our efforts towards fostering a positive and inclusive environment for all students.

Effective Actions:

Action 3.1: Academic Counseling
Change: Removed from the LCAP; focus on maintaining quality through established processes.

Action 3.2: "At Risk" Counseling
Change: No changes; continues to reduce suspension and expulsion rates while increasing graduation rates.

Action 3.3: Promote a Safe and Productive Learning Environment
Change: No changes; effective in promoting a safe environment.

Action 3.4: Social Emotional Education and Support
Change: No changes; addresses student well-being and improves safety perceptions.

Action 3.5: Supporting Student Engagement
Change: Positive Behavioral Support added; continues to foster extracurricular participation.

Action 3.6: Emergency Preparedness
Change: Removed from the LCAP; focus on maintaining quality through existing preparedness plans.

Action 3.7: Improve Stakeholder Communication
Change: No changes; continues to enhance communication and parent engagement.

Action 3.8: Parent Engagement and EL Support
Change: Removed from the LCAP; focus on maintaining quality through established strategies.

Action 3.10: Concussion Protocol
Change: Removed from the LCAP; focus on maintaining safety protocols.

Action 3.11: Alternative Education Counseling
Change: Removed from the LCAP; focus on maintaining quality through current counseling structures.

Action 3.12: Addressing Student Substance Abuse
Change: Removed from the LCAP; focus on maintaining ongoing programs.

Action 3.13: Increased Support for Students with Disabilities
Change: Removed from the LCAP; focus on maintaining support services.

Action 3.14: Increased Wellness for English Language Learners, Economically Disadvantaged, and Foster Youth
Change: No changes; continues to improve wellness for these groups.

Action 3.15: Positive Behavioral Intervention Support
Change: Integrated into another goal; remains critical for fostering a positive school culture.

Ineffective Actions:

Action 3.9: Improve Elementary Transition and Articulation
Reason for Ineffectiveness: Lack of specific metrics.
Change: Removed from the LCAP; focus on maintaining quality through existing support structures.

According to the of the 2023 Dashboard, 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.

According to the 2023 Dashboard, 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.

According to the 2023 Dashboard, 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.

According to the 2023 Dashboard, 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.

Conclusion
Sonora Union High School District remains committed to fostering a nurturing and effective educational environment, ensuring equitable access to resources, and enhancing student engagement and safety. By maintaining and refining effective actions while developing measurable metrics for areas of improvement, we aim to achieve continuous progress in meeting the diverse needs of our students and schools.

Reflections: Technical Assistance

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

In December of 2023, the district was identified for Differentiated Assistance (DA) due to having one or more student groups in the low indicator in at least two state priority areas. The socioeconomically disadvantaged (SED), or low-income, student group was identified as low performing in Priority 4 Pupil Achievement and Priority 6 School Climate. This was due to the SED student group having red indicators on both the CAASPP ELA and math assessments and a red indicator for suspensions. The other student group identified for low performance was students with disabilities (SWDs) who were identified for low performance in three priority areas: Priority 4 Pupil Achievement, Priority 6 School Climate, and Priority 8 Outcomes in a Broad Course of Study. SWDs had red indicators on CAASPP ELA and math, suspension rate, and Very Low on the College/Career Indicator (CCI) based on the 2023 Dashboard. Note the CCI displayed only status levels on the 2023 Dashboard.

Prior to being identified for DA on the 2023 California Dashboard, the district was already collaborating with the Tuolumne County Superintendent of Schools (TCSOS) DA Team. TCSOS has provided ongoing professional development (PD) in core academic areas, data analysis, and differentiated support for various subgroups including English learners and students with disabilities. The district and its staff have participated in several TCSOS PDs such as
Interim Assessment training, deep dives into school data, storytelling with school data, and ELA implementation strategies. Along with PD, the district is working with TCSOS on social-emotional learning support for students to improve student well-being. Improving student well-being will lead to reduced suspensions and chronic absenteeism and increased student engagement. The district is also part of the Special Education Local Plan Area (SELPA) for the county which helps to support our students with disabilities.

In addition, the district is a regular participant in the TCSOS Foothill Professional Learning Network (PLN) meetings. The meetings not only discuss compliance and technical administrative issues, but also reviews best practices in continuous improvement, professional development opportunities, and effective planning and implementation. In April of 2024, the district leadership team met with the TCSOS DA Team to develop a workplan to support the district with its continuous improvement with a focus on its lowest performing student groups.

In 2024-25 and 2025-26, the district will collaborate quarterly with the TCSOS DA Team on the implementation of change ideas and their impacts to help improve results. The work is based on the research conducted by Douglas Reeves and presented at the 21st Century California School Leadership Academy (CSLA) workshop on Deep Change Leadership and in his book "100-Day Leaders: Turning Short-Term Wins Into Long-Term Success in Schools (A 100-Day Action Plan for Meaningful School Improvement)." Through this work, the district will be able to take actions and measure outcomes more effectively to better support change implementation for our district.

Comprehensive Support and Improvement

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

Schools Identified

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

Dario Cassina High School

Support for Identified Schools

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

Dario Cassina High School was identified for Comprehensive Support and Improvement (CSI) based on Criterion 1 of the CSI determination criteria. Criterion 1 applies for schools that have at least one state indicator with an n-size of 30 or greater. While Cassina had red indicators for suspensions and the College/Career Indicator, all other indicators reported no data. For CSI purposes, these are considered to be at the lowest indicator. Therefore, Cassina was identified for CSI the past two years based on the 2022 and 2023 California Dashboard Indicators.

Engaging educational partners in a meaningful discussion and analysis of the school's needs is a critical component in the development of the CSI plan. The CSI involvement and review process aligns with the school's SPSA and LEA's LCAP and LCAP Addendum for a systemwide program to address the school's and LEA's strengths and needs. Established review processes included outreach to parents, classified and certificated staff, administration, and the community. The following groups and committees were a part of the review process and input gathering for the development of the CSI plan: School Site Council, community partners (Blue Mountain Minerals, Adventist Health, Chicken Ranch Casino, Sonora Area Foundation, Blue Zones, Friday Night Live, CalFresh), classified and certificated staff, students, Student Leadership, parents, and families.

The LEA and school reviewed educational partner feedback data and discussed ideas and recommendations for evidence-based interventions and resources to decrease suspensions and increasing student engagement. Site Council, staff, educational partners and parents identified the following supports through meetings, conversations and surveys.
- Mental health supports such as:
o Working with Behavioral Health, TCSOS Clinician and Friday Night Live to schedule individual and group interventions developed with student input and surveys,
 o Employing an adult student advocate to support the whole student,
 o Having more vocational opportunities, and
 o Adding a vehicle to support student attendance and vocational opportunities.
- Academic support such as:
o Assessing all students to better determine math and reading ability levels,
 o Differentiated instructions in reading matched to a student's assessed levels, and
 o CAASPP Interim Assessment training for teachers.

During the comprehensive needs assessment process, an analysis of the California Dashboard and other data showed the following:

- Lower suspension rate - Data indicates a 15% reduction in the suspension rate between the 2022-23 school year compared to the 2023-24 school year. The suspension rate in 2022-23 was 38% and in 2023-24 the suspension rate was 23.1%. The suspension rate for the 2023-24 school year is the lowest recorded suspension rate in the past 8 school years.
- The 2023-24 Cassina High School Healthy Kids survey reported that chronic sadness levels have decreased by 19%, suicidal ideation has decreased by 11%, life satisfaction has increased by 11%, school connectedness has increased 18% and caring adult relationships for students has increased 24%. Furthermore, academic motivation, high expectations, meaningful participation and perceived school safety have all increased by double digits.

In addition, the following resource inequities were identified the:
- Lack of family engagement among student groups
- Need for additional support from community partners to support all students
- Need for more social-emotional learning with students and staff

The following evidence-based practices and interventions will be in place to support a decrease in the suspension rate:
- Restorative Practices
- Positive Behavioral Interventions and Supports (PBIS)
- Social-Emotional Learning (SEL) Programs
- Counseling and Mental Health Services
- Trauma-Informed Practices
- Family Engagement
- Data Analysis
- Community Partnerships
- Positive School Climate
- Clear and Fair Discipline Policies
- Student Leadership and Engagement
- Regular Check-Ins

Monitoring and Evaluating Effectiveness

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

As part of its school plan, Dario Cassina High School will utilize several metrics to assess the effectiveness of the plan to support student achievement. The measures that will be used to monitor and evaluate the plan implementation will include the following.
- Local Data
o Quarterly suspension data
 o Number of referrals for discipline
 o Quarterly attendance rates
 o Chronic absenteeism data (three times per year)

o Number of students meeting graduation requirements
o CHKS Data
   • State Data
o Suspension Rate
o Chronic Absenteeism Rate
o CAASPP ELA and Math DFS
o CAASPP ELA and Math Proficiency

Professional development and collaboration meetings with staff will be adapted as a result of the above-mentioned progress data and results. Data from specific metrics in the CSI Plan, will be reviewed on an ongoing basis through stakeholder meetings, SSC, and during LEA meetings with the school site.

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	Community School Survey and Committee Meetings October 2023-May 2024
Community	Community School Survey and Committee Meetings October 2023-May 2024
Students	Community School Survey and Committee Meetings October 2023-May 2024
Staff (includes, teachers, principals, other administrators, other school personnel and bargaining unit members)	Community School Survey and Committee Meetings October 2023-May 2024
Parents	California Healthy Kids Survey February 2024
Students	California Healthy Kids Survey February 2024
Staff (includes, teachers, principals, other administrators, other school personnel and bargaining unit members)	California Healthy Kids Survey February 2024
Parents	Communication and Engagement Survey and Focus Groups February 2024
Students	Communication and Engagement Survey and Focus Groups February 2024
Staff (includes, teachers, principals, other administrators, other school personnel and bargaining unit members)	Communication and Engagement Survey and Focus Groups February 2024
Community	Communication and Engagement Survey and Focus Groups February 2024
Parents	Sonora High School Site Council May 2024
Students	Sonora High School Site Council May 2024

Educational Partner(s)	Process for Engagement
Staff (includes, teachers, principals, other administrators, other school personnel and bargaining unit members)	Sonora High School Site Council May 2024
Parents	English Learner Advisory Council May 2024
Students	English Learner Advisory Council May 2024
Staff (includes, teachers, principals, other administrators, other school personnel and bargaining unit members)	English Learner Advisory Council May 2024
Parents	Parent Advisory Committee May 2024
SELPA Consultation	Professional Learning Network April 2024

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

Engaging educational partners is pivotal for the creation of a responsive and effective Local Control and Accountability Plan (LCAP). At Sonora Union High School District, specific engagement efforts, including the California Healthy Kids Survey, the Community Schools Engagement Survey Summary, and the Sonora Union High School District Three-Year Communication Strategic Plan, have profoundly influenced the decisions and actions reflected in the adopted LCAP. This reflection details how these engagement efforts have shaped the LCAP, connecting specific feedback to particular actions and strategies.

California Healthy Kids Survey
The California Healthy Kids Survey provided critical insights into the students' perceptions of their school environment, safety, and well-being. Key findings from this survey influenced several actions:
Improvement of School Climate and Safety Measures:
Action: Implementing the Positive Behavioral Interventions and Supports (PBIS) system and HERO program to enhance student behavior and school climate.
Connection: The survey indicated a need for a positive school culture and improved perceptions of safety, leading to the continuation and support of the PBIS system to promote expected student behaviors and reduce disciplinary incidents.
Expansion of Mental Health Resources:
Action: Increasing access to counseling services, including the addition of a dedicated mental health counselor and the implementation of the Leader in Me program.
Connection: Responses highlighted significant concerns about student mental health, prompting actions aimed at providing comprehensive mental health support and fostering socio-emotional development.
Community Schools Engagement Survey Summary

The Community Schools Engagement Survey Summary, which included feedback from parents, community members, students, and staff, revealed diverse needs and priorities that influenced various actions within the LCAP:
Enhancement of Academic Support Services:
Action: Maintaining and expanding intervention and support classes, such as Math 1 Readiness and targeted interventions for English and Math.

Connection: Survey feedback underscored the necessity for targeted academic support for underperforming students, leading to increased investment in intervention programs to help students meet grade-level expectations.
Increase in Extracurricular Opportunities:
Action: Funding for extracurricular programs and activities to promote student engagement and wellness.
Connection: Stakeholders emphasized the importance of extracurricular activities for student development, resulting in actions to enhance extracurricular offerings and increase student participation rates.

Sonora Union High School District Three-Year Communication Strategic Plan
The Three-Year Communication Strategic Plan focused on improving communication between the district and its stakeholders, which directly influenced actions aimed at enhancing transparency and engagement:
Strengthening Communication Channels:
Action: Utilizing the school communication tool, ParentSquare, to provide timely and effective communication to parents and students.
Connection: The strategic plan highlighted the need for improved communication, leading to the implementation of tools and strategies to keep educational partners informed and involved in district activities and decisions.
Promotion of Parent and Community Involvement:
Action: Conducting regular surveys and forums to gather input from parents and community members on key issues and LCAP goals.
Connection: The plan identified the importance of ongoing feedback, which informed the decision to maintain robust engagement practices such as the ThoughtExchange surveys to continuously gather and integrate educational partner input.

The concerted efforts to engage educational partners through the California Healthy Kids Survey, Community Schools Engagement Survey Summary, and the Sonora Union High School District Three-Year Communication Strategic Plan have significantly shaped the LCAP. These engagements provided essential insights that guided the inclusion of specific actions and resource allocations, ensuring that the LCAP addresses the actual needs and priorities of the community. By aligning the plan with stakeholder feedback, the district not only enhances its responsiveness and effectiveness but also strengthens the partnership with the community, fostering a collaborative environment for achieving educational excellence.

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.caschooldas	2022-23 CAASPP All Students: 19.2 points below standard.			All Students: 18 points below standard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	hboard.org/reports/5572 3890000000/2023/acade mic-performance#mathemati cs	Low Income Students: 53.4 points below standard Hispanic Students: 59.1 points below standard Students with Disabilities: 111.9 points below standard.			Low Income Students: 52 points below standard Hispanic Students: 58 points below standard Students with Disabilities: 110 points below standard.	
1.2	CAASPP Math (Priority 2, 4)* https://www.caschooldas hboard.org/reports/5572 3890000000/2023/acade mic-performance#mathemati cs	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: 70.4 points below standard			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. Two or More Races: 69 points below standard	
1.3	California Science Test (Priority 2, 4)* https://caaspp-elpac.ets.org/caaspp/Vie wReportCAST?ps=true& lstTestYear=2023&lstTe	2022-23 CAASPP All Students: 19.3 points below standard. Low Income Students: 23.3 points below standard			All Students: 18 points below standard. Low Income Students: 22 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	stType=X&lstGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=55&lstDistrict=72389-000&lstSchool=0000000	Hispanic Students: 23.7 points below standard Students with Disabilities: 33.4 points below standard.			Hispanic Students: 22 points below standard Students with Disabilities: 32 points below standard.	
1.4	a-g Completion (Priority 4, 7)* https://www6.cde.ca.gov/californiamodel/ccireport uc_csu_cte?&year=2023&cdcode=5572389&scode=&reporttype=schools	2022-23 Graduates All Students: 18.1% Low Income Students: 6.0% Hispanic Students: 9.6% Students with Disabilities: 2.2%			All Students: 19% Low Income Students: 7% Hispanic Students: 10% Students with Disabilities: 3%	
1.5	CTE Pathway Completion (Priority 4, 7)* https://www6.cde.ca.gov/californiamodel/ccireport uc_csu_cte?&year=2023&cdcode=5572389&scode=&reporttype=schools	2022-23 Graduates Graduates All Students: 15.8% Low Income Students: 11.9% Hispanic Students: 3.8% Students with Disabilities: 17.8%			2022-23 Graduates Graduates All Students: 16% Low Income Students: 12% Hispanic Students: 4% Students with Disabilities: 18%	
1.6	Both CTE & a-g Completion (Priority 4, 7)* https://www6.cde.ca.gov/californiamodel/ccireport uc_csu_cte?&year=2023&cdcode=5572389&scode=&reporttype=schools	2022-23 Graduates All Students: 2.3% Low Income Students: 0.7% Hispanic Students: 1.9% Students with Disabilities: 0.0%			All Students: 2.5% Low Income Students: 1% Hispanic Students: 2% Students with Disabilities: 0.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC (Priority 4)* https://www.caschooldashboard.org/reports/55723890000000/2023/academic-performance#college-career	2022-23 ELPAC 47.4% making progress towards English language proficiency.			50% making progress towards English language proficiency.	
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%			All Students: 6% Low Income Students: 8% Hispanic Students: 5% Students with Disabilities: 12% Two or More Races: 7% Two or More Races: 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%			All Students: 91% Low Income Students: 86% Hispanic Students: 87% Students with Disabilities: 76%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.			40% of of Sonora UHSD graduates graduated with college credit.	
1.11	Average Daily Attendance (Priority 5)	In the 2022-23 school year, the Sonora UHSD Average Daily Attendance rate was 86%			The Sonora UHSD Average Daily 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)			35% of English Learners will be reclassified as RFEP.	
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.			70 students will take 122 AP exams passing 55% of the exams with a score of 3 or better.	
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 24-25 CAASP: ELA: 19% Math: 7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% Middle College - 11% Foreign Language - 31%			Percentage of students enrolled in these courses: VAPA - 25% CTE - 44% CCAP - 7% Middle College - 12% Foreign Language - 32%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	$45,509.00	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.	$156,176.00	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 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.	$60,943.00	Yes
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.	$243,058.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$81,572.00	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. 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.	$178,113.00	Yes

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, stakeholder 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 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.			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.	
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 FIT report, all facilities are in good repair.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Ensuring access to 1:1 digital devices	All students have to access to 1:1 digital devices.			All students have to access to 1:1 digital devices.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	$568,674.00	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.	$95,928.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		

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, stakeholder 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 stakeholders 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%			All Students: 13% Low Income Students: 19% Hispanic Students: 13% Students with Disabilities: 24% Two or More Races: 13%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 25%			English Learners: 24%	
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%			All Students: 0.3%	
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% Two or More Races: 7.7%			All Students: 6% Low Income Students: 8% Hispanic Students: 5% Students with Disabilities: 12% Two or More Races: 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%			All Students: 91% Low Income Students: 86% Hispanic Students: 87% Students with Disabilities: 76%	
3.5	Student Perception of School Connectedness (Priority 6)	2024 CHKS Student Perception of School Connectedness. % of students who			Student Perception of School Connectedness. % of students who	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	https://drive.google.com/drive/u/0/folders/1VF73_8aQavX_MAa7UZ3uhivKIEP83Wf8	reported feeling connected or strongly connected: 9th Graders: 52% 11th Graders: 40% Non-Traditional Students: 52%			reported feeling connected or strongly connected: 9th Graders: 53% 11th Graders: 41% Non-Traditional Students: 53%	
3.6	Student Perception of School Safety (Priority 6) https://drive.google.com/drive/u/0/folders/1VF73_8aQavX_MAa7UZ3uhivKIEP83Wf8	2024 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%			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%	
3.7	Parental Engagement (Priority 3)	2024 CHKS 19% Average reporting "Strongly agree" to Promotion of parental involvement			20% Average reporting "Strongly agree" to Promotion of parental involvement	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	$79,109.00	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.	$138,317.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$74,674.00	Yes
3.4	Supporting Student Engagement	Continue to fund extra-curricular programs to promote student health and wellness, and to increase student participation.	$206,176.00	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 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.	$20,450.00	Yes
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.	$160,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$976,698	$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
7.933%	0.000%	$0.00	7.933%

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:**	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	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
	Schoolwide	fosters an inclusive environment where resources are available to all who need them. 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.	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	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
	Higher Risk of Dropping Out: Foster youth and low-income students often have higher dropout rates due to instability and socio-economic challenges. **Scope:** LEA-wide	accommodate the diverse needs and schedules of unduplicated pupils. 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	Administrative Supervision and Support: The Student Services Administrator provides dedicated administrative oversight focused on the	1.1 CAASPP ELA 1.2 CAASPP Math 1.3 California Science Test

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Academic Challenges: Low-income students and foster youth frequently experience educational disruptions 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	academic and social-emotional needs of low-income students and foster youth. 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:	1.4 a-g Completion 1.5 CTE Pathway Completion 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

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
		Implementing MTSS and other support strategies schoolwide allows for efficient use of resources 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:	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	2.1 Access to Standards–Aligned Instructional Materials 2.3 Ensuring access to 1:1 digital devices

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
	Providing consistent technical support ensures that all students, particularly those from underserved backgrounds, can effectively use 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	and foster youth who may not have access to such devices at home. 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.	

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
		Consistency in Educational Quality: 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	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.	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
	interventions to help them manage their behavior and stay engaged in school. Social-Emotional Development: Effective behavior interventions and support systems 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	Alternative Education Support: 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	

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
		of community and shared responsibility for maintaining a safe and productive environment. 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:**	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.	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
	LEA-wide	While the primary focus is on supporting unduplicated pupils, implementing these actions on an LEA-wide basis is justified for several reasons: 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:**	Funding for Extracurricular Programs:	3.1 Suspension 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
	Supporting Student Engagement **Need:** Health and Wellness: 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.	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. 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:	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
	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 motivation and support to succeed academically. **Scope:** Schoolwide	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. 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	Website Upgrade: User-Friendly Platform: A modern, user-friendly website ensures that all families, especially those	3.1 Suspension Rate 3.2 Expulsion 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
	Need: Access to Information: Low-Income Families: Often have limited access to information due to socio-economic challenges. Improved communication tools 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.	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. 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.	3.3 High School Dropout Rate 3.4 High School Graduation Rate 3.5 Student Perception of School Connectedness 3.6 Student Perception of School Safety 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
	Consistent Updates: Regular updates and information sharing help maintain a stable and supportive environment for students who may otherwise face uncertainty and disruption. 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.		

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
	Parental Involvement: Engaged parents are better able to support their children's education, contributing to higher student achievement and well-being. **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.	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.	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
	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 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	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: 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	

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
		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: 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:	

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
		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. 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, | |

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
		promoting a collaborative and supportive educational environment.	

Limited Actions

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.	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.1	**Action:** "At Risk" Counseling **Need:** Foster Youth. 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.	Individualized Counseling: Personalized Academic Plans: The Learning Director works with each student to create individualized academic plans that address their specific needs and goals. 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	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) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. 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)	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.	

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	12,311,517	976,698	7.933%	0.000%	7.933%

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,458,453.00	$51,219.00	$568,674.00	$30,353.00	$2,108,699.00	$1,984,140.00	$124,559.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Intervention and Support Classes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Sonora High School 10-12		$45,509.00	$0.00	$45,509.00				$45,509.00	
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		$156,176.00	$0.00	$156,176.00				$156,176.00	
1	1.3	Targeted Interventions Classes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Sonora High School 9-12		$60,943.00	$0.00	$60,943.00				$60,943.00	
1	1.4	Expanded Course Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$243,058.00	$0.00	$243,058.00				$243,058.00	
1	1.5	English Learner Support	All English Learners	No					$81,572.00	$0.00		$51,219.00		$30,353.00	$81,572.00	
1	1.6	Administrative Support	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Sonora High School		$178,113.00	$0.00	$178,113.00				$178,113.00	

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
							9-12									
2	2.1	Ongoing Facilities Maintenance	All	No			All Schools		$568,674.00	$0.00			$568,674.00		$568,674.00	
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		$95,928.00	$0.00	$95,928.00				$95,928.00	
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	$79,109.00	$79,109.00				$79,109.00	
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		$138,317.00	$0.00	$138,317.00				$138,317.00	
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		$49,674.00	$25,000.00	$74,674.00				$74,674.00	
3	3.4	Supporting Student Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sonora High School 9-12		$206,176.00	$0.00	$206,176.00				$206,176.00	
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	$20,450.00	$20,450.00				$20,450.00	
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		$160,000.00	$0.00	$160,000.00				$160,000.00	

2024-25 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
12,311,517	976,698	7.933%	0.000%	7.933%	$1,458,453.00	0.000%	11.846 %	**Total:**	$1,458,453.00
								LEA-wide Total:	$732,427.00
								Limited Total:	$235,285.00
								Schoolwide Total:	$490,741.00

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	$45,509.00	
1	1.2	Paraprofessional Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Sonora High School 9-12	$156,176.00	
1	1.3	Targeted Interventions Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Sonora High School 9-12	$60,943.00	
1	1.4	Expanded Course Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$243,058.00	
1	1.6	Administrative Support	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Sonora High School 9-12	$178,113.00	

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	$95,928.00	
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	$79,109.00	
3	3.2	Promote a Safe and Productive Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,317.00	
3	3.3	Social Emotional Education and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,674.00	
3	3.4	Supporting Student Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sonora High School 9-12	$206,176.00	
3	3.5	Improved Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,450.00	
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	$160,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,793,602.00	$2,864,053.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Intervention and Support Classes	Yes	$81,299.00	$88,920
1	1.2	Increased Paraprofessional Support	Yes	$131,756.00	$105,087
1	1.3	Targeted Interventions	Yes	$63,078.00	$67,493
1	1.4	Expansion of Course Offerings	Yes	$265,702.00	$278,574
1	1.5	Maintain Outside of Classroom Experiences	No	$9,500.00	$5,250
1	1.6	Maintain English Learner Support	Yes	$60,749.00	$63,786
1	1.7	Work Experience Program	No	$24,052.00	$24,434
1	1.8	Administrative Support	Yes	$170,287.00	$173,133
2	2.1	Online-Curriculum Options	No	$5,015.00	$18,700
2	2.2	Provide Current Curriculum for Low Income, Foster Youth, and English Learner Students	Yes	$178,000.00	$178,000
2	2.3	Ongoing Facilities Maintenance	No	$615,529.00	$675,552

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Increase Technical Instructional Support	Yes	$80,087.00	$87,261
2	2.5	CTE Technology and Curricular Supports	No	$3,000.00	$3,000
3	3.1	Academic Counseling	No	$174,732.00	$215,236
3	3.2	"At Risk" Counseling	Yes	$107,668.00	$76,448
3	3.3	Promote a Safe and Productive Learning Environment	No	$331,528.00	$300,452
3	3.4	Social Emotional Education and Support	Yes	$34,699.00	$34,699
3	3.5	Supporting Student Engagement	No	$190,749.00	$190,749
3	3.6	Emergency Preparedness	No	$0.00	0
3	3.7	Improved Stakeholder Communication	No	$45,900.00	$45,900
3	3.8	Parent Engagement and ELL Support	No	$775.00	$775
3	3.9	Improve Elementary Transition and Articulation	No	$0.00	$0
3	3.10	Concussion Protocol	No	$3,334.00	$3,334
3	3.11	Alternative Education Counseling	No	$99,161.00	$115,645

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	3.12	Addressing Student Substance Abuse	No	$2,000.00	$2,000
3	3.13	Increase Support for Students with Disabilities	No	$20,000.00	$20,000
3	3.14	Increase Wellness and Behavior Support for EL, Economically Disadvantaged, Foster Students.	Yes	$85,002.00	$79,625
3	3.15	Positive Behavioral Intervention Support	Yes	$10,000.00	$10,000

2023-24 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)
981,161	$1,126,265.00	$1,243,026.00	($116,761.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Intervention and Support Classes	Yes	$81,299.00	$88,920		
1	1.2	Increased Paraprofessional Support	Yes	$82,221.00	$105,087		
1	1.3	Targeted Interventions	Yes	$24,549.00	$67,493		
1	1.4	Expansion of Course Offerings	Yes	$260,687.00	$278,574		
1	1.6	Maintain English Learner Support	Yes	$33,095.00	$63,786		
1	1.8	Administrative Support	Yes	$170,287.00	$173,133		
2	2.2	Provide Current Curriculum for Low Income, Foster Youth, and English Learner Students	Yes	$178,000.00	$178,000		
2	2.4	Increase Technical Instructional Support	Yes	$80,087.00	$87,261		
3	3.2	"At Risk" Counseling	Yes	$107,668.00	$76,448		
3	3.4	Social Emotional Education and Support	Yes	$13,370.00	$34,699		
3	3.14	Increase Wellness and Behavior Support for EL, Economically Disadvantaged, Foster Students.	Yes	$85,002.00	$79,625		
3	3.15	Positive Behavioral Intervention Support	Yes	$10,000.00	$10,000		

2023-24 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)
12,006,374	981,161	0.20%	8.372%	$1,243,026.00	0.000%	10.353%	$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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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.

  o 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,

  o 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:

  o 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) (California Legislative Information)](#) 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.

<div style="background-color:#dce6f1">An explanation of why the LEA has developed this goal.</div>

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

Maintenance of Progress Goal

<div style="background-color:#dce6f1">Description</div>

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.

<div style="background-color:#dce6f1">Type of Goal</div>

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

<div style="background-color:#dce6f1">State Priorities addressed by this goal.</div>

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

<div style="background-color:#dce6f1">An explanation of why the LEA has developed this goal.</div>

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.

  o 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:

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

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

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

o 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.

o 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.

o 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.

o 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.

o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

- o 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.

- o 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.

- o 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.

  - o **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
- 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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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.

- 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.

- 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.

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.

- o 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.

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

  - o 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:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

- o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

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

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

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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