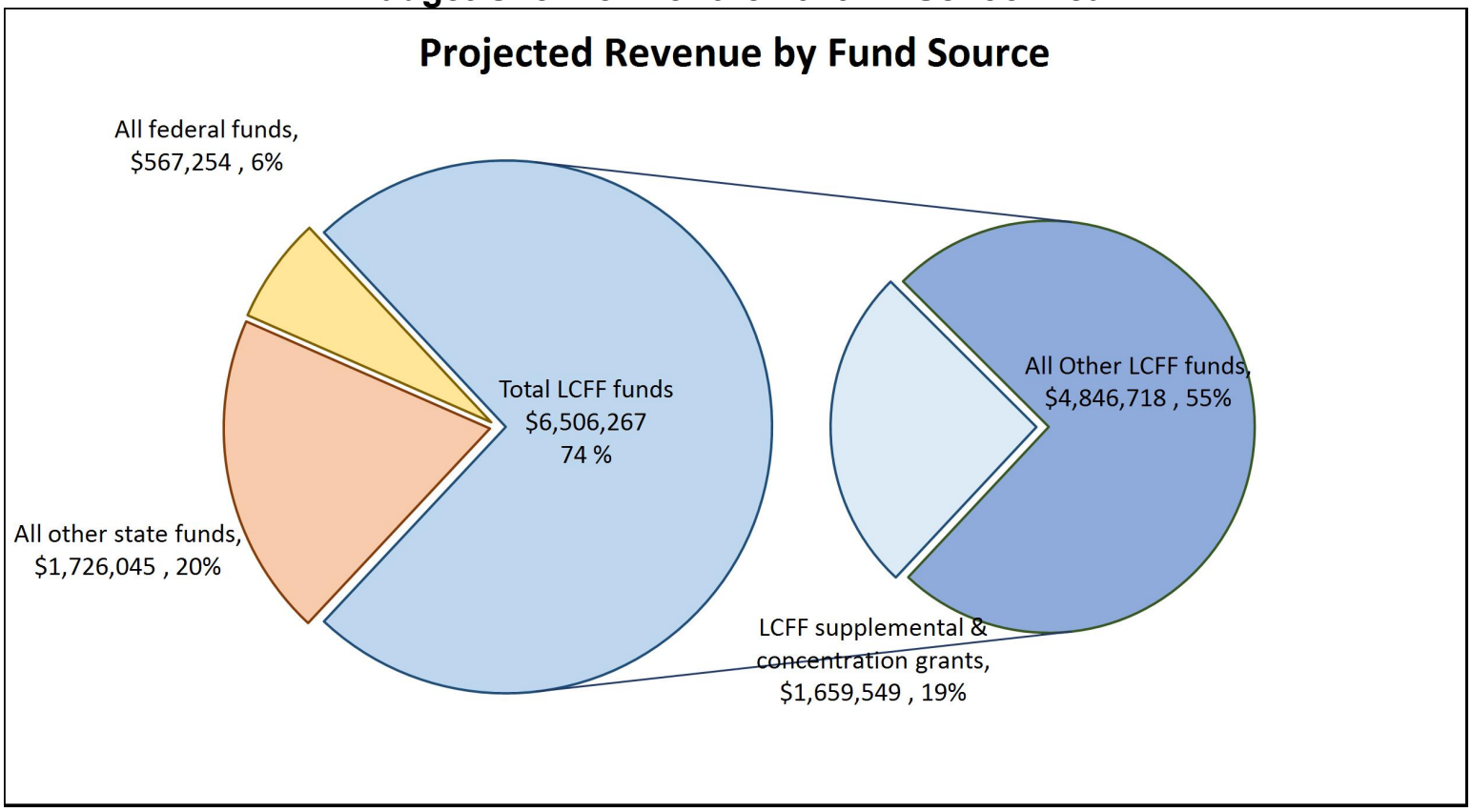
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Bernardino City Unified School District
CDS Code: 36 67876 0117192
School Year: 2026-27
LEA contact information:
Trisha Lancaster
Executive Director
tlancaster@soarcharteracademy.org
909-888-3300

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

Budget Overview for the 2026-27 School Year

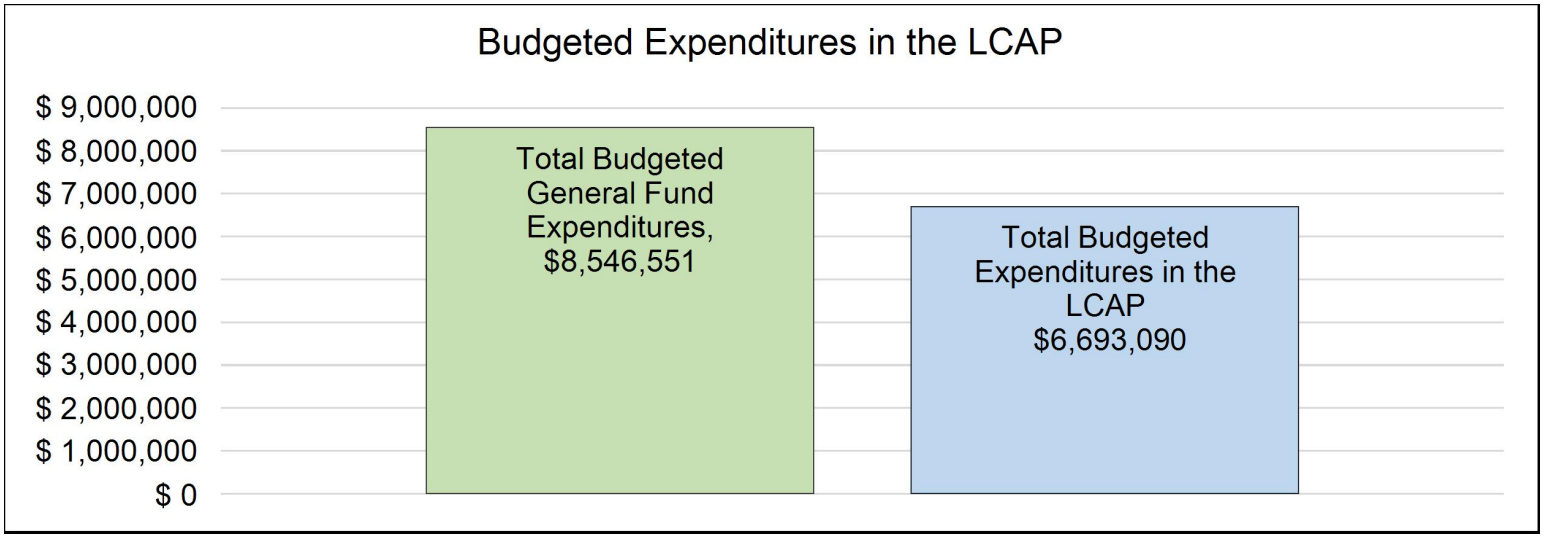


This chart shows the total general purpose revenue San Bernardino City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Bernardino City Unified School District is $8,799,566, of which $6,506,267 is Local Control Funding Formula (LCFF), $1,726,045 is other state funds, $0 is local funds, and $567,254 is federal funds. Of the $6,506,267 in LCFF Funds, $1,659,549 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Bernardino City Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Bernardino City Unified School District plans to spend $8,546,551 for the 2026-27 school year. Of that amount, $6,693,090 is tied to actions/services in the LCAP and $1,853,461 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

In 2026-27, San Bernardino City Unified School District is projecting it will receive $1,659,549 based on the enrollment of Foster Youth, English learner, and low-income students. San Bernardino City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Bernardino City Unified School District plans to spend $586,052 towards meeting this requirement, as described in the LCAP.

The LEA recognizes that the amount budgeted to increase or improve services for high-needs students in 2026–27 is less than the projected revenue generated through LCFF Supplemental and Concentration (S&C) grants. To ensure compliance with the requirement to increase or improve services for unduplicated pupils proportionally, the LEA will leverage additional funding sources, including the California Community Schools Partnership Program (CCSPP), Student Support and Professional Development (SSPD) funds, and Expanded Learning Opportunities Program (ELOP) funds, to provide enhanced services that specifically benefit high-needs students. These include:

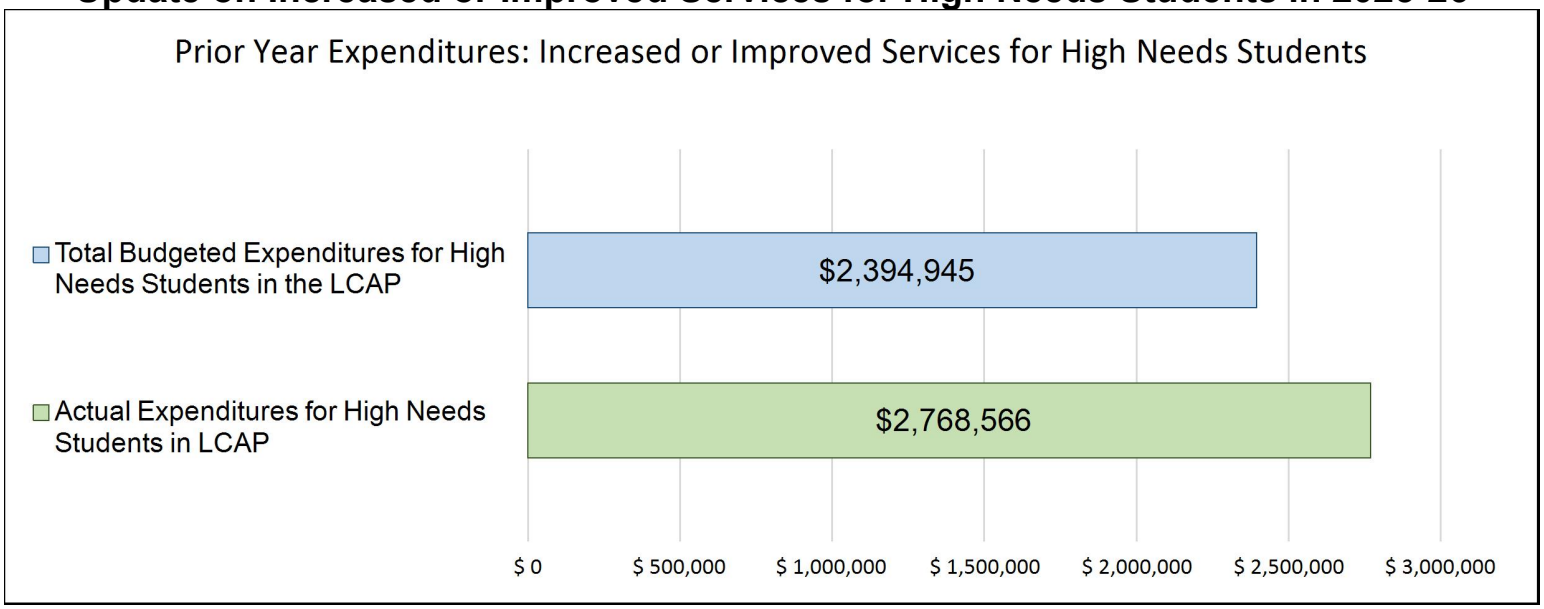
Expanded Learning Opportunities: Providing before-school, after-school, summer, and enrichment programs that offer additional academic support, intervention, and engaging learning experiences for English Learners, foster youth, and low-income students.
Integrated Student Supports: Expanding access to academic, behavioral, mental health, and family support services through community school strategies and coordinated student support programs funded through CCSPP and SSPD resources.

Professional Development and Capacity Building: Providing training and support for staff to strengthen instructional practices, student engagement, and the effective implementation of services designed to meet the needs of unduplicated pupils.
Family and Community Engagement: Enhancing partnerships with families and community organizations to improve access to resources, increase participation in school programs, and support student success both in and out of the classroom.

These actions supplement services funded through LCFF Supplemental and Concentration grants and are designed to provide meaningful and measurable improvements in academic achievement, student engagement, and overall well-being for high-needs students.

LCFF Budget Overview for Parents

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



This chart compares what San Bernardino City Unified 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 San Bernardino City Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, San Bernardino City Unified School District's LCAP budgeted $2,394,945 for planned actions to increase or improve services for high needs students. San Bernardino City Unified School District actually spent $2,768,566 for actions to increase or improve services for high needs students in 2025-26.

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
San Bernardino City Unified School District	Trisha Lancaster Executive Director	tlancaster@soarcharteracademy.org 909-888-3300

Plan Summary [2026-27]

General Information

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

SOAR Charter Academy is a TK-8 charter school located in San Bernardino, CA authorized by the San Bernardino City Unified School District. We opened our doors in 2008 with 130 K-3 graders and grew a grade level a year until we reached full capacity with TK-8th in 2013. Our vision is "Empowering SOAR students today to become world leaders tomorrow!" SOAR's mission is to equip students to become independent critical thinkers. Our program instills the values of making a positive impact by serving our community. Our emphasis on the whole child will produce leaders that not only excel beyond the state's academic standards but also become well-rounded, creative, life-long learners who will be prepared to make a difference in the 21st century. We became a Franklin Covey Leader in Me School in 2016 which focuses on the Seven Habits of Highly Effective People and developing the leader in each of us. Leader in Me gave us a framework for our character education and community service focus. We became a Leader in Me Lighthouse School in 2019, an accomplishment that we are very proud of. SOAR also prides itself on having a 1:1 technology device program along with embracing the common core standards for our students' future. We take pride in our warm, nurturing environment and high expectations for all students. Students are held accountable to themselves and all staff on campus. We also have a no personal device policy on our campus as of the 2023/24 school year which has led to more engagement and socialization. Teachers prepare lessons that will engage and benefit the individual needs of the students. The number of students that require extra support has grown since COVID and the lack of attendance. The goal for each teacher, instructional aide, and staff member is to support and challenge students to show personal and academic growth. As of June 2026, there were 65 staff and 437 students enrolled. Our student population is made up of 11% African Americans, 76% Hispanic, 7% White, 11% EL, 4% Homeless, 14% SPED, and 83% Socio Economically Disadvantaged. SOAR's unduplicated count of English Learners, Foster Youth, and those that qualify for Free or Reduced Priced Meals make up 81% of the total population. This unduplicated count allows us to receive additional supplemental and concentration grant funding to provide resources and experiences for our students to enable them to be successful academically,

socially, and emotionally. Most programs, activities, and personnel are used school wide to ensure all students receive the best well-rounded education we can provide that meets their individual needs. Therefore, much of the supplemental and concentration funding is used school wide for all students to benefit from. We are in year 1 of the Implementation stage of being a California Community School. Our Community Schools Coordinator has done a great job of laying a foundation the last three years and creating relationships with local agencies and businesses to help meet the needs of more and more SOAR students, families, and our surrounding community.

To streamline efforts and promote coherence in planning, SOAR Charter Academy uses the Local Control and Accountability Plan (LCAP) to meet the requirements of the School Plan for Student Achievement (SPSA), integrating goals, actions, and resource allocation into one unified plan. This alignment ensures that improvement efforts are strategic, data-informed, and focused on advancing student outcomes across the academy.

SOAR does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

Overall, the actions included in the LCAP resulted in stronger systems of support for students, families, and staff; however, improvements in outcomes were inconsistent across goals and metrics. A common theme throughout the LCAP is that SOAR successfully strengthened staffing, intervention systems, safety supports, Community Schools partnerships, and student services, but these improvements have not yet translated into consistent gains in student achievement, attendance, and family engagement.

Under Goal 1, state assessment outcomes showed encouraging growth in English Language Arts. CAASPP ELA proficiency increased from 32.4% to 37.1%, and Average Distance from Met improved from -38 to -28.4 (Metric 1.3). African American students improved from 12.5% proficient to 33.3% proficient in ELA, and English Learners improved their ELA Distance from Met from -51 to -23.9 (Metric 1.3). English Learner ELPAC proficiency increased from 16.28% to 21.57% (Metric 1.8), and English Learner Math proficiency increased from 5% to 17% (Metric 1.2). Despite these improvements, STAR Reading proficiency declined from 53% to 39%, STAR Math proficiency declined from 21% to 20%, and only 47% of SST goals were met compared to 50% at baseline (Metrics 1.1, 1.2, and 1.10). Students with Disabilities continued to demonstrate significant achievement gaps, with CAASPP ELA proficiency declining from 14.3% to 9.8% and Math proficiency declining from 9.5% to 3.85% (Metrics 1.3 and 1.4). These results suggest that curriculum, assessment systems, English Learner supports, and data analysis actions are producing positive outcomes, while intervention systems and supports for Students with Disabilities have not yet induced the positive effects we aim to achieve.

Goal 2 demonstrated the strongest evidence of positive impact. Schoolwide suspension rates declined from 9.6% to 5.9%, and the California Dashboard Suspension Indicator improved from Red to Yellow (Metrics 2.10 and 2.12). Homeless student suspension rates declined from 12.3% to 4.8%, and African American suspension rates declined from 12.2% to 11.0% (Metric 2.10). Expulsions returned to zero after two expulsions in the prior year (Metric 2.11). Community Schools implementation expanded significantly, increasing community partners from 12 to 35 (Metric 2.14). Teacher retention improved from 79% to 98% (Metric 2.8). Despite these successes, attendance remained below the school's goal at 92%, and chronic absenteeism remained high at 26% schoolwide and 32% for Homeless students (Metrics 2.6 and 2.7). Student participation in extracurricular activities declined from 66% to 50%, and Leader in Me scores remained largely unchanged, with the overall score decreasing from 79 to 78 (Metrics 2.9 and 2.13). These results indicate that safety, counseling, staffing, and Community

Schools actions are proving effective, while attendance, engagement, and leadership-focused actions have not yet demonstrated the desired impact.

Goal 3 presented the greatest challenge. Parent satisfaction declined from 85% to 78% (Metric 3.1). Family engagement participation declined across all participation levels, with families participating in ten or more events declining from 20% to 10%, participation in five or more events declining from 49% to 33%, and participation in at least one event declining from 92% to 85% (Metric 3.4). Panorama survey participation declined from 30% to 14%, while Leader in Me survey participation increased from 13% to 21% (Metric 3.6). Although communication systems remained in place and family events continued throughout the year, increased communication did not result in increased participation or engagement.

Across all three goals, the data suggest that SOAR's investments in staffing, safety, Community Schools supports, intervention infrastructure, and student services have strengthened the school's capacity to support students. Evidence of this can be seen in improved ELA outcomes, reduced suspension rates, stronger staffing stability, expanded community partnerships, and increased access to services. However, declines in STAR proficiency, persistent attendance challenges, reduced family engagement, and ongoing achievement gaps for Students with Disabilities indicate that stronger implementation, increased participation, and more targeted supports will be necessary to achieve the desired outcomes in the next LCAP cycle.

The following subgroups were identified as receiving the lowest performance level on the 2025 CA Dashboard

ELA: None

Math: English Learners, Students with Disabilities, African Americans

Chronic Absenteeism: None

Suspension Rate: English Learners, Students with Disabilities

Reflections: Technical Assistance

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

SOAR was exited from ATSI (Additional Targeted Support and Improvement) because of our Homeless subgroup in 2025. This subgroup's needs are addressed through the actions in the LCAP.

Comprehensive Support and Improvement

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

Schools Identified

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

SOAR Charter Academy exited Additional Targeted Support and Improvement based on our Homeless subgroup as of 2025. According to CDE's FAQs on the CSI prompts, only LEAs with schools identified for CSI on the 2025 Dashboard are required to complete and submit the CSI Prompts.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
SOAR values all educational partners input and feedback. We collect feedback and input through surveys, in person meetings, a feedback form for students, staff, and parents, and any other means possible. This input strengthens our programs and ensures we are working on success for all students. All educational partners input that aligned with the eight state priorities, as well as other school data, and approved school-wide plans were taken into consideration in the development of the Local Control Accountability Plan (LCAP). Input related to procedural or policy is taken under consideration but not addressed directly in the LCAP. SOAR consults with parents, classified staff and certificated support staff, students, SSC, SOAR Board, and directors in the development of the LCAP. Parents Parent Feedback Form available all year Donuts with Directors 9/9/245 feedback PLV Meeting 10/3/25 LCAP Review PLV Meeting 12/5/25 CAASPP data/feedback Donuts with Directors 12/15/25 no parents showed Panorama Survey January 2026 feedback PLV Meeting 2/27/26 CA Dashboard Donuts with Directors 3/10/26 feedback Panorama Survey May 2026 feedback	Parents Engagement with parents and community members began in August 2025 with back to school meetings in all grade levels. To ensure ongoing collaboration with parents, Parent Lighthouse Meetings were held every other month with three specifically having something on the agenda related to the LCAP. We also offer Donuts with Directors three times a year with no agenda except listening to parents. These meetings provide opportunities for parents to review data, discuss progress, and offer feedback on proposed actions. In January 2026, a survey was distributed to further assess parent and community priorities, ensuring educational partner voices guided the LCAP's development. In May 2026, a final survey was distributed to assess progress and refine LCAP actions based on parent input. To finalize the process, the SSC received a draft of the 2026-2027 LCAP in June 2026 for final review and input, ensuring alignment with instructional best practices and before submission for approval to SOAR's Board. Staff All staff were included in the engagement process through regularly scheduled meetings starting in August 2025, where they provided insight on instructional effectiveness, student achievement data, school operations and student support services. Teachers reviewed assessment results, intervention strategies, and curriculum needs, providing valuable input for LCAP goal development. Through weekly

Educational Partner(s)	Process for Engagement
Public Hearing 6/9/25 LCAP rough draft of data and actions Staff Staff Meeting 8/5/25 LCAP Review Staff Meeting and Panorama Survey 9/2/25 Classified Meeting 9/24/25 goals Staff Meeting 12/2/24 data Classified Meeting 11/12/25 CAASPP data Panorama Survey January 2026 Staff Meeting 1/9/26 DataWalk Grade Level Meetings with Executive Director January 22-29, 2026 MS Meeting 1/15/26 Classified Meeting 1/14/26 DataWalk Classified Meeting 1/28/25 CA Dashboard Staff Meeting 2/3/26 LCAP Staff Meeting 2/17/26 Plus/Deltas feedback Classified Meeting 2/18/26 Plus/Delta feedback PD Day 4/13/26 data walk and LCAP goals and actions Staff Meeting 5/19/26 Panorama Survey Students Student Lighthouse Meeting 9/19/25 feedback Student Lighthouse Meeting 2/23/26 feedback and training Student Focus Groups 4/16-17, 2026 SSC SSC Meeting 11/28/25 LCAP Review SSC Meeting 1/30/26 MidYear LCAP/CAASPP/Star Benchmark data/Feedback SSC Meeting 6/6/25 LCAP rough draft for feedback Board Board Meeting 11/20/25 LCAP Review and CAASPP data Board Meeting 1/20/26 CA Dashboard Board Meeting 2/24/26 Mid Year LCAP Report with current data Board Meeting 6/3/25 LCAP Public Hearing Directors	staff and classified meetings, discussions occurred on multiple occasion regarding our goals, actions, effectiveness, and next steps. In January 2026, all staff had the opportunity to participate in a survey, collecting feedback on workplace conditions, student services, and operational needs. Final input was gathered in May 2026 to ensure their perspectives were represented in the final LCAP draft. Students Student voice was incorporated through focus groups, classroom discussions, and student surveys beginning in September 2025 to capture their experiences with academic programs, school culture, and support services. In January and May 2026, follow-up student meetings allowed them to share feedback on initiatives and resources impacting their success. In February 2026, a student LCAP survey was distributed to further assess student priorities and gather insights on school engagement, instructional supports, and enrichment opportunities. In April 2026, a final student survey provided students with an opportunity to contribute suggestions on ways to enhance their educational experience at SOAR. SSC Engagement with the School Site Council (SSC) began in November 2025 with an initial meeting to review the LCAP, data, and instructional programs. In February 2026, a mid-year review was conducted, allowing the SSC to analyze student achievement trends, assess the effectiveness of implemented strategies, and recommend necessary adjustments to the LCAP. In June 2026, the SSC received a draft of the 2026-27 LCAP for final consultation, ensuring alignment with instructional best practices, actions, and goals before submission to the Board for approval. Through this structured consultation process, the SSC actively contributed to refining the school's strategic planning efforts, reinforcing a collaborative, data-driven approach to continuous improvement. Board The Governing Board played a critical role in the LCAP development process. On January and February Board meetings, LCAP and the Mid-Year Report was on the agenda, providing an update on progress

Educational Partner(s)	Process for Engagement
Meet every week throughout school year	toward LCAP goals and identifying any necessary adjustments. On June 3, 2026, a Public Hearing allowed for educational partner review and discussion of the proposed LCAP before its formal adoption on June 10, 2026. Board members provided final recommendations and approvals, ensuring the 2026-27 LCAP reflected the needs and priorities of the entire school community. Directors Directors meet weekly and many of these meetings focus on refinement of programs, continuous improvement, feedback received in any format, and next steps. This structured, ongoing engagement process ensured that all educational partners had meaningful opportunities to contribute to the development of the 2026-27 LCAP, reinforcing SOAR Charter Academy’s commitment to collaboration, transparency, and continuous improvement.

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

SOAR Charter Academy actively seeks and values the perspectives of its educational partners, including parents, students, teachers, certificated staff, directors, classified staff, and other members of the school community. During our meetings with our educational partners we shared the goals of the LCAP and the current actions along with our student data and proposed actions. The feedback received this year indicated a clear desire to continue focusing on the basics of what SOAR's Charter is built while continuing to address the academic performance and social/emotional support of our students. Intervention and growth are key! Through these conversations, meetings, surveys, and feedback opportunities, several consistent priority themes emerged to guide the continued growth and improvement of SOAR.

Strengthening Literacy and Mathematics Instruction
Educational partners consistently highlighted the importance of ensuring that students build strong foundational skills in reading, writing, and mathematics. Parents, teachers, and administrators emphasized the value of a comprehensive literacy program and rigorous math instruction that supports all learners. There was strong support for structured literacy practices using the knowledge from the Science of Reading trainings, Panorama to track goals and progress for intervention, and using data to create groups for skill work to fill gaps. The teachers worked for months to decide on our new math adoption for next year. The need to celebrate more academic wins is needed as well.

Increasing Student Engagement and Afterschool Opportunities
Parents, students, and staff identified the need for additional afterschool enrichment opportunities that support both academic and personal growth. Suggestions included academic tutoring, the arts, sports, and student clubs aligned with student interests. These experiences help

strengthen students' sense of belonging and encourage meaningful engagement beyond the traditional classroom. Students are asking for more ways to connect. More students need to be encouraged to take on leadership roles on campus during and after school.

Student Behavior, Accountability, and Intervention Systems
Parents, students, and staff are all concerned about the accountability of our students and the need for additional consequences. It was also identified that we need to find ways to celebrate all students more and recognize those students that meet SOAR's attendance, behavior, and academic expectations. Educational partners want a stronger balance between addressing negative behavior and celebrating positive behavior. There was a lot of feedback and ideas around new student onboarding and support. New families and students need a clearer pathway into the SOAR culture and systems.

Maintaining a Well-Rounded Charter School Experience with a Strong Culture and Climate
Parents, teachers, and site administrators also underscored the importance of preserving the school's innovative and flexible learning environment in alignment with the charter school mission. Educational partners highlighted the need for student-centered instructional models, social-emotional supports, and strong collaboration between educators and families to ensure student success. They want intentional work around kindness and community building. Increase understanding of what SOAR's attendance, behavior, and academic expectations are and then create consistency across grade levels, programs, and systems to ensure expectations, procedures, and communication are aligned schoolwide. There was a desire for an art teacher expressed by teachers and students.

The input provided by SOAR Charter Academy's educational partners plays an important role in guiding program decisions and shaping the school's Local Control and Accountability Plan. This feedback helps ensure that students continue to benefit from meaningful, engaging, and high-quality learning opportunities that prepare them for future success.

We will continue to strengthen our programs to support all learners and provide the extracurriculars and leadership roles to engage all our students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

2024 LCAP

One of the most important things we have learned from reviewing our progress towards our previous LCAP goals, rebounding from the Pandemic, stakeholder feedback through meetings and surveys, and our local Star assessment data and other data, is that our focus needs to be on the academic growth of our students and how to accelerate learning and decrease the achievement gap. While this was one of our previous goals, there is a spotlight on this goal like never before with a continued high need for tracking progress and using all the intervention supports we have on campus.

On Star Reading only 53% of students are At or Above benchmark which is up from the previous year by 7%. In Math, only 21% are At or Above Benchmark as of March 2024 compared to 53% the previous year. While there are still some major gaps in SPED and EL student performance, there does not seem to be major gaps in growth in Math or ELA except for our EL students' growth in Math according to Star. Part of the explanation in the dip is we switched from using District Benchmark to State Benchmark.

Our goal is 50 SGP (a year's growth) in both areas by the end of the school year. As of May 2024, 50% of our students have shown a year's worth of growth in Reading and 45% have shown a year's growth in Math which is below last year's growth data. With the number of new students this year and absentee rate, we have approximately 20% of our students that we do not have growth data for due to lack of assessments. The actions in place seem to being making some difference but we needed to adjust our metrics in this LCAP 3 year cycle to really determine if our actions are working. With our Intervention program through our Instructional Aides and our ELD program, Special Education program, and Summer School, the students that are not proficient have a lot of support. Overall academically most students are showing growth but not proficiency yet.

On the 2023 CAASPP, 32.37% of students Met or Exceeded standards in ELA schoolwide and 20.78% Met or Exceeded in Math. (AA=12.5% ELA, 12.5% Math; Hisp=33.8% ELA, 19.11% Math; White= 41.94% ELA, 33.34% Math; SPED= 14.28% ELA, 9.52% Math; Soc 2024-25 Local Control and Accountability Plan for SOAR Charter Academy Page 8 of 76 Econ Dis= 30.19% ELA, 18.94% Math; EL= 19.35% ELA, 3.23% Math). The CA Dashboard reflects Orange in ELA and Yellow in Math schoolwide but EL remain Red in Math, SPED remain Red in both areas, African American students remain Red in ELA.

We need to continue to monitor and take a deeper look at our Black, EL, and SPED subgroups more closely. They are not showing as much growth or proficiency as the white subgroup. We need to look at who they are and are they receiving the appropriate interventions. Through our work in Differentiated Assistance, we are slowly addressing these subgroups.

Another area of need is our attendance rate. Our overall attendance rate as of May 2024 is 92.4% which is up by 1% from last year. Our CA Dashboard shows our Chronic Absentee Indicator is improving for all subgroups except SPED and Homeless. Our Chronic Absentee rate is 29.1% and we still have about a month of school left. By students not being at school regularly and consistently, everything we offer is not as effective. We will make this a focus for next school year through having a schoolwide WIG again, more information home about the importance of attendance, more celebrations, and home visits for students with chronic absenteeism expressed through Goal 2 Actions.

The combined metrics and actions will help achieve this goal by meeting the needs of all individual students by screening and monitoring regularly, giving intervention or enrichment support as needed, providing professional development in the areas of need, and by providing a strong, rigorous standards based education by a qualified teaching staff. We are also committed to keeping class sizes low to ensure we are meeting the needs of all students.

2025 Update

The 2025 review reinforces the concerns identified in the 2024 LCAP regarding academic achievement, attendance, and subgroup performance. While the school continued to provide intervention supports, ELD services, special education services, instructional aide support, and summer learning opportunities, overall proficiency and growth declined in both Reading and Math. STAR Reading proficiency decreased from 53% to 36%, and Reading growth declined from 50% to 44%. Math proficiency decreased from 21% to 19%, and Math growth declined from 45% to 36%.

The 2024 LCAP identified African American, English Learner (EL), and Students with Disabilities (SPED) students as subgroups requiring additional monitoring and support due to lower levels of proficiency and growth. In 2025, these concerns remain evident. African American students [INSERT UPDATED AFRICAN AMERICAN PERFORMANCE SUMMARY]. English Learner students showed mixed results, including gains in Math proficiency, but continued to struggle in other areas, including [INSERT EL DATA/AREAS OF CONCERN]. Students with Disabilities continued to perform below schoolwide averages, with declines in several proficiency and growth measures despite improvements in some Distance from Met indicators [INSERT SPED DATA/DETAILS].

Attendance continues to be a significant factor impacting student outcomes. While overall attendance remained stable, chronic absenteeism improved from 30.5% to 25%, demonstrating progress in attendance initiatives. However, attendance challenges remain for certain student groups, including [INSERT SUBGROUP ATTENDANCE CONCERNS IF APPLICABLE].

Overall, the data indicate that while some positive trends are emerging, particularly in [INSERT POSITIVE SUBGROUP OR PROGRAM OUTCOMES], the school must continue to strengthen Tier 1 instruction, refine intervention systems, increase data monitoring, and provide targeted support to accelerate learning and close achievement gaps for African American, EL, SPED, and other historically underserved student groups.

NEW 2026 Update

African American Students: The achievement gap for African American students has contracted when compared to the highest-performing subgroup at baseline (White students). In CAASPP ELA, African American students increased from 12.5% proficient at baseline to 33.3% in 2026, reducing the gap with White students from 29.4 percentage points to 16.7 percentage points. Reading proficiency also increased to 43%, while Math growth reached 55%, one of the strongest subgroup growth rates in the school. Chronic absenteeism remains elevated at 27%, which continues to impact student outcomes.

English Learner (EL) Students: The achievement gap for EL students has generally contracted in ELA but remains substantial in Reading proficiency. EL students improved from 3.2% to 10.0% proficient in CAASPP Math and improved their ELA Distance from Met from -51 to -23.9. ELPAC proficiency increased to 21.57%, demonstrating stronger English language acquisition outcomes. EL reclassification rates continue to rise boasting 12.3%, up from 9%. However, STAR Reading proficiency declined to 15%

Students with Disabilities (SPED): The achievement gap for Students with Disabilities remains large and has expanded in some areas when compared to the highest-performing subgroup at baseline. CAASPP ELA proficiency declined from 14.3% to 9.8%, while Math proficiency declined from 9.5% to 3.85%. Although ELA Distance from Met improved substantially from -117 to -82.4 and IEP goal attainment increased from 71% to 73%, proficiency outcomes remain well below both schoolwide performance and the highest-performing subgroup. As a result, SPED students continue to represent the subgroup with the greatest academic need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Renaissance Star Reading Assessment % At/Above Benchmark	May 2024 % At or Above School: 53% African American: 47%	May 2025 % At or Above School 36% African American	June 2026 % At or Above School 39% African American	% At or Above School: 58% African American:	% At/Above Benchmark School: -14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students with >= 50 Student Growth Percentile on STAR	Hispanic: 22% White: 58% SPED: 21% Disadvantage: 51% Homeless: 52% EL: 28% Foster: Not significant LTEL: Not significant % with >= 50 SGP School: 50% African American: 46% Hispanic: 51% White: 47% SPED: 50% Disadvantage: 50% Homeless: 44% EL: 50% Foster: Not significant LTEL: Not significant	38% Hispanic 34% White 41% SPED 10% Disadvantage 32% Homeless 24% EL 21% Foster: Not significant LTEL: Not significant % with >= 50 SGP School 44% African American 48% Hispanic 44% White 45% SPED 44% Disadvantage 45% Homeless 24% EL 35% Foster: Not significant LTEL: Not significant	43% Hispanic 38% White 37% SPED 12% Disadvantage 36% Homeless 43% EL 15% Foster: Not significant LTEL: Not significant % with >= 50 SGP School 46% African American 43% Hispanic 47% White 47% SPED 45% Disadvantage 46% Homeless 48% EL 44% Foster: Not significant LTEL: Not significant	52% Hispanic: 24% White: 64% SPED: 23% Disadvantage: 56% Homeless: 57% EL: 31% Foster: Not significant LTEL: Not significant % with >= 50 SGP School: 55% African American: 51% Hispanic: 56% White: 52% SPED: 55% Disadvantage: 55% Homeless: 48% EL: 55% Foster: Not significant LTEL: Not significant	African American: -4% Hispanic: +16% White: -21% SPED: -9% Disadvantaged: -15% Homeless: -9% EL: -13% Foster: Not significant LTEL: Not significant % with = 50 SGP School: -4% African American: -3% Hispanic: -4% White: 0% SPED: -5% Disadvantaged: -4% Homeless: +4% EL: -6% Foster: Not significant LTEL: Not significant
1.2	Renaissance Star Math Assessment % At/Above Benchmark % of students with >= 50 Student Growth Percentile on STAR	May 2024 % At or Above School: 21% African American: 19% Hispanic: 22% White: 23% SPED: 6%	May 2025 % At or Above School 19% African American 17% Hispanic 20% White 27%	June 2026 % At or Above School 20% African American 13% Hispanic 21% White 29%	% At or Above School: 23% African American: 21% Hispanic: 24% White: 25%	% At/Above Benchmark School: -1% African American: -6% Hispanic: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantage: 19% Homeless: 23% EL: 5% Foster: Not significant LTEL: Not significant % with >= 50 SGP School: 45% African American: 46% Hispanic: 45% White: 44% SPED: 44% Disadvantage: 45% Homeless: 43% EL: 39% Foster: Not significant LTEL: Not significant	SPED 6% Disadvantage 18% Homeless 21% EL 16% Foster: Not significant LTEL: Not significant % with >= 50 SGP School 36% African American 38% Hispanic 35% White 34% SPED 31% Disadvantage 35% Homeless 46% EL 37% Foster: Not significant LTEL: Not significant	SPED 5% Disadvantage 18% Homeless 10% EL 17% Foster: Not significant LTEL: Not significant % with >= 50 SGP School 42% African American 55% Hispanic 38% White 56% SPED 38% Disadvantage 41% Homeless 29% EL 32% Foster: Not significant LTEL: Not significant	SPED: 7% Disadvantage: 21% Homeless: 25% EL: 6% Foster: Not significant LTEL: Not significant % with >= 50 SGP School: 50% African American: 51% Hispanic: 50% White: 48% SPED: 48% Disadvantage: 50% Homeless: 47% EL: 43% Foster: Not significant LTEL: Not significant	White: +6% SPED: -1% Disadvantaged: -1% Homeless: -13% EL: +12% Foster: Not significant LTEL: Not significant % with = 50 SGP School: -3% African American: +9% Hispanic: -1% White: +12% SPED: -6% Disadvantaged: -4% Homeless: -14% EL: -7% Foster: Not significant LTEL: Not significant
1.3	CAASPP ELA Summative State Assessment data Dataquest: % Met or Exceeded Standards CA Dashboard: Average Distance from Met	October 2023 % Met or Exceeded School: 32.4% African American: 12.5% Hispanic: 33.8% White: 41.9% SPED: 14.3% Disadvantage: 30.2% Homeless: 30.8%	Jan 2025 % Met or Exceeded School: 30.84% African American: 20.51% Hispanic: 30.90% White: 41.67% SPED: 9.62%	Jan 2026 % Met or Exceeded School 37.14% African American 33.33% Hispanic 35.90% White 50.00% SPED 9.80%	% Met / Exceeded School: 36% African American: 14% Hispanic: 37% White: 46% SPED: 16% Disadvantage: 33%	% Met / Exceeded School: +4.74 African American: +20.83 Hispanic: +2.10 White: +8.10 SPED: -4.50 Disadvantaged: +2.51

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 19.4% Foster: Not significant LTEL: Not significant Average Distance from Met School: -38 African American: -74 Hispanic: -38 White: -28 SPED: -117 Disadvantage: -44 Homeless: -22 EL: -51 Foster: Not significant LTEL: Not significant	Disadvantaged: 27.97% Homeless: 30.76% EL: 3.03% Foster: Not significant LTEL: Not significant Average Distance from Met School: -39.6 African American: -70.3 Hispanic: -39.4 White: -21.2 SPED: -107.5 Disadvantaged: -46.2 Homeless: -9.8 EL: -57.6 Foster: Not significant LTEL: Not significant	Disadvantage 32.71% Homeless 29.17% EL 16.66% Foster: Not significant LTEL: Not significant Average Distance from Met School -28.4 African American -42.8 Hispanic -29.2 White -9.8 SPED -82.4 Disadvantage -36.2 Homeless -49.5 EL -23.9 Foster: Not significant LTEL: Not significant	Homeless: 34% EL: 21% Foster: Not significant LTEL: Not significant Average Distance from Met School: -34 African American: -67 Hispanic: -34 White: -25 SPED: -105 Disadvantage: -40 Homeless: -23 EL: -51 Foster: Not significant LTEL: Not significant	Homeless: -1.63 EL: -2.74 Foster: Not significant LTEL: Not significant Average Distance from Met School: +9.60 African American: +31.20 Hispanic: +8.80 White: +18.20 SPED: +34.60 Disadvantaged: +7.80 Homeless: -27.50 EL: +27.10 Foster: Not significant LTEL: Not significant
1.4	CAASPP Math Summative State Assessment data Dataquest: % Met or Exceeded Standards CA Dashboard: Average Distance from Met	October 2023 % Met / Exceeded School: 20.8% African American: 12.5% Hispanic: 19.1% White: 33.3% SPED: 9.5% Disadvantage: 18.9% Homeless: 20.5% EL: 3.2%	Jan 2025 % Met / Exceeded School: 19.81% African American: 15.38% Hispanic: 18.45% White: 33.33% SPED: 3.85% Disadvantage: 18.39% Homeless: 30.77%	Jan 2026 % Met / Exceeded School 15.91% African American 17.14% Hispanic 14.41% White 25.00% SPED 3.85% Disadvantage 14.23% Homeless 13.05%	% Met / Exceeded School: 23% African American: 14% Hispanic: 21% White: 37% SPED: 11% Disadvantage: 21% Homeless: 23%	% Met / Exceeded School: -4.89 African American: +4.64 Hispanic: +3.41 White: -8.30 SPED: -5.65 Disadvantaged: -4.67 Homeless: -7.45

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: Not significant LTEL: Not significant Average Distance from Met School: -74 African American: -109 Hispanic: -75 White: -50 SPED: -142 Disadvantage: -81 Homeless: -85 EL: -97 Foster: Not significant LTEL: Not significant	EL: 6.06% Foster: Not significant LTEL: Not significant Average Distance from Met School: -67.6 African American: -99.1 Hispanic: -67.1 White: -48.3 SPED: -121.2 Disadvantage: -72.7 Homeless: -56.7 EL: -91.2 Foster: Not significant LTEL: Not significant	EL 10.00% Foster: Not significant LTEL: Not significant Average Distance from Met School -83.4 African American -109.7 Hispanic -84.2 White -47.6 SPED -145.7 Disadvantage -85.6 Homeless -89.1 EL -99.1 Foster: Not significant LTEL: Not significant	EL: 4% Foster: Not significant LTEL: Not significant Average Distance from Met School: -67 African American: -98 Hispanic: -68 White: -45 SPED: -128 Disadvantage: -73 Homeless: -77 EL: -87 Foster: Not significant LTEL: Not significant	EL: +6.80 Foster: Not significant LTEL: Not significant Average Distance from Met School: -9.40 African American: -0.70 Hispanic: -9.20 White: +2.40 SPED: -3.70 Disadvantaged: -4.60 Homeless: -4.10 EL: -2.10 Foster: Not significant LTEL: Not significant
1.6	Chronic Absentee Rate Panorama	June 14th 2024 School: 30.5%	May 27th 2025 School: 25% African American: 30% Hispanic: 22% White: 22% SPED: 26% Disadvantage: 23% Homeless: 30% EL: 18% Foster: Not significant	May 26th 2026 School 26%% African American 27% Hispanic 27% White 13% SPED 19% Disadvantage 28% Homeless 32% EL 19% Foster: Not significant LTEL: Not significant	School: 21% African American: 26% Hispanic: 20% White: 20% SPED: 23% Disadvantage: 20% Homeless: 26% EL: 17% Foster: Not significant	School: -4.5% African American: -3% Hispanic: +5% White: -9% SPED: -7% Disadvantaged: -3% Homeless: -4% EL: +1% Foster: Not significant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL: Not significant		LTEL: Not significant	LTEL: Not significant
1.7	Attendance Rate Panorama	Aug 9 2023 - May 21 2024 Schoolwide: 92.4% K-6: 92.26% 7-8: 92.50%	Aug 9 - May 27th 2025 Schoolwide: 92.4% K - 6: 91.5% 7 - 8: 95.0	August 6th - May 26, 2026 Schoolwide: 92% K - 6: 92% 7 - 8: 94%	Schoolwide: 95% K-6: 95% 7-8: 95%	Schoolwide: -0.4% K-6: -0.26% 7-8: +1.5%
1.8	ELPAC data Dataquest: % Proficient	2022/23 16.28% LTEL: Not significant	2023/24 11.11% LTEL: Not significant	2024/25 21.57% LTEL: Not significant	18% LTEL: Not significant	+5.29%
1.9	EL Reclassification data 100 * (# EL reclassified / # EL)	May 2024 9% LTEL: Not significant	May 2025 11.5% LTEL: Not significant	May 2026 12.6% LTEL: Not significant	10% LTEL: Not significant	+3.6%
1.10	% of SST Goals met 100* (# of SST goals met / # of SST goals)	May 2024 50%	Data not collected due to Panorama setup	May 2026 47%	75%	-3%
1.11	Panorama Student Data Average of % favorable responses on consistent questions from the Panorama Monthly Culture Survey	No Baseline	May 2025 74%	May 2026 74%	81%	No change
1.12	Panorama Parent Data % of favorable responses on SOAR related questions from Panorama Family Survey	No Baseline	Jan 2025 85%	May 2026 78%	90%	-7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	California School Dashboard Colored Performance Level and Making Progress Towards English Language Proficiency schoolwide	2023 Chronic Absentee Indicator- Green Suspension Rate Indicator- Red English Learner Progress- Blue ELA Indicator- Orange Math Indicator- Yellow Local Indicators- Standard Met	2024 Chronic Absentee - Yellow Suspension Rate - Yellow English Learner Progress- Orange ELA - Orange Math - Yellow Local Indicators- Standard Met	2025 Chronic Absentee - Yellow Suspension Rate - Yellow English Learner Progress- Orange ELA - Yellow Math - Orange Local Indicators- Standard Met	Chronic Absentee Indicator- Green Suspension Rate Indicator- Orange English Learner Progress- Blue ELA Indicator- Yellow Math Indicator- Yellow Local Indicators- Standard Met	Chronic Absentee Indicator: +1 level Suspension Rate Indicator: +1 level English Learner Progress: 0 levels ELA Indicator: +1 level Math Indicator: +1 level Local Indicators: 0 levels
1.15	Leader in Me Measurable Results Assessment (MRA) Overall Academics Score	November 2023 Overall 79 Academics 77	Feb 2025 Overall 79 Academics 78	Feb 2026 Overall 78 Academics 76	Overall 87 Academics 83	Overall -1 Academics -1
1.16	IEP goals met % met	May 2024 71%	May 2025 79%	May 2026 73%	78%	+2%
1.17	CAST Scores Dataquest: % met or exceeded CA Dashboard: Average Distance from Standard	2022 - 2023 Results % Met or Exceeded: 22.12% No DFS baseline	2023 - 2024 Results % met or exceed: 27.55% AVG DFS: -13.8	2024-25 % met or exceed: 22.85% AVG DFS: State no long tracks this	% Met or Exceeded: 30% AVG DFS: State no longer tracks this	% Met or Exceeded +0.73%
1.18	Access to materials and courses % of students with access to course	June 2024 100%	June 2025 100%	June 2026 100%	100%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials aligned with California Common Core standards and state adopted curriculum CA Dashboard					
1.19	Implementation of Academic Standards Average score for each category CA Dashboard	2023 Dashboard Professional Development: 4.4 Instructional Materials: 4.4 Policy and Program: 3.8 Implementation of Standards: 2.6 Engagement of School Leadership: 4.7	2024 Dashboard Professional Development: 4.2 Instructional Materials: 4.2 Policy and Program: 4.2 Implementation of Standards: 3.0 Engagement of School Leadership: 4.7	2025 Dashboard Professional Development: 4.4 Instructional Materials: 4.4 Policy and Program: 3.8 Implementation of Standards: 3.0 Engagement of School Leadership: 4.7	Professional Development: 4.4 Instructional Materials: 4.4 Policy and Program: 3.8 Implementation of Standards: 3.0 Engagement of School Leadership: 4.7	2025 Dashboard Professional Development: 0 Instructional Materials: 0 Policy and Program: 0 Implementation of Standards: +0.4 Engagement of School Leadership: 0

Goal Analysis [2025-26]

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

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

Goal 1 was largely implemented as planned during the 2025–26 school year. The school continued to provide standards-based curriculum and instructional materials (Action 1.1), assessment systems (Action 1.3), technology access (Action 1.5), special education services (Action 1.9), qualified teaching staff (Action 1.10), data analysis and assessment coordination (Action 1.7), and student information systems (Action 1.8) with full implementation and no significant deviations from the planned actions.

Several actions were partially implemented due to staffing, scheduling, or programmatic challenges. The intervention program (Action 1.2) was implemented through Eagle Groups, instructional aides, and targeted interventions; however, Eagle Groups were only implemented consistently in grades K–4, the Parent Action Team was not established due to lack of parent interest, and intervention support was limited in grades 4 and 5 because dedicated instructional aide support was not available. In addition, middle school intervention aides did not consistently track intervention plans in Panorama. Despite these challenges, intervention staff successfully utilized STAR and BPST assessment data to create and monitor student intervention goals.

Professional development (Action 1.4) was substantially implemented, including schoolwide training and individually selected professional development opportunities for staff. However, planned Integrated ELD professional development was not fully implemented because the ELD Coordinator position was not filled until January 2026. Successes included math professional development that focused on instructional practices, student engagement, and mathematical fluency, as well as participation by 20 staff members in individually selected professional development opportunities.

Student support systems continued to expand during the year. Our Intervention Team (Action 1.6) successfully implemented a Multi-Tiered System of Supports (MTSS) framework and utilized Panorama to monitor intervention data and student goals. To reduce teacher workload, intervention goal tracking was managed centrally by the intervention coordinator. However, behavioral goals were not tracked through this process because the intervention system remained focused primarily on academic supports. The Data and Assessment Coordinator (Action 1.7) expanded the use of Panorama, implemented additional interim assessments and performance tasks, utilized data to guide focus groups and Community Schools initiatives, and supported staff through data analysis and reporting.

Specialized programs also experienced mixed implementation. Special Education services (Action 1.9) were fully provided through qualified staff and related service providers, although student goals were tracked through SPED binders rather than Leadership Notebooks as originally planned. Students remained aware of their goals, and the program successfully celebrated student progress through recognition events. English Learner supports (Action 1.11) were also partially implemented. While Designated and Integrated ELD services continued, EL student goals were tracked in spreadsheets rather than Leadership Notebooks, and the ELD team was not fully established until January 2026. A successful parent celebration event at the end of the year helped strengthen relationships between EL families and the school community.

The STEAM Teacher and MakerSpace program (Action 1.12) was implemented for all students, ensuring 100% student access to STEAM learning experiences and increased middle school participation in MakerSpace activities. However, planned CAASPP and CAST preparation activities were not incorporated due to time constraints within the 45-minute instructional period. Finally, the Peer Coaching Program (Action 1.13) was fully implemented and contributed to a strong culture of continuous improvement, data analysis, reflection, and collaboration among teachers.

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 variance between budgeted and estimated actual expenditures is primarily attributable to changes in curriculum and instructional materials, assessment and intervention software, professional development, data and assessment services, and English Learner support services. Expenditures for instructional curriculum and materials were higher than originally budgeted due to additional investments in instructional resources to support student learning and program implementation. Costs associated with Renaissance assessment and intervention services also increased as a result of expanded utilization and licensing needs. These increases were partially offset by lower-than-budgeted expenditures for professional development, data and assessment services, and English Language Development (ELD) supports, as implementation costs and service needs were lower than originally anticipated during the fiscal year.

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

Action 1.1 – Access to Standards Based Instructional Curriculum and Materials (Showing Effectiveness)
All students have access to materials (Metric 1.18)

Action 1.2 – Intervention Program (Showing Effectiveness)
STAR Reading: % of students with 50 or more SGP increased from 44% in year 1 to 46% (Metric 1.1).
STAR Math: % of students with 50 or more SGP increased from 36% in year 1 to 42% (Metric 1.2).
% of intervention plans with goals met declined from 50% to 47% (Metric 1.10).
Academic growth is apparent amongst our most vulnerable students. The program in this iteration is still in it's first year, so goal accuracy and framework are still being refined.

Action 1.3 – Assessments (Showing Effectiveness)
Students took Star Assessments 4 times this year. The data is used to group students for EAGLE groups and create classroom instructional groups. Every student K-2 received the Multitudes Screener.

Action 1.4 – Professional Development (Showing Effectiveness)
Math professional development was in April, so time to fully implement strategies has not happened yet. 20 individual professional development grants given to teachers.

Action 1.5 – Access to Technology (Showing Effectiveness)
Supported curriculum implementation, online instruction, assessments, and intervention programs.
Technology access was maintained for all students.

Action 1.6 – Director of Parent Engagement and Intervention (Showing Partial Effectiveness)
% of intervention goals met declined from 50% to 47% (Metric 1.10).
IEP goal attainment improved slightly from 71% to 73% (Metric 1.16).
Academic outcomes do not yet demonstrate significant improvement.

Action 1.7 – Data and Assessment Coordinator (Showing Effectiveness)
More interims given. Facilitated 2 data walks with staff. Continued to implement Panorama and MTSS framework.

Action 1.8 – Student Information System (Showing Effectiveness)
Supported attendance monitoring, grade reporting, parent communication, and data management.

Action 1.9 – Special Education Program (Not Effective Yet)
CAASPP ELA proficiency declined from 14.3% to 9.8% (Metric 1.3).
CAASPP Math proficiency declined from 9.5% to 3.85% (Metric 1.4).
ELA Distance from Met improved from -117 to -82.4 (Metric 1.3).
IEP goal attainment improved slightly from 71% to 73% (Metric 1.16).
Overall proficiency remains significantly below schoolwide performance. Some students who tested well exited the program, thus removing the highest performing students with special need from the

Action 1.10 – Qualified Teaching Staff (Showing Effectiveness)
Staff retention improved from 87% to 98% (Metric 2.8).
Stable staffing supports instructional continuity and student learning.

Action 1.11 – English Language Learner Support (Showing Effectiveness)
ELPAC proficiency increased from 16.28% to 21.57% (Metric 1.8).
EL Math proficiency increased from 5% to 17% (Metric 1.2).
EL ELA Distance from Met improved from -51 to -23.9 (Metric 1.3).
EL CAASPP Math proficiency increased from 3.2% to 10.0% (Metric 1.4).
Reclassification increased from 9% to 12.3% (Metric 1.9), overall EL academic outcomes continue to improve.

Action 1.12 – STEM Teacher and MakerSpace (Showing Effectiveness)
CAST proficiency increased slightly from 22.1% to 22.9% (Metric 1.17).
Academic outcome data does not yet demonstrate a significant impact on student achievement. Students report overwhelming positive feedback through surveys. 100% of students access the MakerSpace weekly.

Action 1.13 – Peer Coaching Program (Showing Effectiveness)
CAASPP ELA proficiency improved from 32.4% to 37.1% (Metric 1.3).
ELA Distance from Met improved from -38 to -28.4 (Metric 1.3).
Staff retention improved from 87% to 98% (Metric 2.8).
Staff continues to appreciate the coaching program as shown in staff surveys.

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.

Removed "No students in Red on CA Dashboard" language from all actions because that is not

Action 1.1
New 8 year Math Curriculum adoption for 26/27 school year. New state adoption list released in 2026. We are also not renewing Freckle for 26/27. Removed all metrics. Added metric 1.18 to show that all students have access to materials.

Action 1.2
Continue to refine Intervention program and MTSS Framework and Process

Action 1.3
Removed metrics linked to this Action due to increased clarity on the format of the template

Action 1.4
Professional Development will include new math curriculum training, Leader in Me training, ELD training, and ongoing Science of Reading. We will use all staff time to also go over SOAR's Academic, Attendance, and Behavior Expectations.

Action 1.5
Even though we will continue with 1:1 technology devices; students will be assigned one device for school and home (as needed). SOAR is developing a screen time guidance policy for the new school year as well.

Action 1.6 and 1.8
Action Titles swapped because of error in matching from prior year.

Action 1.6
Changed to not contributing due to better understanding of the template.

Action 1.7
Removed ELPAC coordinator because the ELD program is now implemented.

Action 1.12
Use of STEAM instead of of STEM

Metric 1.1, 1.2, 1.3, 1.4, 1.6
Added Foster Youth and Long Term English Learner to metrics for clarity even though those subgroups are not numerically significant populations.

Metric 1.11
Changed Average of % favorable responses on consistent questions from the Panorama Monthly Culture Survey to Average of % favorable responses on Panorama EOY Universal Screener

Metric 1.7

Removed AVG DFS because the state no long tracks this

Metric 1.8 and 1.9
Added LTEL per instructions

Metric 1.18
Added due to new requirement

Metric 1.10
changed % of SST goals met to % of goals met in panorama intervention plans

Metric 1.18
Added Access to materials and courses to Action 1.1

Metric 1.19
Added due to new requirements

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access to Standards Based Instructional Curriculum and Materials	Provide access to research based standards aligned curriculum and subscriptions to meet the need of all students.	$107,801.00	Yes
1.2	Intervention Program	Provide multi-faceted evidence based intervention program that includes four Instructional Aides working with a credentialed teacher to support all at risk students in 1st-6th. We will implement a Universal Access time for grades K-6 in which small group instruction will be supported with additional bodies in the classroom. TK and K will have their own four instructional aides that will stay all day in the classroom. Middle School will have two instructional aides that will support all day in the Support block and the Math/Science block. We will be using Star Assessments to monitor progress and check for the effectiveness of the interventions in place. Parent Action Team will be involved in supporting our struggling students after being trained by our Leadership Team with resources from our Academic Team (Action in Goal 3).	$188,992.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Assessments	Renaissance Star Assessments to monitor performance and growth in all our students. Use this data to drive daily instruction, pull for intervention, and monitor progress. K-2 will be using the BPST for ELA assessments and Multitudes as a reading difficulty screener. No student subgroup is in Red on the CA Dashboard for ELA or Math.	$6,000.00	Yes
1.4	Professional Development	Provide professional development that enhances programs, curriculum, and teacher effectiveness, as well as, to support the implementation of integrated and designated ELD. Provide PD based on the needs of the staff as a whole, as well as, budget for individually chosen PD every other year. Collaboration through grade level meetings and staff meetings to share best practices.	$57,200.00	No
1.5	Access to Technology	Maintain, repair, and/or purchase technology to make standards-based online instruction more effective and aligned to the state assessment system. Continue with 1:1 iPads in all K-6 classrooms and Chromebooks for MS. Technology Program Manager to support all programs, administration, teachers, and students with technology and the MakerSpace.	$211,500.00	No
1.6	Director of Parent Engagement and Intervention	Director of Parent Involvement and Intervention will over see the SST Process for At-Risk students. Teachers will continue to identify at-risk students early and refer to the SST process; include the counselor if behavior or confidence is an issue. This process will be completed by teachers in Panorama. She will also make sure students are aware of their new goal by having them put it in their Leadership Notebooks. Our Parent Liaison will do the scheduling of SSTs and all communication related to Intervention/SSTs.	$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Data and Assessment Coordinator	Data and Assessment Coordinator will keep CALPADS and Aeries up to date, analyze data from all platforms, report to Board, staff, and directors, visit classrooms, and coach teachers/instructional aides in the use of data. He is also the state test coordinator (CAASPP). We will use Panorama to house as much data as possible including attendance, behavior, SEL, and academics.	$198,768.00	No
1.8	Student Information System	Aeries to hold all student information including gradebooks and report cards. Parent portal included to ensure parents have access to attendance and grades.	$17,000.00	No
1.9	Special Education Program	Provide equal access to education for our Special Education students, by providing specialized services by a qualified SPED team, that will lead to success in the general classroom. This includes other consultants such as Speech, OT, Psych, and Nurse. All special education students will know their personal goal and have a copy in their Leadership Notebook and will be celebrated when met.	$562,684.50	No
1.10	Qualified teaching staff	Salaries and benefits of effective qualified teaching staff that meets the needs of all our students (excluding Instructional Aides listed in Action 1.2 and Instructional Aide listed in 1.9)	$2,615,283.00	No
1.11	English Language Learner Support	Provide Designated ELD by a credentialed teacher/instructional aides and Integrated ELD by the classroom teachers to all EL students. We will be using Star Assessments to monitor progress and check for the effectiveness of the interventions in place. All EL students will know their personal ELD goal and have a copy in their Leadership Notebook. EL Parents will be invited to two parent meetings a year. We will have one bilingual person in the front office to translate and support our EL students and families in the office and for meetings.	$115,656.00	

Action #	Title	Description	Total Funds	Contributing
1.12	STEAM Teacher and MakerSpace	Provide STEAM lessons and activities by credentialed teacher to support and build skills in all classrooms grades TK-6, including literacy skills, CAASPP/CAST, and performance task practice. MS will utilize the MakerSpace weekly. MakerSpace Aide to support teachers and students with technology and the MakerSpace.	$80,926.25	Yes
1.13	Peer Coaching Program	Implement an internal peer coaching program utilizing the master teachers we have on campus to support all teachers in growing in strategies to reach all students. We will use subs to release these coaches to observe in classrooms and then having coaching conversations after school. Professional Development/training in peer coaching will be given. We will utilize surveys to monitor the coaching programs effectiveness.	$5,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

2024 LCAP

One of our biggest concerns on campus is there seems to be a lack of motivation, energy, grit, and resilience not only on the part of our students but our families as well. Our students and families have many social and mental health needs besides the academic ones that are obvious through instruction and assessment. Continuing to address them with resources will need to be a focus next year.

We need to continue our recruiting process to fill current vacancies and continue to hire highly qualified teachers that are committed, collaborative, caring, and willing to go above and beyond to ensure success for all students. Stipends need to continue to be offered for teacher leaders to show appreciation for going above and beyond with their time and energy. We will continue to look for ways to show recognition and appreciation to keep staff motivated and morale up.

Based on our student outcomes this year, we know we will have to focus on providing a strong academic program next year while simultaneously providing a well-rounded education that focuses on the whole child. With 53% of our students At or Above benchmark in Reading and 21% in Math as of May 2024, we know actions and expenditures in line with a focus on academic performance is important but the data from surveys also shows the social emotional needs of students must come first and providing a well-rounded education is paramount. Students also need help in learning resiliency and grit when things are hard. The need to involve our students in leadership roles that empower them, and provide students with experiences and opportunities that enable them to grow, practice the habits, find their voice, and their strengths (like sports, field trips, performances, art, school events, leadership roles, etc) also came from the survey data. Most of our students do not have opportunities outside of school to explore and try new things so we will intentionally give our students access to extracurriculars. We will continue to offer mental health services and social and emotional support through our counselors, psychologist, and our Leader in Me program to ensure we are monitoring and supporting students' mental health and social-emotional well being. Being in the planning stages of becoming a CA Community School, we have begun to address some of the needs. This year we provided 161 rides

through Hop, Skip, Drive. By having new shoes and clothes donated, we kept approximately 90% of the students that would have gone home due to shoes or clothes needs stayed at school. Two families received two week hotel vouchers. 37 families were referred to outside counseling using Care Solace. Over 1500 communications between our families and Care Solace occurred to secure support. We also had dental screenings done on campus. We have so much we will be able to do to support our families and community members as we get out of planning and into implementation in the 2025/26 school year.

There have been 216 referrals given to students for minor offenses. Our suspension rates over the last few years are still a major concern. The behaviors we have on campus are more frequent and severe (fighting, threats, vape pens, lighters, ditching, etc). We know that suspensions do not change our students behavior so for the 2024/25 school we will be going through ongoing coaching from Mrs. Thomas and Mrs. Smith in Restorative Practices. As of May 2024, our African American suspension rate, 12.2% has decreased from 23.5% the previous year. It is still higher than our school wide suspension rate of 9.6%. Hispanic rate is 9.7%, EL is at 4.6%, and SPED is at 19.4% which is the same as last year. Our 2023 CA Dashboard shows Red for all subgroups in the Suspension Indicator except EL students. Our Differentiated Assistance work is addressing this area first.

Also with so many new families, students, and staff, we had a need for better onboarding of new to SOAR people. We developed a staff onboarding website that needs to be updated. We had better family and student onboarding by having new family meetings monthly for new parents throughout the school year and developed a Middle School welcome action team for students (Eagle Crew). Due to the types of behaviors on campus, we also will continue with a contract with a security guard company and sniffing dog company for next school year. Since we have had them, we feel supported and students seem to feel safer. Community Service has a big final push at the end of the year so our data always reflects worse that what we end with in June but as of May approximately 50% of students have completed their service projects and presented to their class. As of May, 67% of grade levels have completed their grade level community service projects.

We continue to encourage all students to participate in an extracurricular activity or leadership role on campus. We need a better way to track what students participate in what with the intention that more students participate in at least on thing.

But with our attendance rate and chronic absentee rate, we can only do so much when students are not in school. We will continue to focus on these things in the 2024/25 school year by providing more mental health support, focusing our Leader in Me and House program, events and activities to promote student leadership and engagement; development, tracking, and more celebration of schoolwide, classroom, and individual goals; and ongoing communication with our families about academic performance, growth, and attendance. We will be looking at bringing back music and art dependent on the budget and funding.

The parents, kids, and staff are happier and more engaged in our After School Program, Monday School, and Summer school because we are intentionally providing more fun activities to attract them to our programs.

This goal is all about our culture. Staff burnout is real and we have to be conscious of it and take it into account as we plan. Going forward we will take the opportunity to decide the purpose behind some activities and events and make decision with our mission in mind along with our staff's energy and student interest. We will be adjusting staff stipend for extra duties.

2025 Update

The 2025 review generally confirms the concerns identified in the 2024 LCAP regarding student engagement, behavior, attendance, staff wellness, and the social-emotional needs of students and families. While the school continued to invest in counseling services, Community Schools partnerships, extracurricular opportunities, leadership development, and restorative practices, several areas showed mixed results.

Student behavior improved overall, with the schoolwide suspension rate decreasing from 9.6% to 5.4%, and the Suspension Indicator improving from Red to Yellow on the California Dashboard. However, concerns remain for Students with Disabilities, whose suspension rate remained relatively high at 9.5%, and English Learners, whose suspension rate increased from 4.6% to 7.8%. The school also experienced its first expulsions since opening, highlighting the need to continue strengthening restorative and behavioral support systems.

Attendance remains a significant challenge, though progress was made. Chronic absenteeism improved from 30.5% to 25%, indicating that attendance interventions, transportation supports, and family outreach efforts are having a positive impact. However, the Dashboard Chronic Absenteeism Indicator declined from Green to Yellow, and attendance concerns remain for several student groups.

Student leadership, engagement, and service learning opportunities expanded during 2025. Community service participation increased, 66% of students participated in leadership or extracurricular activities, and the school significantly expanded support services through Community Schools partnerships, including transportation, counseling referrals, and family assistance programs. Parent engagement remained strong, with 85% favorable responses on the Panorama Family Survey.

Staff retention emerged as a greater concern than identified in 2024, declining from 87% to 79%. While many departures were due to personal or medical circumstances, maintaining staff morale, recognition, and support systems remains a priority. Overall, the 2025 data suggest progress in school culture, attendance, safety, and student engagement, while reinforcing the need to continue addressing staff retention, chronic absenteeism, social-emotional supports, and behavioral outcomes for vulnerable student groups.

2026 Update

The 2026 review continues to reinforce the concerns identified in the 2024 LCAP regarding student engagement, behavior, attendance, and the social-emotional needs of students and families. While the school expanded Community Schools partnerships, counseling services, leadership opportunities, and student supports, outcomes for key student groups remained mixed.

African American students continue to require attention due to behavior and attendance concerns. Although the suspension rate improved from 12.2% in 2024 to 11.0% in 2026, it remains substantially higher than the schoolwide rate of 5.9%. Chronic absenteeism remains elevated at 27%, more than double the rate of White students (13%), indicating that attendance continues to be a significant barrier to student engagement and success.

English Learners (EL) continue to demonstrate relatively lower chronic absenteeism (19%) compared to several other student groups, but their suspension rate increased from 4.6% in 2024 to 8.3% in 2026. In addition, the English Learner Progress Indicator remained Orange on the California Dashboard, suggesting that additional supports are needed to improve student engagement, school connectedness, and overall outcomes for EL students.

Students with Disabilities (SPED) remain one of the highest-need student groups. While the suspension rate improved slightly from 10.9% in 2024 to 10.3% in 2026, it remains among the highest subgroup rates on campus. Chronic absenteeism was 19% in 2026, and SPED students continue to require targeted behavioral, attendance, and social-emotional supports to improve outcomes and engagement.

Homeless students remain the subgroup of greatest concern related to attendance. Chronic absenteeism reached 32% in 2026, the highest rate of any reported subgroup and significantly above the schoolwide rate of 26%. Positively, suspension rates for Homeless students improved from 12.3% in 2024 to 4.8% in 2026, suggesting that behavioral interventions and support systems are having a positive impact. However, attendance remains a major challenge despite expanded transportation and Community Schools supports.

Schoolwide, suspension rates remained well below the 2024 baseline, chronic absenteeism improved from 30.5% to 26%, expulsions returned to zero after two incidents in 2025, and Community Schools partnerships expanded significantly from 12 to 35 community partners. While progress has been made in building a safer and more supportive school culture, the data indicate that African American, EL, SPED, and Homeless students continue to require targeted attendance, behavioral, and engagement supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Accountability Report Card (SARC) Overall Facilities Rating	2023 Good	2024 Good	2025 Fair	Good	-1 level
2.2	Grade Level Community Service Projects % of grade levels that completed a project	June 2024 100%	May 2025 100%	May 2026 89%	100%	-11%
2.3	Individual Community Service Projects % of students in all grades that completed a project	June 2024 83.7%	May 2025 85%	May 2025 77%	92%	-6.7%
2.4	Panorama Student Data	No Baseline in 2024 New Baseline in 2025: 74%	May 2025 74%	June 2026 74%	81%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Change to % favorable on all responses from the Universal Screener					
2.5	Panorama Parent Data % of favorable responses on SOAR related questions from Panorama Family Survey	No Baseline in 2024 New Baseline in 2025: 85%	Jan 2025 85%	May 2026 78%	Revised target 90%	 -7%
2.6	Attendance Rate Aeries	Aug 9 2023 - May 21 2024 Schoolwide 92.4% K-6 92.26% 7-8 92.50%	Aug 9 - May 27th 2025 Schoolwide: 92.4% K - 6: 91.5% 7 - 8: 95.0	May 26, 2026 Schoolwide: 92% K - 6: 92% 7 - 8: 94%	 Schoolwide: 95% K - 6: 95% 7 - 8: 95%	 Schoolwide: -0.4% K-6: -0.26% 7-8: +1.5%
2.7	Chronic Absentee Rate Panorama	June 14th 2024 School: 30.50% New Baseline in 2026 African American 27% Hispanic 27% White 13% SPED 19% Disadvantage 28% Homeless 32% EL 19% Foster: Not significant LTEL: Not significant	May 27th 2025 25%	May 26th 2026 School 26%% African American 27% Hispanic 27% White 13% SPED 19% Disadvantage 28% Homeless 32% EL 19% Foster: Not significant LTEL: Not significant	 28%	 School: -4.5%
2.8	Staff Retention rate Remain Rate: 100 * (# of staff remaining on last day of school who	From 2023/24 to 2024/25 Remain Rate for 23/24: 87%	From 2023/24 to 2024/25 Remain Rate for 24/25: 79%	From 2024/25 to 2025/2026 Remain Rate for 25/26: 98%	 Remain Rate: 90% Return Rate: 90%	 Remain Rate: +11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	started on the first day / # of staff who started on the first day of school) Return Rate: 100* (total staff on last day of school - staff not returning next school year) / total staff on last day of school	Return Rate for 24/25: 85%	Return Rate for 25/26: 91%	Return Rate for 25/26: 85%		Return Rate: No Change
2.9	Student Participation rate in extracurricular activities including cheer, sports, performances, announcements, student lighthouse, and other student leadership roles % of students who participated in at least 1 activity	No Baseline in 2024 New Baseline in 2025: 66%	5/30/2025 66%	June 2026 50%	73%	-16%
2.10	Student Suspension Rate % of students with one or more suspensions Aeries	2023/24 (from Aeries) as of May 2024 Schoolwide 9.6% African Americans 12.2% Hispanic 9.7% White 7.8% SPED 10.9% Socio Econ Disadvantage 9.6% Homeless 12.3% EL 4.6% Foster: Not significant LTEL: Not significant	5/30/2025 Schoolwide: 5.4% African American: 8.5% Hispanic: 5.8% White: 3.0% SPED 9.5% Socio Econ Disadvantage 5.6% Homeless 6.9% EL: 7.8% Foster: Not significant	May 29th, 2026 School: 5.9% African American: 11.0% Hispanic: 4.5% White: 6.7% SPED: 10.3% Disadvantage: 6.2% Homeless: 4.8% EL: 8.3% Foster: Not significant LTEL: Not significant	Schoolwide 8.5% African Americans 11% Hispanic 8.5% White 7% SPED 10% Socio Econ Disadvantage 8.5% Homeless 11% EL 4% Foster: Not significant	Schoolwide: -3.7% African American: -1.2% Hispanic: -2.4% White: -1.1% SPED: -9.6% Socioeconomic Disadvantage: -3.4% Homeless: -7.5% EL: +3.7% Foster: Not significant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL: Not significant		LTEL: Not significant	LTEL: Not significant
2.11	Student Expulsion # of students expelled Aeries	2024 0	2025 2	2026 0	0	No Change
2.12	California School Dashboard Colored Performance Level and Making Progress Towards English Language Proficiency	2023 Chronic Absentee Indicator- Green Suspension Rate Indicator- Red English Learner Progress- Blue ELA Indicator- Orange Math Indicator- Yellow Local Indicators- Standard Met	2024 Chronic Absentee - Yellow Suspension Rate - Yellow English Learner Progress- Orange ELA - Orange Math - Yellow Local Indicators- Standard Met	2025 Chronic Absentee - Yellow Suspension Rate - Yellow English Learner Progress- Orange ELA - Yellow Math - Orange Local Indicators- Standard Met	Chronic Absentee Indicator- Green Suspension Rate Indicator- Orange English Learner Progress- Blue ELA Indicator- Yellow Math Indicator- Yellow Local Indicators- Standard Met	Chronic Absentee Indicator: +1 level Suspension Rate Indicator: +1 level English Learner Progress: 0 levels ELA Indicator: +1 level Math Indicator: +1 level Local Indicators: 0 levels
2.13	Leader in Me Measurable Results Assessment Overall Leadership Culture	2023 Overall 79 Leadership 79 Culture 81	Feb 2025 Overall 79 Leadership 78 Culture 82	Feb 2026 Overall 78 Leadership 77 Culture 81	Increase baseline by 10% Overall 87 Leadership 87 Culture 89	Overall: -1 Leadership: -2 Culture: 0
2.14	Community Schools Partnership Data # of Hop Skip Drive Rides (usage report) # of Hazel Health Visits (usage report)	No Baseline in 2024 New Baseline in 2025 # of Hop Skip Drive Rides: 669 # of Hazel Health Visits: No Baseline	June 2025 # of Hop Skip Drive Rides: 669 # of Hazel Health Visits: No Baseline	June 2026 # of Hop Skip Drive Rides (usage report) 14	# of Hop Skip Drive Rides: No Target Needed	Hop Skip Drive Rides: -655 # of Hazel Health Visits: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	# of Community Touches (iPad check in-reason for visit) # of Outside Community Partners % Favorable Responses on Panorama EOY Universal Screener % Parent meetings attended # of focus groups	# of Community Touches: No Baseline # of Outside Community Partners: 12 % Favorable Responses on EOY Universal Screener: 57% % of Parent Meeting Attended: 80% # of Focus Groups: 1	# of Community Touches: No Baseline # of Outside Community Partners: 12 % Favorable Responses on EOY Universal Screener: 57% % of Parent Meeting Attended: 80% # of Focus Groups: 1	# of Hazel Health Visits (usage report) 121 # of Community Touches 356 # of Outside Community Partners 35 % Favorable Responses on EOY Universal Screener: 74% % Parent meetings attended 100% # of focus groups 2	# of Hazel Health Visits: No Target Needed # of Community Touches: Not Teret Yet # of Outside Community Partners: 20 % Favorable Responses on EOY Universal Screener: 65% % of Parent Meeting Attended: 90% # of Focus Groups: 5	Community Touches: N/A Outside Community Partners: +23 Favorable Responses on EOY Universal Screener: +17% % Parent Meetings Attended: +20% Focus Groups: +1
2.15	Mental Health Counselor Data # of students served	No Baseline in 2024 New baseline in 2025 27 students	June 2025 27 students	June 2025 26 students	No target Needed	-1 Students
2.16	Music program Data % favorable responses on music survey # of student participating in extra music programs # of performances Average Score of music performances Internal Data	No Baseline in 2024 New baseline in 2026 % favorable responses on music survey # of student participating in extra music programs: 29 # of performances : 6	No data for year 1	Music program Data % favorable responses on music survey # of student participating in extra music programs: 29 # of performances : 6	Target to be established in May of 2026	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Average Score of music performances N/A		
2.17	Extended Learning Data # of students who attended at least once Tutoring Summer School Extended Learning Opportunities (ASP, Monday, bridge) Internal Data	# of students who attended at least once No Baseline in 2024 New Baseline in 2025 Summer School: 122 ELOP: 469 New baseline in 2026 Tutoring: 115	June 2025 # of students who attended at least once Tutoring: Not tracked in 24/25 Summer School 2024: 122 ELOP: 469	June 2026 # of students who attended at least once Tutoring: 115 Summer School 2025: 125 ELOP: 353	# of students who attended at least once Tutoring: Not tracked in 24//25 Summer School 2024: No target Needed ELOP: No Target Needed	Tutoring: N/A Summer School: +3 ELOP: -116
2.18	Student Remain and Return Rate Remain Rate: 100 * (# of students remaining on last day of school who started on the first day / # of students who started on the first day of school) Return Rate: 100 * (total students on last day of school - students not returning next school year) / total students on last day of school **Does not include 8th grade students** Aeries	No Baseline in 2024 New baseline in 2025 Remain Rate during 24/25: 91.3% Return Rate into 25/26: 96.1%	June 2025 Remain Rate during 24/25: 91.3% Return Rate into 25/26: 96.1%	June 2026 Remain Rate during 25/26: 90.3% Return Rate into 26/27: 97.2%	Remain Rate during: 93% Return Rate into: 95%	Remain Rate: -1.0% Return Rate: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.19	Middle School Drop Out Rate # of students who dropped out / total enrollment Calpads	June 2024 0	June 2025 0	June 2026 0	0	No change
2.20	Teacher misassignments Clear % of teaching FTE CA Dashboard	2023 86.4%	2024 87.6	2025 87.5%	90%	+1.1%
2.21	Williams Report Instances that do not meet the good repair standard CA Dashboard	2023 1	2025 0	2025 0	0	-1
2.22	Broad Course of Study % of courses offered that meet the requirements of CA Ed Code 51210 and Board Policy Internal Data	2023 100%	2024 100%	2025 100%	100%	No change

Goal Analysis [2025-26]

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

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

Goal 2 was largely implemented during the 2025–26 school year, with several actions fully implemented and others partially implemented due to time, staffing, or fidelity challenges. The school continued to provide safety supports, extracurricular opportunities, extended learning

programs, staff recruitment and retention efforts, Community Schools supports, and art/music instruction. These actions supported the goal of providing a positive, safe, and stable learning environment that addresses students' academic, social, and emotional needs.

Several actions were fully implemented as planned. Safety supports were implemented through security, drug detection services, recess supervision, and structured activities (Action 2.2). The school continued to provide a well-rounded program with extracurricular activities and leadership opportunities (Action 2.3). Extended learning opportunities, including the After School Program, Mondays Off, Summer School, and before-school care, were also fully implemented (Action 2.7). Staff recruitment and retention efforts were fully implemented and supported strong staffing outcomes, including a 98% teacher remain rate (Action 2.9). The Community Schools Partnership was fully implemented and resulted in 35 community partners, 356 individual community touches, and SEL lessons across all grade levels (Action 2.10). Art and music instruction was also fully implemented, with strong student engagement, 29 students participating in extra music clubs, and numerous performances (Action 2.11).

Some actions were partially implemented due to differences between the planned action and actual implementation. Facility supports were partially implemented because the school district had several outstanding maintenance work orders, creating delays in completing needed facility improvements (Action 2.1). Social-emotional supports were partially implemented because restorative practices did not receive consistent follow-through during the school year due to limited meeting time; however, the wellness center remodel and student engagement with SEL lessons were positive successes (Action 2.4). Celebrations and awards were partially implemented because celebrations for English Learners meeting goals were not yet established, largely because the EL program was not fully established until January 2026 (Action 2.5). The Leader in Me and House System remained in place but was not implemented with full fidelity because the school focused on other program priorities during the year; however, renewed interest in the House System emerged at the end of the year and created momentum for 2026–27 (Action 2.6). High school, college, trade school, and career readiness activities were partially implemented because college field trips did not occur due to reduced middle school staffing (Action 2.8).

The most significant implementation successes included continued declines in suspension rates across nearly all subgroups compared to baseline (Action 2.2), expanded Community Schools services and partnerships (Action 2.10), strong staff retention (Action 2.9), increased tutoring access with 115 students receiving tutoring (Action 2.9), and strong engagement in music and arts opportunities (Action 2.11). The school also renewed its Prop 39 agreement for five years, supporting continued facility access and stability (Action 2.1).

The primary implementation challenges were related to facilities, fidelity, time, and staffing. Outstanding district maintenance work orders delayed facility improvements (Action 2.1). Limited meeting time affected follow-through with restorative practices (Action 2.4). The late establishment of the EL program delayed goal-based EL celebrations (Action 2.5). Leader in Me and House System implementation lacked fidelity due to competing priorities (Action 2.6). Reduced middle school staffing prevented college field trips from taking place (Action 2.8).

Overall, Goal 2 was implemented with many strong foundational systems in place. Safety, Community Schools, extended learning, staffing, and arts/music actions were implemented effectively, while facility maintenance, restorative practices, EL celebrations, Leader in Me/House implementation, and career readiness activities require refinement and stronger follow-through in the next year.

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

The variance between budgeted and estimated actual expenditures is primarily attributable to changes in facility maintenance, safety and security, field trips, social-emotional support services, staff retention, CCSP grant activities, and arts and music programs. Expenditures for maintenance and facility services were lower than originally budgeted due to reduced facility-related costs during the fiscal year. The school also spent less than anticipated on field trips and social-emotional support services as a result of staffing model changes and lower implementation costs. These decreases were offset by higher-than-budgeted expenditures for safety and security services to support campus safety initiatives. In addition, the school invested more in staff retention efforts to maintain staffing stability and support program implementation. The school also incurred higher expenditures for activities funded through the CCSP grant, consistent with grant objectives and implementation requirements. Furthermore, expenditures for arts and music programs exceeded the original budget as the school expanded student access to enrichment opportunities and instructional resources in these areas. Overall, these differences reflect adjustments made throughout the year to align resources with operational needs, grant requirements, and student program priorities.

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

Action 2.1 – Access to a Clean, Safe, and Well-Maintained Facility (Not Showing Effectiveness Yet)
Overall Facilities Rating declined from Good to Fair (Metric 2.1).
Outstanding district maintenance work orders continue to impact facility conditions.
Prop 39 was successfully renewed for five years, providing long-term facility stability.

Action 2.2 – Safety (Showing Effectiveness)
Suspension rates declined from 9.6% to 5.9% schoolwide (Metric 2.10).
Suspension rates improved across nearly all subgroups compared to baseline (Metric 2.10).
California Dashboard Suspension Indicator improved from Red to Yellow (Metric 2.12).
Safety supports appear to be contributing to improved student behavior and school climate.

Action 2.3 – Access to a Well-Rounded Program (Not Showing Effectiveness Yet)
Student participation in extracurricular activities declined from 66% to 50% (Metric 2.9).
Leader in Me results remained relatively stable without significant improvement (Metric 2.13).
Panorama Student Data remained flat at 74% favorable responses (Metric 2.4).
While opportunities remained available, participation data does not yet demonstrate improved engagement.

Action 2.4 – Access to Social and Emotional Supports (Showing Effectiveness)
Suspension rates improved from 9.6% to 5.9% (Metric 2.10).
Expulsions returned to zero after two expulsions in 2025 (Metric 2.11).
Panorama Student Data remained stable at 74% favorable responses (Metric 2.4).
Students report positive engagement with SEL lessons and counseling supports.
Mental health and SEL supports continue to provide positive outcomes for students.

Action 2.5 – Celebrations and Awards (Not Showing Effectiveness Yet)
Attendance remained below the 95% target at 92% (Metric 2.6).
Chronic absenteeism remained at 26% schoolwide (Metric 2.7).
Community Service Project completion declined in both individual and grade level (Metric 2.2 & 2.3)
While students had numerous opportunities for recognition and celebration, outcome data does not yet demonstrate measurable improvements attributable to this action.

Action 2.6 – Leader in Me and House System (Not Showing Effectiveness Yet)
Leader in Me Overall Score declined from 79 to 78 (Metric 2.13).
Leadership Score declined from 79 to 77 (Metric 2.13).
Culture Score remained unchanged at 81 (Metric 2.13).
The action has not yet demonstrated measurable improvements in leadership or culture outcomes.

Action 2.7 – Extended Learning: After School Program, Mondays Off, and Summer School (Showing Effectiveness)
115 students participated in tutoring, 125 attended Summer School, and 353 participated in ELOP programs (Metric 2.17).
Extended learning opportunities continue to provide additional academic support and enrichment.
Attendance Recovery allowed the school to recover ADA and increase access to learning opportunities.

Action 2.8 – High School, College, Trade School, and Non-College Career Readiness (Not Showing Effectiveness Yet)
Planned college visits and career readiness activities were not fully implemented.
Additional implementation and monitoring are needed to evaluate effectiveness.

Action 2.9 – Recruit, Hire, and Retain Teachers, Substitutes, and Support Staff (Showing Effectiveness)
Teacher remain rate increased to 98% (Metric 2.8).
Staff retention improved significantly compared to previous years (Metric 2.8).
Stable staffing supports continuity of programs and services for students.

Action 2.10 – CA Community School Partnership (Showing Effectiveness)
Community partnerships increased from 12 to 35 partners (Metric 2.14).
Favorable responses on the Universal Screener increased from 57% to 74% (Metric 2.14).
Parent meeting attendance increased from 80% to 100% (Metric 2.14).
The program provided 356 community touches and SEL lessons across all grade levels (Metrics 2.14 and 2.15).
Community Schools supports are demonstrating positive outcomes for students and families.

Action 2.11 – Provide Art and/or Music Instruction (Showing Effectiveness)
Student participation in music clubs reached 29 students (Metric 2.16).
Multiple performances were provided throughout the year (Metric 2.16).
Students reported strong engagement and positive experiences through the music program.
Music program data indicates increased opportunities for enrichment and student engagement (Metric 2.16).

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.

Removed all references to red students in Action descriptions due to clarity in the template

Metric 2.4
Change Average of % favorable responses on consistent questions from the Panorama Monthly Culture Survey to Change to % favorable on all responses from the Universal Screener because the monthly culture survey was discontinued

Metric 2.7, 2.10
Added Foster Youth and Long Term English Learner for clarity even though those subgroups are not numerically significant populations.

Metric 2.19, 2.20, 2.21, 2.22
Added due to new requirement

Action 2.2
Addition of an On Campus Detention as a consequence for disruptive students that impede the learning of others

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to a clean, safe, and well-maintained facility	Provide a campus that is safe, clean, and well-maintained; including a custodial team, MOUs and Agreements with the District concerning the facility and safety, upkeep of the yard and exterior, keeping our safety plan up to date, and replenish emergency supplies as needed.	$180,292.00	No
2.2	Safety	Provide a campus that is safe for all students. Security guards' proactive presence, knowledge, and observations of students' behavior outside of the classroom will provide more support for all students and staff. The drug detection dogs will also provide an extra layer of safety and prevention. Additional staff to provide supervision at all recesses and lunch. Rec Aides will plan and prep organized activities for recess to engage more students in structured activities.	$374,256.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Access to a well-rounded program	Provide all students access to a variety of extracurricular activities and leadership roles to engage in new experiences and explore their strengths.	$129,000.00	Yes
2.4	Access to social and emotional supports	Provide our students with a student engagement counselor and mental health counselor to support students in various areas on and off campus. Counselors will provide SEL lessons in classes and small groups. Two counselors have been trained as trainers of Restorative Justice. They will train all staff and follow up throughout the year. Our counseling team will continue working with our students on SEL. We will also provide a safe place for students to get support from our Mental Health Counselor as the need arises. Our continued work in Restorative Practices and our Differentiated Assistance Conversation Protocol will also attempt to change behavior and decrease the suspension rate.	$106,596.00	Yes
2.5	Celebrations and Awards	Encourage our students' achievements through celebrations and awards throughout the school year. Our award assemblies promote achievement, leadership, and growth. We have celebrations when we meet our schoolwide WIGs in Culture, Leadership, and Academics. We will add attendance incentives and celebrations to improve our attendance rate of all students. We will also create celebrations for students meetings EL, IEP, or SST goals.	$1,000.00	No
2.6	Leader in Me and House System	Continue to focus on academics, leadership and culture throughout the campus using Leader in Me and our House System including character education and community service. The purpose is to engage our school community in leading with synergy, teamwork, and connection in a warm, motivating, and inviting environment.	$5,900.00	No
2.7	Extended Learning: After School Program, Mondays Off, and Summer School	Provide extended care and learning for our students during our after school program, Mondays off, and Summer School. Beginning in the 2025/26 school year, we will also offer before school care beginning at 7:00am.	$730,972.75	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	High School, College, Trade School, and non-college Career Readiness	Provide an environment and activities that promote high school, college, trade school, and non-college career readiness.	$1,000.00	No
2.9	Recruit, hire, and retain teachers, substitutes, and support staff	Intentionally recruit, hire, and retain teachers, substitutes, and support staff that are happy and understand SOAR's expectations. Pay stipends to staff for some extra duties.	$214,220.00	No
2.10	CA Community School Partnership	A community school is a public school that serves TK-12 and has community partnerships that support improved academic outcomes, whole-child engagement, and family development. Community school partnership strategies include integrated support services, extended learning time, and collaborative leadership and practices for educators and administrators. SOAR got a 2 year planning grant beginning in the 2023/24 school year and now we got the implementation grant for 2025/26 to continue growing this program. Our CA Community Schools Coordinator will plan and implement a program to assist parents, students, and members of our community in a collaborative way to provide support in a variety of different areas to meet the needs of families so academic growth can occur. Our CCSPP Coordinator will support our students with all needs including behavior support and counseling.	$317,893.75	Yes
2.11	Provide Art and/or Music Instruction	Provide Art and/or Music instruction to all students on campus.	$90,150	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

2024 LCAP

Parent and community involvement is a part of our charter and has always been important. On the Stakeholder Survey, the percent that Strongly Agree or Agree that SOAR encourages parent involvement went up slightly from 95.7% to 97.14%. We went down three points on our Family Involvement on our MRA survey and our parent survey results related to their involvement went down from the previous year on the California Healthy Kids Survey as well. We had 21 parent Parent Lighthouse Volunteers this year. There is a continuing need to make sure our new SOAR families are aware of expectations, procedures, and our Charter as evidenced by attendance and community service completion. New parent/guardian orientations will continue to be held at the beginning of the year but we will also continue with monthly new parent orientations throughout the school year. We had attendance at all but one monthly orientation. Some parents feel they are sometimes lacking the information that is needed to be involved. We need to continue to provide regular communication with families to increase parent and student engagement. We need to continue to improve programs and activities to increase parent engagement and the communication about these ways to get involved. We will continue to count all parent volunteer time including donations, chaperoning, prep, classroom time, etc. A variety of communication methods will be used on a consistent basis to reach out to parents to help with academic, social, and emotional needs of the students. Directors will hold Donuts with Directors three times a year to create another opportunity for parent voices to be heard. We will start collecting data not just on the number of opportunities but the actual participation rate for all events.

Our attendance rate continues to be the lowest in our 16 years of operation at 92.44%. Our parents need to understand the importance of school again. We need to add more attendance incentives for the next school year that match our 95% goal; possibly even for parents. We also need to follow through with SARTs and SARBs and consequences that may come from those processes, including being sent back to home school to increase attendance. Having our Community Schools Coordinator involved in this process this year has made a difference. Approximately half of the SART scheduled meetings were attended and 3 SARB meetings were held at the District level and two students returned to their home schools.

We only had two parent workshops this year. One on the counseling services we offer (12 in attendance) and one on social media and technology (23 in attendance). There is a need for more workshops next year with topics brought to our attention by our surveys and data collected; such as appropriate discipline at home, suicide prevention, building self-esteem, and internet safety, etc. We only had two general

2024-25 Local Control and Accountability Plan for SOAR Charter Academy Page 27 of 76 parent meetings in person. They were better attended than in the past. We also had designated EL and African American parent meetings this year. We need to reconnect and continue to develop programs and activities to increase community engagement. We need to get the community more involved in our school and the students more involved with their community. We know we are making an impact in San Bernardino with our community service projects but this year many students did not complete their project by the writing of the LCAP. We need to bring a focus back to our service learning and get our families reinvolved. We need to show appreciation to parents and the community agencies when they participate or donate to SOAR events and functions.

By adding the CA Community School Partnership to SOAR, it will allow us to have a designated coordinator that will provide resources, organize events and trainings, and give our students some additional supports as we learn about them. Our Coordinator became Certified in Leader in Me for Families in 2023

2025 Update

The 2025 review generally confirms the concerns identified in the 2024 LCAP regarding family engagement, communication, attendance, and community involvement. While parent satisfaction remained strong, with 85% favorable responses on the Panorama Parent Survey, family engagement indicators were mixed. The Leader in Me Family Engagement score declined from 84 to 77, and participation in the MRA survey decreased from 18% to 13%, suggesting that while families remain supportive of the school, increasing meaningful engagement continues to be a challenge.

The school continued to provide monthly new parent orientations, Donuts with Directors events, parent workshops, and targeted meetings for English Learner and African American families. Additionally, SOAR established new baseline participation data showing that 92% of families participated in at least one school event, providing valuable information for future family engagement efforts. Despite these efforts, feedback from families indicates that communication and access to information remain areas for improvement.

Attendance remained a significant concern. Schoolwide attendance stayed flat at 92.4%, well below the 95% goal, although grades 7–8 improved while K–6 attendance declined slightly. Chronic absenteeism improved overall, demonstrating that attendance interventions, Community Schools supports, and family outreach efforts are having a positive impact. However, attendance challenges continue to affect student engagement and family involvement.

Community involvement and service learning showed positive results. Grade-level community service participation remained at 100%, and individual student participation increased slightly from 83.7% to 85%. The expansion of the Community Schools Partnership grant further strengthened family and community supports through a dedicated coordinator, increased resources, training opportunities, and stronger connections between home and school. Overall, the 2025 data suggest progress in family outreach and community engagement while reinforcing the need to strengthen communication, increase parent participation, and improve attendance.

2026 Update

The 2026 review shows mixed results regarding the concerns identified in the 2024 and 2025 LCAPs related to family engagement, communication, attendance, and community involvement. While Community Schools partnerships and family supports expanded significantly, several family engagement indicators declined during the year.

Parent satisfaction decreased from 85% to 78%, and participation rates in school events declined across all categories. The percentage of families attending at least one event decreased from 92% to 85%, families attending at least five events declined from 49% to 33%, and families attending ten or more events decreased from 20% to 10%. Parent participation in Panorama surveys also declined from 30% to 14%, suggesting that family engagement and communication remain areas requiring additional attention.

Attendance remained relatively stable, with schoolwide attendance at 92%, similar to prior years but still below the school's 95% target. Community service participation also declined, with grade-level project completion decreasing from 100% to 89% and individual student participation decreasing from 85% to 77%, indicating a need to reemphasize service learning and family involvement in school activities.

At the same time, the Community Schools initiative demonstrated significant growth and impact. Community partnerships expanded from 12 to 35 organizations, favorable responses on the end-of-year Universal Screener increased from 57% to 74%, parent meeting attendance increased from 80% to 100%, and the number of family focus groups doubled. These results suggest that while overall family participation declined, families who did engage reported stronger connections and satisfaction with available supports. Moving forward, the focus will be on increasing participation rates while continuing to expand meaningful family and community partnerships.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Panorama Parent Data % of parents satisfied with the school	No Baseline	Jan 2025 85%	May 2026 78%	90%	-7%
3.3	Attendance Rate Aeries	Aug 9 2023 - May 21 2024 Schoolwide 92.4% K-6 92.26% 7-8 92.50%	Aug 9 - May 27th 2025 Schoolwide: 92.4% K - 6: 91.5% 7 - 8: 95.0	May 26, 2026 Schoolwide: 92% K - 6: 92% 7 - 8: 94%	Schoolwide 95% K-6 95% 7-8 95%	Schoolwide: -0.4% K-6: -0.26% 7-8: +1.5%
3.4	Family Engagement % of families who met or exceeded 10 events	No Baseline	5/30/25 Percent w/ 10+: 20%	5/30/26 Percent w/ 10+: 10%	Percent w/ 10+: 22%	Percent w/ 10+: -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Percent w/ 5+: 49% Percent w/ 1+: 92%	Percent w/ 5+: 33% Percent w/ 1+: 85%	Percent w/ 5+: 55% Percent w/ 1+: 95%	Percent w/ 5+: -16% Percent w/ 1+: -7%
3.5	Leader in Me Measurable Results Assessment Overall and Family Involvement SubScore	2023 Overall 77 Family Engagement 84	Feb 2025 Overall: 77 Family Engagement: 77	Feb 2026 Overall: 78 Family Engagement: 81	Overall 85 Family Engagement 92	Overall: +1 Family Engagement: -3
3.6	% of parent participation in surveys Panorama Leader in Me MRA # of responses / # of families	2023 Panorama: No Baseline Leader in Me MRA: 18%	Feb 2025 Panorama: 30% Leader in Me MRA: 13%	May 2025 Panorama: 14% Leader in Me MRA: 21%	Panorama: 35% Leader in Me MRA: 20%	Panorama: -16% Leader in Me MRA: +3%
3.7	Grade Level Community Service Projects % of grade levels that completed a project	2024 100%	2025 100%	May 2026 89%	100%	-11%
3.8	Individual Community Service Projects % of students in all grades that completed a project	2024 83.7%	May 2025 85%	May 2025 77%	92%	-6.7%
3.9	Community Schools Partnership Data # of Hop Skip Drive Rides (usage report) # of Hazel Health Visits (usage report)	No Baseline in 2024	# of Hop Skip Drive Rides: 669 # of Hazel Health Visits: No Baseline	June 2026 # of Hop Skip Drive Rides (usage report) 14	# of Hop Skip Drive Rides: No Target Needed	Hop Skip Drive Rides: -655 # of Hazel Health Visits: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	# of Community Touches (iPad check in-reason for visit) # of Outside Community Partners % Favorable Responses on EOY Universal Screener % Parent meetings attended # of focus groups		# of Community Touches: No Baseline # of Outside Community Partners: 12 % Favorable Responses on EOY Universal Screener: 57% % of Parent Meeting Attended: 80% # of Focus Groups: 1	# of Hazel Health Visits (usage report) 121 # of Community Touches 356 # of Outside Community Partners 35 % Favorable Responses on EOY Universal Screener: 74% % Parent meetings attended 100% # of focus groups 2	# of Hazel Health Visits: No Target Needed # of Community Touches: Not Teret Yet # of Outside Community Partners: 20 % Favorable Responses on EOY Universal Screener: 65% % of Parent Meeting Attended: 90 # of Focus Groups: 5	Community Touches: N/A Outside Community Partners: +23 Favorable Responses on EOY Universal Screener: +17% % Parent Meetings Attended: +20% Focus Groups: +1

Goal Analysis [2025-26]

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

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

Goal 3 was partially implemented during the 2025–26 school year. The school continued to provide opportunities for parent and community involvement and maintained regular communication with families through multiple platforms and outreach efforts. While many planned activities and communication systems were implemented, family participation and engagement remained a challenge throughout the year.

Action 3.1, Parent and Community Involvement, was partially implemented. The school continued to host events and activities for families and community members, engage community partners, recognize volunteers, and provide opportunities for family participation. However, the planned Parent Action Team was not established due to limited parent interest.

Action 3.2, Communication with Families and Community, was fully implemented. The school continued to communicate regularly with families and the community through a variety of methods, including newsletters, ParentSquare, social media, the school website, press releases, and other outreach efforts. These communication systems helped maintain connections between the school, families, and the broader community and ensured families had access to important information throughout the school year.

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

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

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

Action 3.1 – Parent and Community Involvement (Not Showing effectiveness Yet)
Though there are many opportunities for families to participate in events and steering committees, family engagement participation declined across all participation levels, including families participating in at least one, five, and ten events (Metric 3.4).
Parent participation in surveys declined from 30% to 14% for Panorama surveys (Metric 3.6).
The planned Parent Action Team was not established.
While family events, volunteer opportunities, and community partnerships continued throughout the year, participation outcomes indicate this action has not yet achieved the desired level of engagement.

Action 3.2 – Communication with Families and Community (Showing Effectiveness
Communication systems were implemented through newsletters, ParentSquare, social media, the school website, press releases, and other outreach efforts.
Families continued to receive regular communication regarding school events, programs, and student opportunities.
Communication systems successfully maintained connections between the school, families, and community despite declines in overall participation rates (Metrics 3.4 and 3.6).

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.

None

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Involvement	Plan events and activities for parents and the community to get involved on campus. Engage with community partners and local businesses to provide student services, such as; health fairs, screenings (eye, hearing, dental, and scoliosis), fundraising, donations, and grants. Provide recognition of parents, families, and the community for their involvement at SOAR. We will also be starting a Parent Action Team to help struggling students on	$65,000	No

Action #	Title	Description	Total Funds	Contributing
		campus. Leadership Action Team will train and Academic Team will create the resources. Parent Lighthouse Volunteers will be like team moms/dads and support the classroom teacher and schoolwide events. Director of Parent Engagement and Intervention will have regular meetings with the PLVs.		
3.2	Communication with Families and Community	Communicate regularly with parents and families, and our community using a variety of means to create stronger relationships and support for SOAR events and activities.	$149,998.75	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,659,549	$201,145

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.982%	0.209%	$12,304.25	26.982%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Access to Standards Based Instructional Curriculum and Materials **Need:** English Learners, Foster Youth, and Low-Income students continue to demonstrate academic needs that warrant increased access to high-quality, standards-aligned instructional materials and curriculum. As of June 2026, English Learners remain	This action addresses the identified needs of unduplicated pupils by providing access to high-quality, standards-aligned curriculum, intervention resources, and instructional subscriptions that support both core instruction and targeted intervention. Resources such as Wonders, EnVision Math, Heggerty, Amplify, and other supplemental programs provide multiple entry points for English Learners, Foster Youth, and Low-Income students to access grade-level content while receiving the additional scaffolds	Metric(s) to Monitor Effectiveness: Metric 1.18: Access to materials and courses

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
	significantly below schoolwide performance in STAR Reading, with only 15% at or above benchmark compared to 39% schoolwide (Metric 1.1). While English Learners demonstrated improvement in Math proficiency, increasing from 5% to 17% (Metric 1.2), their reclassification rate increased from 9% to 12.6% (Metric 1.9), indicating successful strategies for language development support. Low-Income students also remain below desired levels of achievement, with 36% at or above benchmark in Reading and 18% in Math (Metrics 1.1 and 1.2). Although CAASPP ELA proficiency improved for both English Learners and Low-Income students (Metric 1.3), achievement gaps remain when compared to higher-performing student groups. These data indicate a continued need to provide standards-aligned curriculum, intervention resources, literacy supports, and instructional subscriptions that increase access to grade-level content and accelerate academic growth for unduplicated pupils. **Scope:** Schoolwide	necessary to address skill gaps. These materials support language development, literacy acquisition, mathematical reasoning, and academic vocabulary, which are areas where unduplicated pupils continue to perform below desired levels. This action is provided on a schoolwide basis because all students benefit from access to a coherent, standards-based instructional program; however, English Learners, Foster Youth, and Low-Income students benefit most due to their greater academic needs and existing achievement gaps. Providing these resources schoolwide ensures equitable access to rigorous instruction while allowing staff to differentiate and provide additional support to unduplicated pupils. The school expects that this action will result in improved academic achievement, increased English language proficiency, and reduced achievement gaps for unduplicated students.	
1.2	**Action:** Intervention Program **Need:** English Learners and Low-Income students continue to demonstrate a need for additional academic support and intervention. As of June 2026, only 15% of English Learners were at or above benchmark in Reading compared to	This action addresses the identified needs of English Learners and Low-Income students by providing additional targeted academic support through instructional aides, a credentialed intervention teacher, Universal Access instructional time, and small-group intervention based on student performance data. Students performing below grade level receive additional instruction focused on foundational literacy and	Metric 1.1: Renaissance STAR Reading Assessment (SGP) Metric 1.2: Renaissance STAR Math Assessment (SGP) Metric 1.3: CAASPP ELA Summative State Assessment Data (DFS)

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
	37% of White students, creating a 22 percentage point achievement gap (Metric 1.1). In Math, 17% of English Learners were at or above benchmark compared to 29% of White students, creating a 12 percentage point achievement gap (Metric 1.2). Low-Income students were at 36% proficiency in Reading compared to 37% of White students and 18% proficiency in Math compared to 29% of White students (Metrics 1.1 and 1.2). English Learners also had a reclassification rate of 12.6% (Metric 1.9). These data indicate a continued need for targeted intervention, progress monitoring, and additional instructional support to accelerate learning and reduce achievement gaps for English Learners and Low-Income students. **Scope:** Schoolwide	mathematics skills to address learning gaps and accelerate growth. This action is provided on a schoolwide basis because intervention needs exist across grade levels and classrooms; however, English Learners and Low-Income students benefit most because they continue to demonstrate lower academic performance and larger achievement gaps than many of their peers. A schoolwide intervention model allows the school to identify students in need quickly and provide timely support while prioritizing services for students with the greatest academic need.	Metric 1.4: CAASPP Math Summative State Assessment Data (DFS) Metric 1.10: % of SST Goals Met These metrics will be used to determine whether intervention services are improving academic achievement, accelerating student growth, increasing English language acquisition, and reducing achievement gaps for English Learners and Low-Income students.
1.3	**Action:** Assessments **Need:** English Learners and Low-Income students continue to demonstrate achievement gaps that require ongoing progress monitoring and data-driven instructional decision-making. As of June 2026, only 15% of English Learners were at or above benchmark in Reading compared to 37% of White students, creating a 22 percentage point achievement gap (Metric 1.1). In Math, 17% of English Learners were at or above benchmark compared to 29% of White students, creating a 12	This action addresses the needs of English Learners and Low-Income students by providing universal assessment tools that allow staff to regularly monitor student achievement, growth, and intervention effectiveness. STAR Assessments, BPST, and the Multitudes Screener provide timely data that help identify students who are struggling, determine specific skill deficits, place students into appropriate interventions, and monitor progress toward academic goals. This action is provided on a schoolwide basis because all students benefit from consistent assessment and progress monitoring; however, English Learners and Low-Income students benefit most because they continue to demonstrate	Metrics are not directly linked with this Action. We instead record the number of times STAR test was given, and all students K-2 receive multitudes screener.

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
	percentage point achievement gap (Metric 1.2). Low-Income students were at 36% proficiency in Reading compared to 37% of White students and 18% proficiency in Math compared to 29% of White students (Metrics 1.1 and 1.2). English Learners also had a reclassification rate of 12.6% (Metric 1.9). These data demonstrate a need for ongoing assessment systems that allow staff to identify learning gaps early, monitor growth, evaluate interventions, and adjust instruction based on student performance. **Scope:** Schoolwide	achievement gaps and require more frequent monitoring to ensure interventions are effective and academic progress is accelerating.	
1.12	**Action:** STEAM Teacher and MakerSpace **Need:** English Learners and Low-Income students continue to demonstrate achievement gaps in English Language Arts, Mathematics, and Science. As of June 2026, only 15% of English Learners were at or above benchmark in Reading compared to 37% of White students, creating a 22 percentage point achievement gap (Metric 1.1). In Math, 17% of English Learners were at or above benchmark compared to 29% of White students, creating a 12 percentage point achievement gap (Metric 1.2). Low-Income students were at 36% proficiency in Reading and 18% proficiency in Math compared to 37% and 29% respectively for White students (Metrics 1.1 and 1.2). CAST results remained below	This action addresses the identified needs of English Learners and Low-Income students by providing access to STEM instruction, MakerSpace activities, literacy integration, and performance-based learning opportunities. These experiences allow students to apply academic skills in meaningful ways while developing problem-solving, collaboration, communication, and critical thinking skills. STEM and MakerSpace activities also provide additional opportunities for English Learners to develop academic vocabulary and language skills through hands-on learning experiences. This action is provided on a schoolwide basis because all students benefit from access to STEM education; however, English Learners and Low-Income students benefit most because these instructional approaches provide additional opportunities to engage with grade-level content, develop academic language, and build	Metric 1.3: CAASPP ELA Summative State Assessment Data Metric 1.4: CAASPP Math Summative State Assessment Data Metric 1.13: California School Dashboard Metric 1.17: CAST Scores These metrics, along with other indirect measurements will be used to determine whether STEM and MakerSpace opportunities are supporting academic achievement, increasing student engagement in learning, and reducing

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
	desired levels, with only 22.85% of students meeting or exceeding standards (Metric 1.17). These data indicate a continued need for engaging, hands-on learning experiences that build academic vocabulary, literacy skills, critical thinking, problem solving, and application of learning in authentic contexts. **Scope:** Schoolwide	skills needed for success on state assessments and in future coursework.	achievement gaps for English Learners and Low-Income students.
2.2	**Action:** Safety **Need:** English Learners and Low-Income students continue to experience behavioral and attendance challenges that limit access to instruction and academic success. As of May 2026, English Learners had a suspension rate of 8.3% compared to the schoolwide rate of 5.9%, creating a 2.4 percentage point gap (Metric 2.10). Low-Income students had a suspension rate of 6.2%, slightly above the schoolwide rate (Metric 2.10). Chronic absenteeism also remains a concern, with 28% of Low-Income students identified as chronically absent compared to 26% schoolwide (Metric 2.7). These data indicate a continued need to provide a safe, structured, and supportive learning environment that minimizes behavioral disruptions, increases student engagement, and maximizes access to instruction.	This action addresses the identified needs of English Learners and Low-Income students by providing proactive supervision, safety measures, behavior prevention systems, and structured student activities throughout the school day. Security personnel, recess supervision, organized activities, and additional safety supports help reduce behavioral incidents, improve school connectedness, and increase time spent engaged in instruction. This action is provided on a schoolwide basis because all students benefit from a safe learning environment; however, English Learners and Low-Income students benefit most because behavioral incidents, disciplinary actions, and absenteeism disproportionately impact their access to learning. Providing these supports schoolwide ensures consistent expectations and access to a positive school climate while addressing barriers experienced by unduplicated pupils.	Metric 2.7: Chronic Absentee Rate Metric 2.10: Student Suspension Rate Metric 2.11: Student Expulsion Metric 2.12: California School Dashboard Metric 2.13: Leader in Me Measurable Results Assessment These metrics will be used to determine whether safety initiatives are reducing disciplinary incidents, improving school climate, increasing student engagement, and improving access to instruction for English Learners and Low-Income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.3	**Action:** Access to a well- rounded program **Need:** English Learners and Low-Income students continue to benefit from increased opportunities to participate in extracurricular activities, leadership experiences, and enrichment programs that strengthen school connectedness and engagement. As of June 2026, only 50% of students participated in at least one extracurricular activity, down from 66% the previous year (Metric 2.9). English Learners also continue to experience academic achievement gaps, including a 22 percentage point Reading proficiency gap compared to White students and a 12 percentage point Math proficiency gap (Metrics 1.1 and 1.2). Low-Income students continue to perform below desired levels in Reading and Math (Metrics 1.1 and 1.2). These data indicate a need to provide meaningful opportunities for students to develop leadership skills, build positive relationships, increase engagement with school, and strengthen connections that support academic success. **Scope:** Schoolwide	This action addresses the needs of English Learners and Low-Income students by providing access to extracurricular activities, leadership opportunities, athletics, performances, clubs, and other enrichment experiences that increase student engagement and school connectedness. Participation in these activities helps students develop leadership skills, build positive peer and adult relationships, strengthen self-confidence, and increase their sense of belonging at school. This action is provided on a schoolwide basis because all students benefit from access to a well-rounded educational program; however, English Learners and Low-Income students benefit most because they may have fewer opportunities to participate in enrichment experiences outside of school and often demonstrate greater needs related to engagement, attendance, and school connectedness.	Metric 2.9: Student Participation Rate in Extracurricular Activities Metric 2.13: Leader in Me Measurable Results Assessment Metric 2.4: Panorama Student Data Metric 2.7: Chronic Absentee Rate Metric 1.1: Renaissance STAR Reading Assessment Metric 1.2: Renaissance STAR Math Assessment These metrics will be used to determine whether extracurricular activities and leadership opportunities are increasing student engagement, improving school connectedness, supporting attendance, and contributing to improved outcomes for English Learners and Low-Income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Access to social and emotional supports **Need:** English Learners and Low-Income students continue to experience social-emotional, behavioral, and attendance challenges that can negatively impact academic achievement and school engagement. As of May 2026, English Learners had a suspension rate of 8.3% compared to the schoolwide rate of 5.9%, creating a 2.4 percentage point gap (Metric 2.10). Low-Income students had a chronic absenteeism rate of 28% compared to 26% schoolwide (Metric 2.7). Panorama Student Data remained at 74% favorable responses (Metric 2.4), while Leader in Me culture measures remained below desired levels (Metric 2.13). These data indicate a continued need for counseling services, social-emotional learning, restorative practices, and behavioral supports to improve student well-being, engagement, and access to instruction. **Scope:** Schoolwide	This action addresses the identified needs of English Learners and Low-Income students by providing counseling services, mental health support, social-emotional learning lessons, restorative practices, and behavioral interventions. These supports help students develop self-regulation skills, build positive relationships, improve decision-making, and overcome barriers that may interfere with academic success. This action is provided on a schoolwide basis because all students benefit from social-emotional and behavioral supports; however, English Learners and Low-Income students benefit most because attendance challenges, disciplinary incidents, and other barriers disproportionately affect their access to learning. Providing these supports schoolwide ensures all students have access to prevention and intervention services while allowing staff to provide additional support to students with the greatest needs.	Metric 2.4: Panorama Student Data Metric 2.7: Chronic Absentee Rate Metric 2.10: Student Suspension Rate Metric 2.11: Student Expulsion Metric 2.12: California School Dashboard Metric 2.13: Leader in Me Measurable Results Assessment Metric 2.15: Mental Health Counselor Data These metrics will be used to determine whether counseling services, social-emotional learning, restorative practices, and behavioral supports are improving student well-being, reducing disciplinary incidents, increasing school connectedness, and improving access to instruction for English Learners and Low-Income students.
2.7	**Action:** Extended Learning: After School Program, Mondays Off, and Summer School **Need:**	This action addresses the identified needs of English Learners and Low-Income students by providing additional learning opportunities through the After School Program, Mondays Off program, intersession opportunities, and Summer School.	Metric 1.1: Renaissance STAR Reading Assessment Metric 1.2: Renaissance STAR Math Assessment

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 and Low-Income students continue to demonstrate academic achievement gaps and attendance challenges that indicate a need for additional learning opportunities outside of the regular school day. As of June 2026, only 15% of English Learners were at or above benchmark in Reading compared to 37% of White students, creating a 22 percentage point achievement gap (Metric 1.1). In Math, 17% of English Learners were at or above benchmark compared to 29% of White students, creating a 12 percentage point achievement gap (Metric 1.2). Low-Income students were at 36% proficiency in Reading and 18% proficiency in Math (Metrics 1.1 and 1.2). Chronic absenteeism also remained elevated at 28% for Low-Income students (Metric 2.7). These data indicate a continued need for additional instructional time, academic support, enrichment opportunities, and supervised learning environments beyond the regular school day. **Scope:** Schoolwide	These programs provide students with additional academic instruction, intervention, enrichment, and structured learning experiences that increase access to grade-level content and academic support. This action is provided on a schoolwide basis because all students benefit from expanded learning opportunities; however, English Learners and Low-Income students benefit most because they continue to demonstrate academic achievement gaps and may have fewer access to enrichment and academic support opportunities outside of school. Providing these programs schoolwide ensures equitable access while prioritizing support for students with the greatest academic needs.	Metric 1.3: CAASPP ELA Summative State Assessment Data Metric 1.4: CAASPP Math Summative State Assessment Data Metric 2.6: Attendance rates Metric 2.7: Chronic Absentee Rate Metric 2.17: Extended Learning Data These metrics will be used to determine whether extended learning opportunities are increasing academic achievement, reducing achievement gaps, improving attendance, and providing meaningful access to additional learning opportunities for English Learners and Low-Income students.
2.10	**Action:** CA Community School Partnership **Need:** English Learners and Low-Income students continue to experience academic, behavioral, attendance, and social-emotional challenges that create barriers to learning. As of May 2026, English Learners had a suspension rate	This action addresses the identified needs of English Learners and Low-Income students through the Community Schools model, which provides integrated student supports, family engagement opportunities, community partnerships, collaborative leadership practices, and expanded access to services. Through partnerships and coordinated supports, students and families can access resources that address	Metric 2.4: Panorama Student Survey Data Metric 2.7: Chronic Absentee Rate Metric 2.10: Student Suspension Rate Metric 2.14: Community Schools Partnership Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of 8.3% compared to the schoolwide rate of 5.9%, creating a 2.4 percentage point gap (Metric 2.10). Low-Income students had a suspension rate of 6.2% and a chronic absenteeism rate of 28% compared to 26% schoolwide (Metrics 2.10 and 2.7). Parent satisfaction declined from 85% to 78% (Metric 3.1), and family engagement participation rates declined across all participation categories (Metric 3.4). These data indicate a continued need for integrated student supports, family engagement, community partnerships, and services that address barriers to learning beyond academics. **Scope:** Schoolwide	academic, behavioral, attendance, health, and social-emotional needs. This action is provided on a schoolwide basis because all students benefit from access to community resources and supports; however, English Learners and Low-Income students benefit most because they are more likely to experience barriers that impact attendance, engagement, behavior, and academic achievement. Providing these services schoolwide allows the school to identify needs early and connect students and families with appropriate supports.	Metric 2.15: Mental Health Counselor Data Metric 3.1: Panorama Parent Data Metric 3.4: Family Engagement Metric 3.6: % of Parent Participation in Surveys These metrics will be used to determine whether Community Schools services are increasing student engagement, reducing barriers to learning, improving attendance and behavior, strengthening family engagement, and improving outcomes for English Learners and Low-Income students.
2.11	**Action:** Provide Art and/or Music Instruction **Need:** English Learners and Low-Income students continue to benefit from opportunities that increase student engagement, school connectedness, leadership development, and participation in enrichment activities. Student participation in extracurricular activities declined from 66% to 50% (Metric 2.9). Panorama Student Data remained at 74% favorable responses (Metric 2.4), indicating room for improvement in student perceptions	This action addresses the identified needs of English Learners and Low-Income students by providing access to music and arts experiences that promote student engagement, creativity, leadership, collaboration, and school connectedness. Participation in music and arts programs provides students with opportunities to develop confidence, self-expression, perseverance, and leadership skills while strengthening connections to the school community. This action is provided on a schoolwide basis because all students benefit from access to arts education; however, English Learners and Low-Income students benefit most	Metric 2.16: Music Program Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	related to school culture and engagement. Leader in Me results remained relatively stable, with an overall score of 78 and culture score of 81 (Metric 2.13). These data indicate a need for additional opportunities that increase student participation, engagement, creativity, leadership development, and connection to school. **Scope:** Schoolwide	because these opportunities increase engagement and provide enrichment experiences that may not otherwise be available outside of school.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** English Language Learner Support **Need:** English Learners continue to demonstrate significant academic and language development needs. As of June 2026, only 15% of English Learners were at or above benchmark in Reading compared to 37% of White students, creating a 22 percentage point achievement gap (Metric 1.1). In Math, 17% of English Learners were at or above benchmark compared to 29% of White students, creating a 12 percentage point achievement gap	This action addresses the identified needs of English Learners by providing both Designated and Integrated English Language Development instruction, progress monitoring, language acquisition supports, translation services, and family engagement opportunities. Designated ELD provides targeted language instruction while Integrated ELD supports students in accessing grade-level content throughout the school day. English Learners receive additional support in developing academic vocabulary, reading comprehension, writing skills, and oral language proficiency. This action is provided on a schoolwide basis because English Learners are	Metric 1.1: Renaissance STAR Reading Assessment (EL) Metric 1.2: Renaissance STAR Math Assessment (EL) Metric 1.3: CAASPP ELA Summative State Assessment Data (EL) Metric 1.4: CAASPP Math Summative State Assessment Data (EL) Metric 1.8: ELPAC Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	(Metric 1.2). ELPAC proficiency improved to 21.57% (Metric 1.8) and the English Learner reclassification rate increased to 12.6% (Metric 1.9). English Learners also remained below desired levels on CAASPP ELA and Math assessments (Metrics 1.3 and 1.4). These data demonstrate a continued need for targeted English language development instruction and support to accelerate language acquisition, improve academic achievement, and reduce achievement gaps **Scope:**	enrolled across multiple grade levels and classrooms; however, the action is principally directed toward English Learners because they are the students who receive the additional services, supports, and language development instruction funded through this action.	Metric 1.9: EL Reclassification Data Metric 1.13: California School Dashboard (EL) These metrics will be used to determine whether English Learners are increasing English language proficiency, improving academic achievement, and reducing achievement gaps compared to higher-performing student groups.

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

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

students. We are a CEP school based on our need so we are able to feed all students for free which especially helps our low income students.

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	22:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	15:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,506,267	1,659,549	26.982%	0.209%	26.982%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,073,960	$2,435,633	$0.00	$183,497.00	$6,693,090	$5,647,646.25	$1,045,443.75

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	Access to Standards Based Instructional Curriculum and Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$107,801.00	$107,801.00				$107,801.00	
1	1.2	Intervention Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$188,992.00	$0.00		$72,056.00		$116,936.00	$188,992.00	
1	1.3	Assessments	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
1	1.4	Professional Development	All	No			All Schools	Ongoing	$0.00	$57,200.00	$17,200.00	$40,000.00			$57,200.00	
1	1.5	Access to Technology	All	No			All Schools	Ongoing	$0.00	$211,500.00	$201,500.00	$10,000.00			$211,500.00	
1	1.6	Director of Parent Engagement and Intervention	All	No			All Schools	Ongoing	$160,000.00	$0.00		$160,000.00			$160,000.00	
1	1.7	Data and Assessment Coordinator	All	No			All Schools	Ongoing	$195,421.00	$3,347.00	$195,421.00	$3,347.00			$198,768.00	
1	1.8	Student Information System	All	No			All Schools	Ongoing	$0.00	$17,000.00	$6,000	$11,000.00			$17,000.00	
1	1.9	Special Education Program	Students with Disabilities	No			All Schools	Ongoing	$562,684.50	$0.00	$60,302.00	$435,821.50		$66,561.00	$562,684.50	
1	1.10	Qualified teaching staff	All	No			All Schools	Ongoing	$2,615,283.00	$0.00	$2,548,251.00	$67,032.00			$2,615,283.00	
1	1.11	English Language Learner Support	English Learners			English Learners		Ongoing	$115,656.00	$0.00	$115,656.00				$115,656.00	
1	1.12	STEAM Teacher and MakerSpace	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	All Schools	Ongoing	$64,753.25	$16,173.00	$66,173.00	$14,753.25			$80,926.25	

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
						Low Income										
1	1.13	Peer Coaching Program	All	No			All Schools	Ongoing	5,000		$5,000.00				$5,000.00	
2	2.1	Access to a clean, safe, and well-maintained facility	All	No			All Schools	Ongoing	$77,142.00	$103,150.00	$180,292.00				$180,292.00	
2	2.2	Safety	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$370,856.00	$3,400.00	$161,422.00	$212,834.00			$374,256.00	
2	2.3	Access to a well- rounded program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$129,000.00	$129,000.00				$129,000.00	
2	2.4	Access to social and emotional supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$106,596.00	$0.00		$106,596.00			$106,596.00	
2	2.5	Celebrations and Awards	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.6	Leader in Me and House System	All	No			All Schools	Ongoing	$0.00	$5,900.00	$5,900.00				$5,900.00	
2	2.7	Extended Learning: After School Program, Mondays Off, and Summer School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$415,093.75	$315,879.00		$730,972.75			$730,972.75	
2	2.8	High School, College, Trade School, and non-college Career Readiness	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.9	Recruit, hire, and retain teachers, substitutes, and support staff	All	No			All Schools	Ongoing	$214,220.00	$0.00	$98,021.00	$116,199.00			$214,220.00	
2	2.10	CA Community School Partnership	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$280,800	$37,093.75		$317,893.75			$317,893.75	
2	2.11	Provide Art and/or Music Instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	90,150			$90,150			$90,150	
3	3.1	Parent and Community Involvement	All	No			All Schools	Ongoing	$40,000	$25,000	$65,000				$65,000	
3	3.2	Communication with Families and Community	All	No			All Schools	Ongoing	$144,998.75	$5,000	$103,021	46,977.75			$149,998.75	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,506,267	1,659,549	26.982%	0.209%	26.982%	$586,052	0.000%	7.485 %	**Total:**	$586,052
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$586,052

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Access to Standards Based Instructional Curriculum and Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$107,801.00	
1	**1.2**	Intervention Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	**1.3**	Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
1	**1.6**	Director of Parent Engagement and Intervention				All Schools		
1	**1.11**	English Language Learner Support			English Learners		$115,656.00	
1	**1.12**	STEAM Teacher and MakerSpace	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$66,173.00	
2	**2.2**	Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$161,422.00	

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	2.3	Access to a well- rounded program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$129,000.00	
2	2.4	Access to social and emotional supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.7	Extended Learning: After School Program, Mondays Off, and Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.10	CA Community School Partnership	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.11	Provide Art and/or Music Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,061,233.00	$6,000,075.54

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Access to Standards Based Instructional Curriculum and Materials	Yes	$64,690.00	107,261.23
1	**1.2**	Intervention Program	Yes	$101,163.25	198,556.41
1	**1.3**	Assessments	Yes	$7,500.00	27,047
1	**1.4**	Professional Development	No	$84,677.00	25,531.56
1	**1.5**	Access to Technology	No	$177,138.00	216,795.82
1	**1.6**	Director of Parent Engagement and Intervention	No Yes	$187,802.75	143,712.72
1	**1.7**	Data and Assessment Coordinator	No	$262,182.00	159,761.44
1	**1.8**	Student Information System		$11,570.00	16,790.37
1	**1.9**	Special Education Program	No	$529,672.00	535,384.68
1	**1.10**	Qualified teaching staff	No Yes	$2,163,792.00	2,154,671.82

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	1.11	ELD Program		$86,487.00	52,885.04
1	1.12	STEAM Teacher and MakerSpace	Yes	$115,816.00	89,461.31
1	1.13	Peer Coaching Program	No	$5,680.00	5,744.25
2	2.1	Access to a clean, safe, and well-maintained facility	No	$236,956.25	185,518.95
2	2.2	Safety	Yes	$340,262.00	378,041.44
2	2.3	Access to a well- rounded program	Yes	$175,102.00	128,432.99
2	2.4	Access to social and emotional supports	Yes	$137,761.00	91,786.64
2	2.5	Celebrations and Awards	No	$3,000.00	4,782.28
2	2.6	Leader in Me and House System	No	$13,000.00	13,175
2	2.7	Extended Learning: After School Program, Mondays Off, and Summer School	Yes	$673,629.00	681,589.82
2	2.8	High School, College, Trade School, and non-college Career Readiness	No	$6,500.00	7,825
2	2.9	Recruit, hire, and retain teachers, substitutes, and support staff	No	$204,682.25	231,637.05
2	2.10	CA Community School Partnership	Yes	$204,573.00	307,090.62
2	2.11	Provide Art and/or Music Instruction	Yes	$61,253.00	82,125.05
3	3.1	Parent and Community Involvement	No	$61,252.50	51,541.74

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	**3.2**	Communication with Families and Community	No	$145,092.00	147,701.86

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,538,650	$2,394,945.25	2,768,566.25	$373,621	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	Access to Standards Based Instructional Curriculum and Materials	Yes		107,261.23		
1	1.2	Intervention Program	Yes		40,883.23		
1	1.3	Assessments	Yes		126.72		
1	1.6	Director of Parent Engagement and Intervention	Yes		16,790.37		
1	1.10	Qualified teaching staff	Yes	$2,057,255.00	2,065,607.51		
1	1.12	STEAM Teacher and MakerSpace	Yes	$115,816.00	89,461.31		
2	2.2	Safety	Yes	$36,772.25	306,890.51		
2	2.3	Access to a well- rounded program	Yes	$175,102.00	128,432.99		
2	2.4	Access to social and emotional supports	Yes		13,112.38		
2	2.7	Extended Learning: After School Program, Mondays Off, and Summer School	Yes				
2	2.10	CA Community School Partnership	Yes	$10,000.00			
2	2.11	Provide Art and/or Music Instruction	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,869,586	1,538,650	0.00	0.262%	2,768,566.25	0.000%	0.471%	$12,304.25	0.209%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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