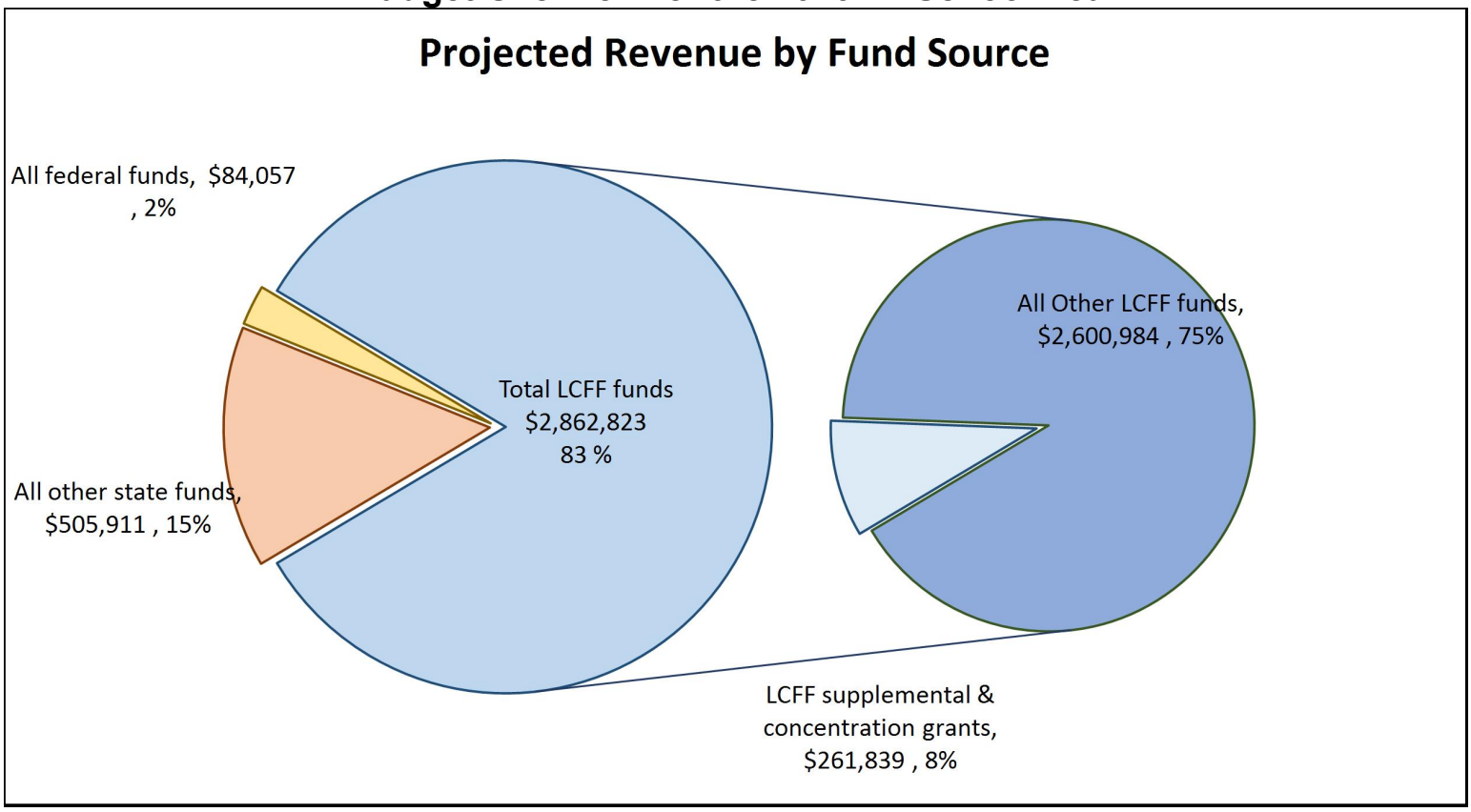
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sonoma Charter
CDS Code: 49 70953 6111678
School Year: 2026-27
LEA contact information:
Mary Reynolds
Principal/Superintendent
mreynolds@scs.k12.ca.us
707-935-4232

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

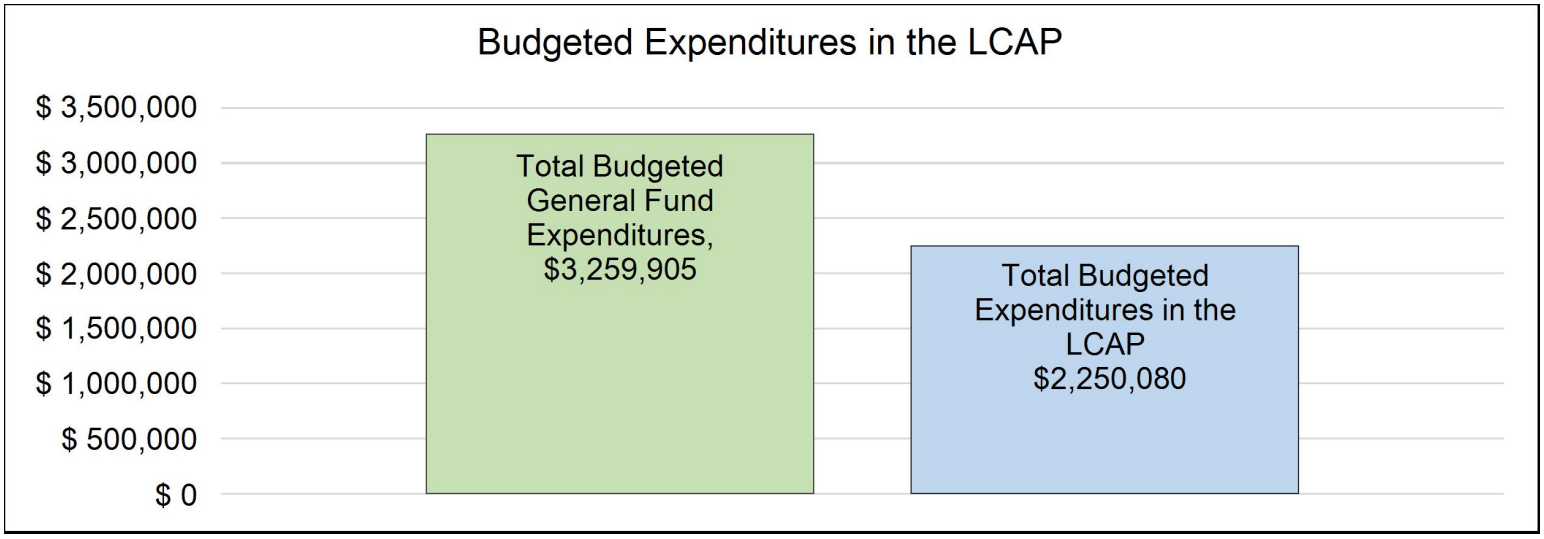


This chart shows the total general purpose revenue Sonoma Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sonoma Charter is $3,452,791, of which $2,862,823 is Local Control Funding Formula (LCFF), $505,911 is other state funds, $0 is local funds, and $84,057 is federal funds. Of the $2,862,823 in LCFF Funds, $261,839 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 Sonoma Charter 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: Sonoma Charter plans to spend $3,259,905 for the 2026-27 school year. Of that amount, $2,250,080 is tied to actions/services in the LCAP and $1,009,825 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP will be used for the following: General Fund Budget Expenditures not included in the 2024-25 plan consist of the School's base program, including compensation, benefits, school supplies, professional services and operations

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

In 2026-27, Sonoma Charter is projecting it will receive $261,839 based on the enrollment of Foster Youth, English learner, and low-income students. Sonoma Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Sonoma Charter plans to spend $44,291 towards meeting this requirement, as described in the LCAP.

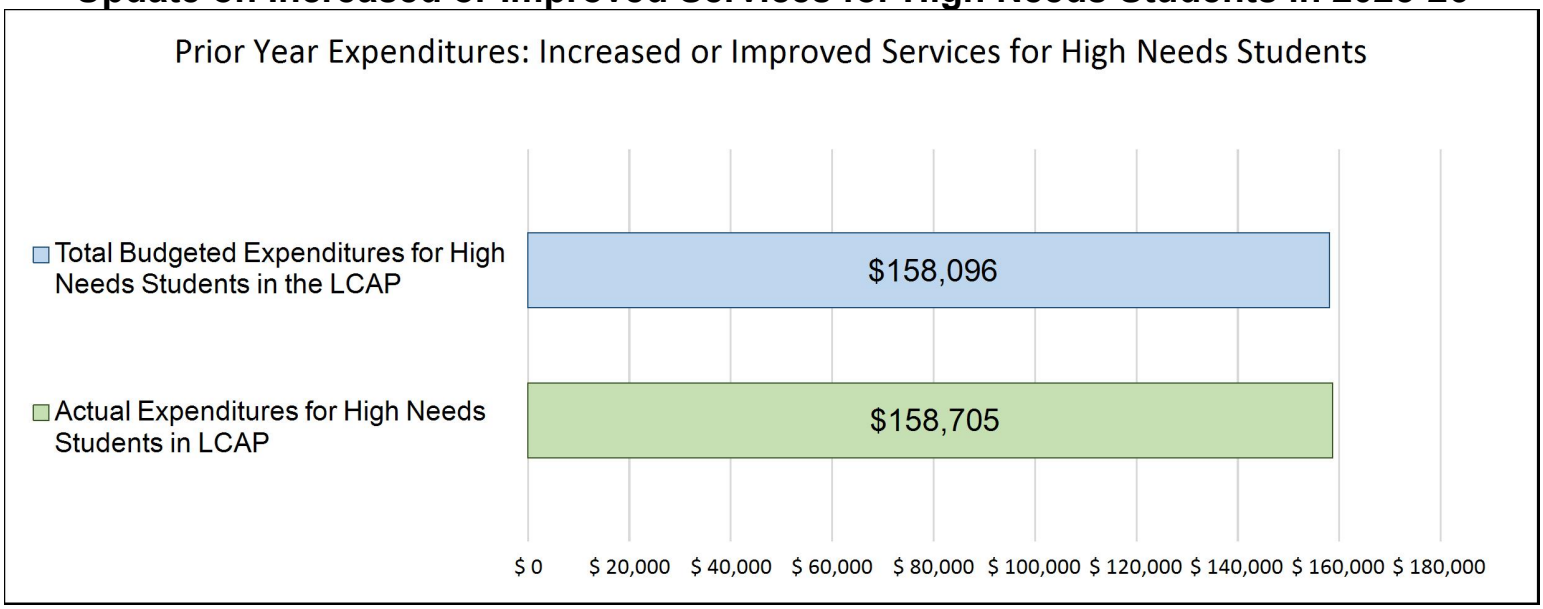
The LEA recognizes that the amount budgeted to increase or improve services for high-needs students in 2026–27 is less than the projected revenue generated through LCFF Supplemental and Concentration (S&C) grants. To ensure compliance with the requirement to increase or improve services for unduplicated pupils proportionally, the LEA will leverage Expanded Learning Opportunities Program (ELOP) funds to provide enhanced services that specifically benefit English learners, foster youth, and low-income students. These services include:

Expanded Learning Opportunities: Providing before-school, after-school, summer, and enrichment programs that offer additional academic support, intervention, and engaging learning experiences designed to accelerate learning and improve student outcomes.
Academic Support and Intervention: Delivering targeted academic assistance, tutoring, and supplemental learning opportunities to address learning gaps and support student achievement.
Student Engagement and Enrichment: Expanding access to enrichment activities that promote student engagement, school connectedness, and overall well-being.
Safe and Supportive Learning Environments: Providing supervised learning opportunities and structured programming that support students' academic, social, and emotional development beyond the regular instructional day.

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, attendance, and overall success 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 Sonoma Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sonoma Charter 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, Sonoma Charter's LCAP budgeted $158,096 for planned actions to increase or improve services for high needs students. Sonoma Charter actually spent $158,705 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
Sonoma Charter	Mary Reynolds Principal/Superintendent	mreynolds@scs.k12.ca.us 707-935-4232

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.

Sonoma Charter School (SCS) is celebrating its 33rd year! It was founded in February, 1993 (state charter number #009), and opened in September, 1994 by a group of Sonoma Valley parents, teachers and community members who were seeking an alternative educational opportunity that could serve the families within Sonoma Valley and the surrounding areas. Our school motto is: Truth-Growth-Respect.

The school is located in the Boyes Springs area of the Sonoma Valley. This area of the Sonoma Valley is designated as a high need area of the county based on demographics and socioeconomic factors. The predominant employers are agricultural (wine industry) and service industries related to tourism. While students anywhere in the Valley can attend Sonoma Charter, more than half of the students come from within a mile of the campus.

The school serves students in grades TK-8 and prides itself in the philosophy of offering an engaging and rigorous curriculum that is project-based, thematic and integrated across the core academic subjects. SCS also emphasizes visual and performing arts as an essential component of the curriculum at every grade level.

Due to facility constraints, total enrollment is limited to 249 students with a public lottery used to select new enrollment each year. Sonoma Charter currently has an enrollment of 226 students, with 49% considered unduplicated (Socioeconomically Disadvantaged, English Learners, Foster, or Homeless.) We enroll a diverse student body with 20% of enrolled students identified as linguistically diverse and 45% Hispanic students, 5% of students who are two or more races and 50% white students.

Sonoma Valley Unified School District (SVUSD) is the authorizer of SCS' charter and has continued to provide use of a SVUSD school property as the SCS campus. SVUSD and SCS have worked to maintain a close and supportive working relationship with SCS through the years. The school earned a five year successful charter petition renewal through June 2031.

This LCAP serves at the Sonoma Charter School strategic plan and the school 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, on the most recent Dashboard, Sonoma Charter students showed gains in the decrease of chronic absenteeism and the suspension rate. English learner progress was maintained. The areas of greatest challenge and lowest performance level on state indicators are in EL CAASPP ELA performance with 80% of EL students below and approaching standard and in mathematics with 95% of EL students below and approaching standard. In each of these groups, scores showed significant declines. White students performed above the standard in English Language Arts and Math and are in the green performance level.

Pursuant to California Education Code (EC) Section 47607(c), a charter school is placed into one of the three performance level categories: high, medium, or low. Sonoma Charter was placed in the medium performance level category. A charter school in this category may be renewed for a five-year term and the school's charter petition was renewed through June 2031.

STAR (Renaissance) data for the 2025-26 school year reflects the same achievement gap as determined by the Dashboard. The STAR Student Growth Percentile (SGP), which is considered a valid and reliable assessment for charter renewal by the CDE, requires an average Student Growth Percentile across all students to be 50 or above. 50 is considered as the level of one year's normed progress. The average Student Growth Percentile for the ELA STAR test at SCS is 57, showing slightly more than a year's growth. The average Student Growth Percentile for the Math STAR test at SCS is also 57, showing slightly more than a year's growth

Looking at SGP averages disaggregated by student groups, results show Normal and High Growth in all groups except 4th grade reclassified English Learners, 7th and 8th grade English Learners, some students with 504 plans, and 8th grade Special Education students. Overall, Grades 1, 4, 6, 7, and 8 showed lower growth in ELA, and Grades 4th and 6th showed lower growth in Math. With such a small population of students, grades with more unduplicated pupils will generally show lower growth.

STAR Grade Equivalence data shows:
Students at or above grade level:

	English Language Arts	Math
Kindergarten	70%	
1st grade	52%	84%
2nd grade	75%	84%
3rd grade	52%	70%
4th grade	80%	68%
5th grade	73%	50%
6th grade	48%	54%

7th grade	38%	36%
8th grade	61%	47%

Consistent with other data, English Learners average 2.0 years behind grade level in ELA and 2.1 years in Math.

These challenges have been addressed through implementation of the K-3i Proficiency Project, new curriculum, professional development, general education summer school programming, after school intervention, and focused staffing. This LCAP will directly address these challenges through some of the same actions as well as new actions.

State indicators where the LEA/School received green or blue performance level on the 2025 Dashboard for all students was in the category of suspension rate. The following local indicators were at the standard met level: Basic Services, Implementation the Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to Broad Course of Study.

There were no indicators where the LEA/School received red performance level on the 2025 Dashboard for all students.

Reflections: Technical Assistance

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

The LCAP serves as Sonoma Charter's strategic plan. The school is not eligible for Equity Multiplier Funding.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers and classified staff	Regular staff meetings and PLC meetings were held bi-monthly to get input and feedback on issues relevant to the LCAP. Special Education team meetings. Impact:
Parents	Monthly CCC (PTO) meetings, ELAC meetings, and Board meetings Surveys regarding priorities Newsletters/Parent Square notices and information Impact:
Administrators	Weekly meeting to discuss student achievement, areas of challenge, needs of the school Impact:
Students	Student leadership team meetings, Youth Truth Survey Impact: Need for increased safety measures on campus such as lock blocks and additional fencing.

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

Sonoma Charter was created by parents and community members and continues to be driven by parent, community member, and student input, feedback, desires, and needs. The Board consists of parents, community members, and staff members. There is a very active and engaged PTO (Charter Community Connection) and when there is more input desired, surveys are done, meetings are called, or additional committees formed.

Meetings are held throughout the year as described above - most monthly, some more often, some less often. Newsletters go out monthly from the CCC and include school wide news, and teachers send home weekly updates. Announcements and information go out through Parent Square multiple times each week.

Surveys of all families show the top two priorities to be academic achievement and the arts. Parents on the PTO and on the Board also expressed the need and desire to have much more representation by Hispanic and Latinx families. Teachers, classified staff members, and administration recognize the need to address and reduce disparities in opportunities and outcomes between student groups on the Dashboard, local assessments, and participation in community activities. All groups expressed that more social-emotional and behavior support was needed.

The LCAP's four goals directly address this input. While some goals remain the same, some of the actions are changing as they have not produced the desired outcome, the technology goal has been replaced, and the target of some goals has changed. A goal and actions that increase or improve services for unduplicated pupils have been added.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Academic Achievement for All Students	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

While local assessment data (STAR) shows that the average Student Growth Percentile (SGP) is above 50, the equivalent of one year of growth, our scores on CAASPP and the Dashboard are still lagging.

On the 2025 CA Dashboard, there are 5 levels of performance: Very high (blue), high (green), medium (yellow), low (orange), and very low (red). Schoolwide, Sonoma charter students are at the green/high performance level for English Language Arts, medium/yellow level for Math, and low/orange level for English Learner Progress.

Scores increased by 24.8 points in English Language Arts for all groups: English Learners, Hispanic, Socioeconomically Disadvantaged, and White. In Math, scores increased by 16.5 points for all students.

When the data is disaggregated for student groups, 41.2% of English Learners are making progress. English Learner progress increased by 16.1 points. Hispanic student progress increased by 34.6 points. The data from the CA Dashboard demonstrates growth in all areas.

Sonoma Charter School will ensure growth for all students with an emphasis on closing the achievement gap by providing a high quality educational program that focuses on raising the overall academic achievement for all students, as well as all student groups: English Learners, Socioeconomically Disadvantaged, Hispanic, and students with exceptional needs.

A primary area of focus will remain on our curricular program to ensure that it is coherent and aligned with state standards, and a focus on equity and access for students through our curriculum, instruction, and assessment.

This will be measured by an accurate collection and analysis of date: verified STAR test SGP data administered 3 times each year, data from adaptive technology (Lexia, Dreambox, Waggle), IRLA reading assessments, ELPAC, and Dashboard/CAASPP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Providing all students access to appropriately assigned and fully credentialed teachers.	8/11 teachers have multiple subject credentials, and 2 are teaching on local single subject permits. One teacher has a special education credential.	9/11 teachers have CLEAR Multiple subject credentials. 2/2 teachers have CLEAR single subject credentials. 2/11 teachers are clearing their credentials through NCSOE.	11/11 teachers have CLEAR Multiple Subject Credentials. 2/2 teachers have single subject credentials. 1/1 teacher has a CLEAR special education credential.	All classroom teachers and special education teachers will be fully credentialed for their teaching assignment.	Teachers have cleared their credentials appropriate to their teaching assignments.
1.2	Providing all students access to instructional materials that align with state standards.	Students have standards-aligned instructional materials in all subjects and grades, but some are more than 20 years old. Some curriculum may not have Universal Design for Learning (UDL) components.	All students have access to instructional materials aligned with state standards. New curriculum for Science and Social Studies was adopted and implemented.		All standards-aligned instructional materials will be current and contain UDL and EL components.	TCI curriculum was adopted for Science and Social Studies.
1.3	Student Growth Percentage (SGP) STAR assessment). As SGP will be used as a valid and reliable assessment for charter renewal by the COE, it is important to show consistent growth as indicated by this measure.	Sonoma Charter's average Student Growth Percentage is currently 57 in both English Language Arts and Math. An SGP of 50 is the level of one year's normed progress.	Average SGP across Kindergarten through 8th grade classes = 52.	Average SGP across Kindergarten through 8th grade classes = 50.	The SGP will stay above 50.	SGP is at/above 50.
1.4	English Language Arts achievement	The 2024 Dashboard indicates that SCS	The 2024 Dashboard	ELA Dashboard data indicates	SCS students will keep their	Students will advance to blue.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students are at the green performance level. They are 4.7 points above standard.	indicates that SCS students are at the green performance level. They are 4.7 points above standard.	performance level of Orange at 10 points below standard.	performance level at green and advance to blue.	
1.5	Mathematics achievement	The 2024 Dashboard indicates that SCS students are at the medium (yellow) level. They are 21.6 points below standard.	Mathematics Dashboard data indicates all students are at the yellow level in math achievement.	Mathematics Dashboard data indicates all students are at the orange level in math achievement.	SCS students will increase their performance level to green and be at the standard level.	Mathematics achievement increased 16.5 points.
1.6	English Learner Progress	The 2024 Dashboard indicates that English Learners are making medium (yellow) progress, with 41.2% making progress. This declined from 4.8% from last year.	The 2024 Dashboard indicates that English Learners are making medium (yellow) progress, with 41.2% making progress. This declined from 4.8% from last year.	English learner progress indicator shows 42.1% of English learners are making progress.	English Learner Progress will improve with at least 60% making progress per the Dashboard.	EL progress is in the yellow performance level.
1.7	Data Manager	Data management and reporting is a critical part of being able to target instruction effectively.	Data manager helped to create data reports for board meetings, PLC meetings, Staff meetings, and charter renewal petition.	Data manager helped to create data reports for board meetings, PLC meetings, Staff meetings, and charter renewal petition.	Maintain this position or assign it as a part of another position.	Academic specialist supports with data management.

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.

Implemented targeted instructional interventions for struggling students, particularly in literacy and mathematics through after school intervention groups and targeted reading groups with reading teacher. Expanded professional development opportunities for teachers focused on differentiated instruction, data-driven teaching, and culturally responsive practices. Increased access to tutoring and after-school academic support for primary grade levels. Strengthened assessment systems to monitor student progress in real time and adjust instruction accordingly. Engaged families through communication tools and family outreach efforts.

Implementation Success: Action 1.1: All teachers are fully credentialed or working towards clearing their credential through NCSOE. Action 1.2: School passed year one Williams Act monitoring in which one component met was students access to curriculum including core texts, workbooks, and online programs. Action 1.3: STAR Reading and STAR Math data for the school year shows an average of 50 for school wide Student Growth Percentage (SGP). Action 1.4: ELA Achievement - students performing in Level Red: No students. Level Green: White. Action 1.5: Math Achievement - students performing in Level Red: No students. Level Green: White Students. Action 1.6: English Learner Progress - students achievement increased by 1%. Action 1.7: Data Manager: data reports are created and disseminated across community partner groups and monitored regularly.

Implementation Challenges: Action 1.4: ELA Achievement - students performing in Level Orange: Hispanic, Socioeconomically Disadvantaged. Level Yellow: English Learners. Level Blue: No Students. Action 1.5: Math Achievement - students performing in Level Orange: English Learners, Socioeconomically Disadvantaged Students. Level Yellow: Hispanic Students. Level Blue: No Students.

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

Goal 1.1 – Credentialed Teachers (Under Spent)
The variance in expenditures for Credentialed Teachers is due to a portion of planned staffing expenditures being allocated to the newly added Summer School action under Goal 2.7 Summer. As a result, credentialed teacher costs originally anticipated within this action were reduced, while overall instructional staffing needs continued to be supported through the revised allocation of resources.

Goal 1.2 – Instructional Materials (Under Spent)
Expenditures for Instructional Materials were lower than budgeted due to cost savings achieved through careful inventory management, the use of existing materials, and delayed purchases of certain supplemental resources. The school was able to meet instructional needs while reducing planned expenditures.

Goal 1.3 – Renaissance Assessment (Under Spent)
The variance in expenditures for Renaissance assessments is due to lower-than-anticipated costs associated with the assessment subscription. The school continued to utilize Renaissance reading and mathematics assessment tools to monitor student progress and support data-driven instruction while achieving savings compared to the originally budgeted amount.

Goal 1.4 – English Language Arts Achievement – Lexia (Under Spent)
The variance in expenditures is attributable to lower-than-anticipated licensing and implementation costs associated with Lexia. The school was able to achieve planned literacy support objectives while spending less than originally budgeted.

Goal 1.5 – Mathematics – DreamBox, Waggle, CAASPP, and STAR (No Expenditures)
No expenditures were recorded for this action during the fiscal year. Mathematics assessment and progress-monitoring services were provided through the school's existing Renaissance subscription noted in Goal 1.3, which included assessment components supporting student achievement in mathematics. As a result, expenditures originally anticipated under this action were not incurred separately. Students continued to receive access to assessment tools and progress-monitoring resources necessary to support mathematics instruction and achievement goals.

Goal 1.6 – English Learner Progress – American Reading Company (ARC) and Intervention Groups (Under Spent)
The variance in expenditures for English Learner Progress is due to lower-than-anticipated costs associated with the American Reading Company (ARC) curriculum and intervention supports. The school continued to provide literacy resources and targeted interventions for English learners while utilizing available materials and resources efficiently, resulting in expenditures below the original budget.

Goal 1.7 – Data Manager, Intervention Groups, and Student Data Review Cycles (Over Spent)
The variance in expenditures for this action is due to costs associated with the Data Coordinator position. The additional salary and benefit expenditures supported student data management, progress monitoring, intervention coordination, and regular student data review cycles. This position was necessary to strengthen data analysis, support instructional decision-making, and ensure timely identification of student academic needs.

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

The specific actions implemented to date have had a positive but uneven impact on increasing academic achievement. Initiatives have shown promise where implementation fidelity, staff support, and student engagement were strong. The school has begun to address early challenges, making adaptive changes that are beginning to show stronger results. Continued focus on consistency, equity, and support will be key to sustaining and expanding progress.

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

Goal 1.1: This action was effective as all teachers are credentialed and appropriately placed.
Goal 1.2: This action was effective as curriculum and instructional materials were purchased in alignment with student learning outcomes and California Common Core State Standards across content areas. Through analyzing student data, appropriately corresponding materials were purchased to meet the needs of students.
Goal 1.3: This action was effective as assessment data supported MTSS and COST/SST team student progress tracking systems.
Goal 1.4: This action was effected as staffing increases supported both differentiated and integrated ELD.

Goal 1.5: This action was somewhat effective as mathematics curriculum and curricular support such as Dreambox and Origo are in process of being piloted.
Goal 1.6: This action was somewhat effective as EL progress in ELA is an area of needed support. Additional professional development and curricular support are needed.

Implementation Differences: No differences have been made to the goals, metrics, target outcomes, or actions in the 2026-2027 LCAP.

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	Credential Teachers	All teachers are fully credentialed.	$773,394.00	No
1.2	Instructional Material	ELA, Math, Science and Social studies instructional materials are current and aligned with state standards and include Universal Design for Learning materials	$25,721.24	No
1.3	Assessments	STAR Math/STAR Reading, IRLA, CAASPP, ELPAC	$35,832.00	No
1.4	English Language Arts achievement	STAR Reading, CAASPP, Report Cards	$12,556.82	No
1.5	Mathematics achievement	STAR Math, Dreambox, Waggle, CAASPP, Report Cards		No
1.6	English Learner Progress	American Reading Company (ARC)/intervention groups.	$6,900.00	No
1.7	Data Manager	Manages and reports on all achievement data: STAR, CAASPP, IRLA, Lexia, Waggle	$75,063.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve achievement for under-performing students by improving services and securing evidenced-based programs/services to maximize learning for these students. SCS will increase academic growth, achievement and enrichment opportunities for all students, as well as close achievement gaps with underperforming student groups.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Per the Dashboard, Sonoma Charter's unduplicated pupils are performing an average of 2 grade levels behind their peers. Hispanic students are also performing below their grade-level peers.

Based on STAR assessment results, unduplicated and other students are 1 or 2 grade levels behind their peers in English Language Arts and Math. In addition, their studrent Growth Percentile shows low growth for many of these same students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Intervention Staff	0.4 Reading Intervention Teacher K3i Coach to work with staff on use of data to inform instruction	Both positions were staffed.	Both positions were staffed.	Maintain and continue these services.	No difference.
2.2	After-school Intervention	Using ELOP funds, the Boys and Girls Club provides after-school care and credentialed teachers intervention to unduplicated students.	All ELOP days were fulfilled through partnership with Boys & Girls Club.	All ELOP days were fulfilled through partnership with Boys & Girls Club.	Maintain and continue this program.	No difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Instructional Assistants	6.75 hour instructional assistants for TK, K, 1st and 2nd grades.	The school staffed 4 IA's for the TK, Kinder, 1st and 2nd grade classrooms.	The school staffed 4 IA's for the TK, Kinder, 1st and 2nd grade classrooms.	Maintain and continue this service	No difference.
2.4	EL Instructional assistant	0.5 EL instructional assistant	The school staffed one full-time EL instructional assistant.	The school staffed one full-time EL instructional assistant.	2- 6.75 hour EL instructional ass'ts	No difference.
2.5	Professional Development	Staff has received minimal professional development in working with unduplicated pupils, Universal Design for Learning, and other curricula, instruction, data, assessment needs.	Staff attended professional development in the areas of social emotional learning.	Staff attended professional development in the areas of social emotional learning and student safety.	Teachers and instructional assistants will all have participated in professional development trainings that will support working with unduplicated and underperforming pupils leading to higher achievement.	Staff attended professional development throughout the school year.
2.6	Evidence-based programs and services to meet needs of unduplicated pupils.	K-3 Proficiency Project Lexia English, Power Up, Reflex Math	All K-3rd grade teachers participated in the K-3 Proficiency Project and received weekly coaching from the K-3PP coach. Students received Lexia, Power Up and Reflex Math certificates weekly for passing levels to indicate and	All K-3rd grade teachers participated in the K-3 Proficiency Project and received weekly coaching from the K-3PP coach. Students received Lexia, Power Up and Reflex Math certificates weekly for passing levels to indicate and	Continued use of these programs and services or others that are determined to be more effective based on data.	Students received certificates for passing levels in programs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			acknowledge their progress.	acknowledge their progress.		

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.

Differentiated instruction and targeted interventions for students performing below grade level, with an emphasis on historically underperforming student groups was provided. Expansion of enrichment opportunities (e.g., arts integration and performing arts) to engage all learners and extend learning beyond core academics. Implementation of real-time progress monitoring systems to support data-driven instruction and early identification of academic needs. Professional development focused on equity, cultural responsiveness, and instructional best practices to ensure high-quality teaching for all student demographics. Increased family and community engagement, particularly with families of underrepresented student groups, to support student learning and strengthen school-home partnership.

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.

Goal 2.1 – Intervention Staff and Reading/K–3 Coaches (Under Spent)
The variance in expenditures for this action is due to lower-than-anticipated salary and benefit costs associated with intervention staff. Staffing costs were reduced through vacancies, position transitions, or other personnel-related savings during the fiscal year. The school continued to provide targeted academic intervention services and student support while expending less than originally budgeted.

Goal 2.2 – Intervention Programs, ELOP, and Boys & Girls Club After-School Programs (Over Spent)
The variance in expenditures for this action is due to expanded costs associated with Extended Learning Opportunities Program (ELOP) and after-school programming. Additional expenditures included student instructional materials, books, supplies, maintenance costs, educational consultant services, and program support provided through the Boys & Girls Club partnership. These investments supported expanded learning opportunities, enrichment activities, and academic support services for students.

Goal 2.3 – Instructional Assistants (Under Spent)
The variance in expenditures for this action is due to lower-than-anticipated salary and benefit costs associated with Instructional Assistants. Staffing resources were strategically adjusted and allocated based on student needs across LCAP actions to maximize support and align expenditures with the services provided. The school continued to provide instructional assistance and student support while utilizing resources efficiently.

Goal 2.4 – English Learner Instructional Assistants (Under Spent)
The variance in expenditures for this action is due to lower-than-anticipated salary and benefit costs associated with English Learner Instructional Assistants. Staffing levels and personnel costs were lower than originally budgeted during the fiscal year. The school continued

to provide instructional support for English learners through available staffing resources to support language development and academic access.

Goal 2.5 – Professional Development (Over Spent)
The variance in expenditures for this action is due to the strategic utilization and spend-down of available professional development grant funds, including Educator Effectiveness funding. Additional professional learning opportunities were supported through these available resources to maximize funding before expiration timelines. The increased expenditures supported staff training, instructional capacity building, and professional growth aligned with schoolwide instructional priorities.

Goal 2.6 – Instructional Coaching to Teachers, Peer Teaching, and Liminex (Under Spent)
The variance in expenditures for this action is due to lower-than-anticipated costs associated with Peer Teaching licenses and related instructional coaching resources. The school was able to obtain these services at a lower cost than originally budgeted while continuing to support teacher collaboration, instructional coaching, and professional learning opportunities aligned with instructional goals.

Goal 2.7 – Summer School (New Goal/Action)
This action was added during the fiscal year to provide expanded learning opportunities and additional academic support through a summer school program. Expenditures associated with this goal included staffing, instructional materials, supplies, and program support necessary to provide summer learning services for students. As this was a newly added action, these expenditures were not included in the original LCAP budget.

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

These efforts have shown positive impact, especially in early grades where structured intervention blocks were consistently implemented. Students identified as performing below grade level—particularly English Learners (ELs) and students with disabilities demonstrated measurable growth on benchmark assessments. Enrichment and Extended Learning Opportunities: Expansion of enrichment opportunities (e.g., cooking class, art/music programs, sketch comedy, podcast) improved student engagement and motivation. Use of Progress Monitoring and Data-Driven Instruction: The introduction of new assessments (ESGI in TK/K) helped teachers better identify and respond to student learning needs. Equity-Focused Professional Development for Staff: Professional development on culturally responsive teaching, equity in instruction, and inclusive practices received strong feedback from educators. Teachers reported increased awareness of bias, deeper understanding of students' backgrounds, and improved classroom practices. This led to stronger relationships with students and improved classroom engagement, especially in diverse classrooms. However, the long-term impact on achievement gaps is still developing and will require sustained effort. Family and Community Engagement Efforts: Multilingual and community-based engagement strategies such as Family Fiesta Night led to significantly higher participation rates. This improved family-school communication and began fostering stronger academic support at home. Continued efforts are needed to maintain momentum and build long-term trust.

Implementation Success: Action 2.1: Reading intervention teacher and K3i PP coach supported student success as indicated by the high rate of 8 students being redesignated fluent English proficient. Action 2.2: After school intervention provided support from credentialed teachers to students in the areas of receiving targeted small group instruction in the areas of math and ELA, specifically reading comprehension. 2.3:

Instructional Assistants: TK, Kindergarten, 1st Grade and 2nd Grade classes each had a full-time Instructional Assistant. While not a requirement all classroom IAs are bilingual. Action 2.4: EL Instructional Assistant was staffed and provided support to students in English ensuring students made progress across content areas. Action 2.5: Professional Development was provided to the Director who attended the ACSA New Superintendents Seminar Series and ACSA Superintendents Symposium, as well as LCAP training at SCOE. The community liaison attended the SCOE ML workshop. Staff attended First Aid and CPR training. Action 2.6: Evidence-based programs and services to meet needs of unduplicated pupils provide students with additional support to make progress across content areas (math, science, ELA).

Implementation Challenges: Action 2.2: More students needed after school intervention support than staffing allowed. Action 2.5: Additional Professional Development opportunities are needed for staff in ELA.

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

Goal 2.1: This action is somewhat effective as hiring of intervention staff was challenging in terms of consistency with a high rate of staff turn over due to staff moving out of the county and relocating to varying geographic locations.
Goal 2.2: This action is effective as the partnership with Boys and Girls Club provides opportunities for students to receive homework and reading support in an environment conducive to learning.
Goal 2.3: This action is effective as providing full-time classroom Instructional Assistants to support students in TK, Kindergarten, 1st and 2nd grades aligns with early intervention and provided the youngest students on campus with double access to caring adults thus increasing students' sense of belonging.
Goal 2.4: This action is somewhat effective as consistency with staffing was an area of challenge. The school will continue to hire talented and skilled Instructional Assistants to best meet the needs of EL students.
Goal 2.5: This action is somewhat effective as an increase in staff attending professional development will support students meeting learning outcomes in all content areas as well as PBIS expectations.
Goal 2.6: This action is effective in that K-3rd grade students received additional targeted reading support.
Goal 2.7: This action was an addition for Summer 2026 to meet the needs of unduplicated students and their academic progress.

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	Intervention Staff	Teacher dedicated to improving reading for unduplicated students who are under-performing on CAASPP and STAR	$67,264.00	Yes
2.2	After-school Intervention	Programming provided by Boys and Girls Club of Sonoma using ELOP funds augmented by Supplemental funding	$186,623.70	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Instructional Assistants	TK, K, 1, 2 instructional assistants to support acquisition of reading and math skills	$392,767.00	Yes
2.4	EL Instructional assistants	2 instructional assistants to work with EL students on ELD	$35,832.00	Yes
2.5	Professional Development	High quality professional development on working with unduplicated pupils, implementing Universal Design for Learning, working with neuro-diverse learners, alignment with Common Core, and other curricula, instruction, and assessment topics.	$9,565.91	No
2.6	Evidence-based programs and services to meet needs of unduplicated pupils.	Coach teachers in use of data to drive instruction. Online program to support English Language acquisition	$6,365.05	No
2.7	General Education Summer School	TK-7th Grade Summer School Program	$98,198.37	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe learning environment that meets the intellectual, social, emotional, and physical needs of all students and staff.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Since schools were shutdown due to COVID, SCS students have exhibited more social-emotional and behavioral needs and much worse attendance rates. The Youth Truth survey indicated that areas of need are in Culture (respect and behavior) and Belonging/Relationships (feeling like a part of the school community, friendliness, bullying).

The 2024 CA Dashboard shows that the Suspension Rate is in green, and decreased by 1.1% from the previous school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Counseling services	Counselor providing 5 hours of services each week in 23-24, 9.5 hours in 24-25. Referrals for counseling exceed the time the counselor has to provide service.	Counselor provided 9.5 hours of services.	Counseling services increased to 2.5 days of service. The school contracts with Sonoma Valley Family Therapy who has provided 2 counselors to the school.	Increase counseling to 2 or 3 days per week depending on need.	Counseling services to be increased to 12 hours per week for the 25/26 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Student Supervisor	This position, providing support services for all students, coordinating services, and supporting classroom behavioral needs, was vacated early in 22-23. In 23-24, an instructional assistant was reassigned midyear to this role.	The student supervisor worked with the administrator to monitor student referrals and provide strategic and appropriate restorative interventions.	The student supervisor worked with the administrator to monitor student referrals and provide strategic and appropriate restorative interventions.	Maintain and continue Student Supervisor services.	Student Supervisor position staffed for the 25/26 school year.
3.3	System for sharing confidential student behavior and other data with teachers and other staff on a consistent and need-to-know basis.	There is no current formal system that teachers can access and provide input to.	Work in progress. The student supervisor and administrator use a Google spreadsheet to track school discipline. Middle school teachers use a Google spreadsheet to track detentions.	Work in progress. The student supervisor and administrator use a Google spreadsheet to track school discipline. Middle school teachers use a Google spreadsheet to track detentions.	Formal system in place for information sharing for staff.	Google sheets were used to track student behavior data.
3.4	Suspension rate	In 2022-23, the Suspension Rate was 3.6%, up from 0% in 21-23. While a 0% suspension rate is admirable, the reality is that a 3.6% rate is only 8 students suspended. It is desirable to maintain a low suspension rate.	In 2024, the suspension rate on the dashboard was green.	The 2025 dashboard indicates a blue Suspension Rate, with no students being suspended for the 24/25 school year.	Maintain a low suspension rate.	Suspension rate decreased by 1.1%.

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.

SEL Curriculum: The rollout of SEL programs (Toolbox, Character Strong and Second Step) occurred across all grade levels. SEL was fully integrated into daily instruction, and supported with intervention support from the school counselor and student supervisor. Mental Health Services: Increased school counseling services provided additional support for students well-being. Professional Development: Staff attended PD at BER and SCOE to support positive behavior interventions and supports. Climate and Culture Initiatives: Implementation of restorative practices and anti-bullying programs gained momentum throughout the year, especially with strong leadership support.

Implementation Successes: Action 3.1 Counseling Services. The increase in counseling services has been effective as more students are able to be seen during the week to check in with the counselor and receive social emotional support that is both targeted and relevant. Action 3.2 Student Supervisor. The Student Supervisor position correlates to the Blue Dashboard indicator of 0% suspensions. Action 3.4 Suspension Rate: The suspension rate decreased to 0% for the 24/25 school year indicating that behavior interventions and behavior support staff are effective supports for students to demonstrate expected behaviors at school.

Implementation Challenges: Action 3.3: System for sharing confidential student behavior and other data with teachers and other staff on a consistent and need-to-know basis is a work in progress as student confidentiality, as well as a cost effective system are obstacles.

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.

Goal 3.1 – Counseling Services / Social Emotional Support (Slightly Under Spent)
The variance in expenditures for this action is due to slightly lower-than-anticipated costs associated with counseling services and social-emotional support resources. The school continued to provide student counseling, wellness supports, and related services as planned while utilizing resources efficiently, resulting in expenditures below the original budget.

Goal 3.2 – Student Supervisor (Slightly Under Spent)
The variance in expenditures for this action is due to lower-than-anticipated salary and benefit costs associated with the Student Supervisor position. The school continued to provide student supervision and campus support services as planned while personnel costs were lower than originally budgeted.

Goal 3.3 – SchoolWise Student Information System and Data-Sharing Software (Over Spent)
The variance in expenditures is attributable to expanded utilization of student information systems and data-sharing platforms. Additional software licensing, implementation costs, and system enhancements were necessary to improve data management and reporting capabilities.

Goal 3.4 – Suspension Rate Reduction and Campus Supervision (Over Spent)

Expenditures exceeded budgeted amounts due to increased investments in campus supervision and behavior support services. Additional resources were provided to improve school climate, support positive student behavior, and reduce disciplinary incidents.

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

Implementation of Social-Emotional Learning (SEL) Curriculum: SEL programs have been introduced school-wide, and were fully integrated into daily routines, they have led to improved student self-regulation, empathy, and conflict resolution skills. Teachers report better classroom climate and stronger student-student relationships. Expansion of Mental Health Services: The school has made clear progress in prioritizing mental health, including increased awareness and access to services. Staff Professional Development on Trauma-Informed Practices and Wellness: Professional development sessions—particularly those focused on trauma-informed care, and de-escalation strategies have been well-received. Behavioral incidents have decreased and improved staff-student interactions with students.

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

Goal 3.1: This action is effective based on the school's partnership with Sonoma Valley Family Therapy in that counseling services were provided with consistent counseling staff throughout the school year.
Goal 3.2: This action is effective as a full time student supervisor provided PBIS support to students such as Check In/Check Out, redirection, informal check ins and restorative conversations and actions.
Goal 3.3: This action is somewhat effective as the system for sharing confidential student information is housed in Google Workspace. An area of challenge is tracking student behaviors to determine patterns such as location, time of day, etc. to then intervene with the appropriate support or intervention is less expedient than other and more expensive data sharing systems.
Goal 3.4: This action is effective as the suspension rate of 0% was maintained and staff supported student behaviors appropriately.

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	Counseling services	9.5 hours of counseling per week	$49,943.00	No
3.2	Student Supervisor	Position to support student social-emotional and behavioral needs	$45,681.21	No
3.3	System for sharing confidential student	Additional module for current SIS	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
	behavior and other data with teachers and other staff on a consistent and need-to-know basis.			
3.4	Suspension rate	Support staff to increase students' positive behaviors at school.	$39,813.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase family, student and community engagement. Provide students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, suspension rates and promotion rates. Seek input from all parents, and engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Based on the Youth Truth Survey and attendance data, SCS student engagement needs to improve. On the Youth Truth Survey, the highest rated areas for 3rd-5th grade students were: Relationships and Instructional Methods. The lowest rated areas were: Academic Challenge and Culture. The highest rated areas for 6th-8th grade students were: Belonging & Peer Collaboration Engagement. The lowest rated areas were: Relationships and Academic Challenge.

On the 2025 CA Dashboard the school's Chronic Absenteeism (absent for more than 10% of school days) metric was in the low (yellow) zone, meaning a medium chronic absenteeism rate (23.2%). By student group, Socioeconomically Disadvantaged, EL, Hispanic and students with disabilities were in the orange zone (low performing) and White students were in the yellow zone.

Parent involvement increased in the 25-26 school year as measured by parent attendance at meetings and events, but involvement in decision-making and other school involvement opportunities by English Learner and Hispanic families remains low.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate	Since COVID, the ADA rate has hovered around 92%.	The attendance rate was 92%.	The 2024/2025 attendance rate was 92%.	Attendance rate of 95%	ADA increased.
4.2	Extra-and Co-curricular Offerings	Fine arts, music, leadership, performing arts, and intra- and	After school sports for middle school and 5th grade students included:	Additions: After school performing arts and spirit squad team were	Continue these programs and expand as budget allows.	All programs will continue.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		inter-mural athletics provided.	Co-ed volleyball, girls and boys basketball and track.	offered free of charge for all students to participate.		
4.3	Community Liaison	0.3 FTE Community Liaison position.	The liaison helped with planning ELAC meetings, parent engagement events, and parent/teacher conference translations.	The liaison helped with planning ELAC meetings, parent engagement events, and parent/teacher conference translations. Attendance at ELAC meetings increased.	Increased community involvement by parents of EL and Hispanic students. Maintain and continue this position.	Position is staffed.
4.4	School Website	Website has been improved, but needs more regular updating of information for the community.	The website is updated within 24 hours of a request for update.	Recent photos need to be added to the website, as well as staff bios and photos.	Regularly updated and appealing website.	Website is updated regularly.
4.5	Other Communications	Parent Square, Monday folders, Board meeting reports, phone calls, and e-mail are all used to communicate with parents.	Parent Square, Monday folders, Board meeting reports, phone calls, and emails are all forms of communication that provide relevant support based on the contextual need.	Parent Square, Monday folders, Board meeting reports, phone calls, and emails are all forms of communication that provide relevant support based on the contextual need.	Continued usage of communication modes that work. Consideration of other vehicles to get more engagement (e.g. Constant Contact or other text-based tool)	Communication tools will be continued.
4.6	Bilingual front office staff	SCS has had bilingual front office staff for the past 3 years. It has made a huge difference	Including the community liaison, the office secretary and office	Front office staff are bilingual.	Continue bilingual front office staff position.	Position is staffed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in parent communication.	manager are all bilingual.			

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.

Student Engagement Programs: After-school and summer enrichment programs were expanded. Family Engagement and Input: Attendance at events throughout the year was at an all-time high. Parent Decision-Making Opportunities: The CCC parent advisory group and inclusion of parents at ELAC allowed for high levels of parent participation and engagement. More targeted outreach and recruitment efforts will be need to continue to help diversify participation. Challenges Experienced: Language and cultural barriers initially hindered effective outreach and engagement with all families. Multilingual family engagement strategies led to increased parent participation in school meetings. Expanded enrichment and elective offerings positively impacted student engagement, particularly in middle school, contributing to early improvements in attendance. Stronger collaboration with community organizations helped meet student and family needs beyond the classroom, including access to after-school care. Student voice and choice initiatives (such as surveys and student-led panels) began to inform course offerings and programming decisions in a more meaningful way. SCS has made notable progress toward increasing family, student, and community engagement and providing relevant, engaging educational opportunities. Schoolwide assemblies focusing on kindness and inclusion took place throughout the school year.

Implementation Successes: Action 4.1 Attendance Rate: Students received attendance certificates throughout the year. At the end of the 1st, 2nd and 3rd Trimester and as well at the end of the year in the categories of excellent attendance for an attendance rate of 95% or higher and perfect attendance for 100% attendance. Action 4.2: Extra and Co-Curricular Offerings: Additional after school programs such as performing arts (Matilda, The Musical) and Spirit Squad were offered to students. Performing arts completed three performances and Spirit Squad did as well. Action 4.3: Community Liaison: The effectiveness of this position was determined by increased participation and parent/guardian attendance at ELAC meetings, Back to School Night, Open House and Parent/Teacher Conferences. Action 4.4 School Website: The website is regularly updated with requested information and updates within 24 hours of the request. Action 4.5 Other Communications: Multiple forms of communications are well received by the community as indicated on the Youth Truth Survey parent/guardian feedback. Action 4.6 Bilingual front office staff: parents, guardians and students have access to bilingual office staff at all times of the day.

Implementation Challenge: Action 4.4 School Website: The school website needs to be updated with current staff bios and photographs. As well as current school photographs.

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.

Goal 4.1 – Attendance Front Office Staff (Over Spent)
The variance in expenditures for this action is due to the inclusion of attendance and front office staffing costs that were not fully included in the original budget allocation for this goal. Additional staff support was necessary to monitor student attendance, conduct family outreach, and support attendance improvement efforts. These expenditures aligned with the goals of improving student engagement and reducing chronic absenteeism.

Goal 4.2 – Proposition 28 Extra and Co-Curricular Offerings (Over Spent)
Expenditures exceeded budgeted amounts due to expanded arts, enrichment, and co-curricular opportunities funded through Proposition 28. Increased student participation and program offerings contributed to higher-than-anticipated costs.

Goal 4.3 – Community Liaison Outreach / Translation (No Expenditures)
No expenditures were recorded for this action during the fiscal year. The planned community liaison staffing position was not utilized, and translation and outreach needs were supported through existing school resources and staff capacity. As a result, the budgeted funds were not expended under this action.

Goal 4.4 – School Communication Systems, Website, ParentSquare, Constant Contact, and Other Communication Tools (Under Spent)
The variance in expenditures for this action is due to lower-than-anticipated costs associated with website services, communication tools, and survey platforms. The school was able to maintain effective communication with families and stakeholders while utilizing existing resources and cost-effective solutions. As a result, expenditures were lower than originally budgeted.

Goal 4.5 – Parent Communication and Family Outreach (Over Spent)
Expenditures exceeded budgeted amounts due to increased investments in communication platforms and family engagement initiatives. Additional outreach efforts and communication resources were implemented to strengthen engagement with families and stakeholders.

Goal 4.6 – Front Office Staff (Under Spent)
The variance in expenditures for this action is due to lower-than-anticipated salary and benefit costs associated with front office staffing. Staffing costs came in below the original budget due to changes in staffing needs and personnel expenses during the fiscal year. The school continued to maintain front office operations and provide administrative support services as planned.

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

Goal 4.1: This action is effective based on increased attendance rates and students reporting a stringer sense of belonging to the school community.
Goal 4.2: This action is effective based on plans to offer after school performing arts programs and continue with existing art and performing arts programming.
Goal 4.3: The actions is effective as the community liaison supports Spanish speaking families through increased participation at parent engagement nights such as PTA and ELAC meetings.

Goal 4.4: This action is effective as the school website webmaster posts important compliance documents to the website in an expedient manner and ensures information on the website such as staffing and registration is up to date.
Goal 4.5: This action is effective as it continues to increase parent engagement levels by allowing parents to RSVP to school wide events. The communications allow for two way communication between families and the school.
Goal 4.6: This action is effective as having bilingual office staff provides direct written and verbal translation during the school day for parents, guardians and students.

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

Additional assemblies and workshops will be offered during the 25/26 school year. Additional electives for middle school students will be offered based on student input. Attendance awards were distributed at each trimester acknowledging students with perfect attendance and attendance over 95%. Schoolwide assemblies increased students sense of belonging and community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance Rate Attendance Clerk (part of front office)	Tracks attendance, sends out attendance letters, sets up SART and SARB meetings	$47,474.00	No
4.2	Extra-and Co-curricular Offerings	Contracts and stipends to provide these services	$183,001.00	No
4.3	Community Liaison	Bilingual employee who actively recruits and works with Spanish speaking families	$26,000.00	No
4.4	School Website	Fee for maintaining and upgrading website	$1,000.00	No
4.5	Other Communications	Communication program to reach all families	$4,833.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Bilingual front office staff	School secretary & office manager.	$108,526.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$261,839	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.146%	3.167%	$85,270.74	12.313%

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
2.1	**Action:** Intervention Staff **Need:** California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies. (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated	This action addresses the need by utilizing MTSS to monitor, evaluate and determine corrective action based on data, especially as it relates to students in need, especially our low-income students, English Learners and Foster Youth (if applicable). A Multi-tiered System of Support (MTSS) is the most effective use of funds for unduplicated students as it is a research-based approach that provides a comprehensive framework for identifying and addressing diverse	CA Dashboard Data (ELA and Math)

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
	system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. Low-Income Students are performing lower than all students on the CA Dashboard English Language Arts: Yellow Band compared to White students performing in the Green Band. Math: performing in the Yellow Band compared to White students performing in the Green Band. English Learners are performing lower than Hispanic, socioeconomically disadvantaged, and white students on the CA Dashboard: English Language Arts: performing in the Yellow Band compared to White students performing in the Green Band. Math: ELs are performing in the Yellow Band compared to White students performing in the Green Band. **Scope:** LEA-wide	needs through tiered interventions, data-driven decision-making, and collaboration among educators, ensuring equitable access to support and sustained student success. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA Dashboard Data for low-income students, English Learners, and Foster Youth (if applicable) because the MTSS Framework is specifically designed to address these student groups' identified needs.	
2.2	**Action:** After-school Intervention **Need:** According to the CDE, "Professional learning allows educators to explore how their teaching and management strategies help students learn and thrive. Professional learning includes workshops and other more traditional types of professional development. But it goes further, engaging educators in ongoing self reflection,	This action addresses this need by providing targeted instruction to students who are not at grade level proficiency. Individualized and group intervention support is the most effective use of funds to meet the needs of our low-income, and English Learners because it allows for targeted instruction based on each students' learning needs. By providing targeted support, students receive the scaffolding, skills, and instruction. needed to make progress towards grade level proficiency. This action is provided on an LEA-wide basis to	CA Dashboard Data (ELA and Math)

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
	peer support, experimentation, and modification of instruction and management practices based on student performance data, student work, and both learning and social behaviors. Through an intensive process of collaborative and job-embedded learning, educators can gain more than content knowledge or technical strategies, they can gain an improved understanding of their own teaching and learning and of the various ways by which students learn. Through this effort, educators also come together as a community of self-developing practitioners." Our low-income and English Learners are scoring lower than "all students" in ELA and Math. **Scope:** LEA-wide	maximize impact in improving student outcomes and CA Dashboard Academic Indicators for all students. This action creates an opportunity to improve the outcomes and CA Dashboard Data for low-income, English Learners, and Foster Youth (if applicable).	
2.3	**Action:** Instructional Assistants **Need:** "California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students." English Learners are performing lower than all	This action addresses the need by utilizing MTSS to monitor, evaluate and determine corrective action based on data, especially as it relates to students in need, especially our English Learners. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for English Language Learners.	CA Dashboard Data (ELA, Math, English Learner Progress)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students on the CA Dashboard. Math: 110.5 points below standard. ELA: 69.3 points below standard. **Scope:** LEA-wide		
2.4	**Action:** EL Instructional assistants **Need:** English Learners are performing lower than all students on the CA Dashboard English Language Arts: 69.3 points below standard compared to all students 4.7 points above standard. Math: 110.5 points below standard compared to 21.6 points below standard. There continues to be a performance gap between our overall student group and English Learners. **Scope:** LEA-wide	Parent/Guardian translation and interpretation services and intervention support provide access to learning and information and communication regarding programs and academic outcomes for families that need support in a language other than English. Research and best practices indicate that increased involvement and engagement is related to improvements in academic outcomes for students and providing translation/interpretation services will increase the engagement of our English Learner families. EL IAs can also provide small group targeted instruction to EL students in ELA and Mathematics in direct collaboration with classroom teachers.	CA Dashboard (ELA and Math) Youth Truth Family Survey

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

SONOMA Charter does not receive Concentrated Funding.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,862,823	261,839	9.146%	3.167%	12.313%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,023,440.05	$1,142,250.25	$0.00	$71,664.00	$2,237,354.30	$1,834,909.00	$402,445.30

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	Credential Teachers	All	No			All Schools	Ongoing	$773,394.00	$0.00	$761,064.00	$12,330.00			$773,394.00	
1	1.2	Instructional Material	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$25,721.24	$25,721.24				$25,721.24	
1	1.3	Assessments	All Students with Disabilities	No				Ongoing	$35,832.00	$0.00		$35,832.00			$35,832.00	
1	1.4	English Language Arts achievement	All Students with Disabilities	No				Ongoing	$0.00	$12,556.82		$12,556.82			$12,556.82	
1	1.5	Mathematics achievement	All Students with Disabilities	No				Ongoing								
1	1.6	English Learner Progress	All Students with Disabilities English Learners	No		English Learners		Ongoing	$0.00	$6,900.00		$6,900.00			$6,900.00	
1	1.7	Data Manager	All Students with Disabilities	No				2024-2026	$75,063.00	$0.00		$75,063.00			$75,063.00	
2	2.1	Intervention Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$67,264.00	$0.00		$67,264.00			$67,264.00	
2	2.2	After-school Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$186,623.70		$186,623.70			$186,623.70	
2	2.3	Instructional Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$392,767.00	$0.00	$44,291.00	$276,812.00		$71,664.00	$392,767.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	EL Instructional assistants	English Learners	Yes	LEA-wide	English Learners		Ongoing	$35,832.00	$0.00		$35,832.00			$35,832.00	
2	2.5	Professional Development	All Students with Disabilities	No				Ongoing	$0.00	$9,565.91		$9,565.91			$9,565.91	
2	2.6	Evidence-based programs and services to meet needs of unduplicated pupils.	All Students with Disabilities	No				Ongoing	$0.00	$6,365.05	$4,363.81	$2,001.24			$6,365.05	
2	2.7	General Education Summer School	All	No					$0.00	$98,198.37		$98,198.37			$98,198.37	
3	3.1	Counseling services	All Students with Disabilities	No				Ongoing	$49,943.00	$0.00		$49,943.00			$49,943.00	
3	3.2	Student Supervisor	All Students with Disabilities	No				Ongoing	$0.00	$45,681.21		$45,681.21			$45,681.21	
3	3.3	System for sharing confidential student behavior and other data with teachers and other staff on a consistent and need-to-know basis.	All Students with Disabilities	No				Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.4	Suspension rate	All Students with Disabilities	No				2024-2025	$39,813.00	$0.00		$39,813.00			$39,813.00	
4	4.1	Attendance Rate Attendance Clerk (part of front office)	All	No				Ongoing	$47,474.00	$0.00	$47,474.00				$47,474.00	
4	4.2	Extra-and Co-curricular Offerings	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	Specific Schools: Sonoma Charter	Ongoing	$183,001.00	$0.00		$183,001.00			$183,001.00	
4	4.3	Community Liaison	All	No				Ongoing	$26,000.00	$0.00	$26,000.00				$26,000.00	
4	4.4	School Website	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	Specific Schools: Sonoma Charter	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
4	4.5	Other Communications	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	Specific Schools: Sonoma Charter	Ongoing	$0.00	$4,833.00		$4,833.00			$4,833.00	
4	4.6	Bilingual front office staff	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	Specific Schools: Sonoma Charter	Ongoing	$108,526.00	$0.00	$108,526.00				$108,526.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,862,823	261,839	9.146%	3.167%	12.313%	$44,291.00	0.000%	1.547 %	**Total:**	$44,291.00
								LEA-wide Total:	$44,291.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.6**	English Learner Progress			English Learners			
2	**2.1**	Intervention Staff	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	**2.2**	After-school Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	**2.3**	Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income		$44,291.00	
2	**2.4**	EL Instructional assistants	Yes	LEA-wide	English Learners			
4	**4.2**	Extra-and Co-curricular Offerings			English Learners Foster Youth Low Income	Specific Schools: Sonoma Charter		
4	**4.4**	School Website			English Learners Foster Youth Low Income	Specific Schools: Sonoma Charter	$1,000.00	
4	**4.5**	Other Communications			English Learners Foster Youth	Specific Schools: Sonoma Charter		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
4	**4.6**	Bilingual front office staff			English Learners Foster Youth Low Income	Specific Schools: Sonoma Charter	$108,526.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,559,812.00	$2,226,633.95

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**	Credential Teachers	No	959,137	720,121.41
1	**1.2**	Instructional Material	No	121,539	25,721.24
1	**1.3**	Assessments	No	44,594	3,085.46
1	**1.4**	English Language Arts achievement	No	26,661.50	12,556.82
1	**1.5**	Mathematics achievement	No	2,500	
1	**1.6**	English Learner Progress	No	25,000	6,900
1	**1.7**	Data Manager	No	2,500	8,817.54
2	**2.1**	Intervention Staff	Yes	65,954	31,723.31
2	**2.2**	After-school Intervention	Yes	114,483	186,623.70
2	**2.3**	Instructional Assistants	Yes	572,512	422,149.92
2	**2.4**	EL Instructional assistants	Yes	43,120	22,257.27

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Professional Development	No	10,000	15,000
2	**2.6**	Evidence-based programs and services to meet needs of unduplicated pupils.	No	10,000	6,365.05
2	**2.7**			0	98,198.37
3	**3.1**	Counseling services	No	135,800	235,455.61
3	**3.2**	Student Supervisor	No	53,323	45,681.21
3	**3.3**	System for sharing confidential student behavior and other data with teachers and other staff on a consistent and need-to-know basis.	No	5,000	5,277.54
3	**3.4**	Suspension rate	No	49,910	78,640.39
4	**4.1**	Attendance Rate Attendance Clerk (part of front office)	No	3,000	53,401.82
4	**4.2**	Extra-and Co-curricular Offerings	No	110,936	155,910.66
4	**4.3**	Community Liaison	No	26,661.50	0
4	**4.4**	School Website	No	15,200	818.18
4	**4.5**	Other Communications	No	2,800	4,833
4	**4.6**	Bilingual front office staff	No	159,181	87,095.45

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)
243,976	$158,096.00	$158,705.26	($609.26)	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)
2	**2.1**	Intervention Staff	Yes		31,723.31		
2	**2.2**	After-school Intervention	Yes	$32,650.00			
2	**2.3**	Instructional Assistants	Yes	$125,446.00	126,981.95		
2	**2.4**	EL Instructional assistants	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)
2,692,808	243,976	0.00	9.060%	$158,705.26	0.000%	5.894%	$85,270.74	3.167%

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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