SONORA ELEMENTARY SCHOOL

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sonora Elementary School District
CDS Code: 55723716054910
School Year: 2024-25
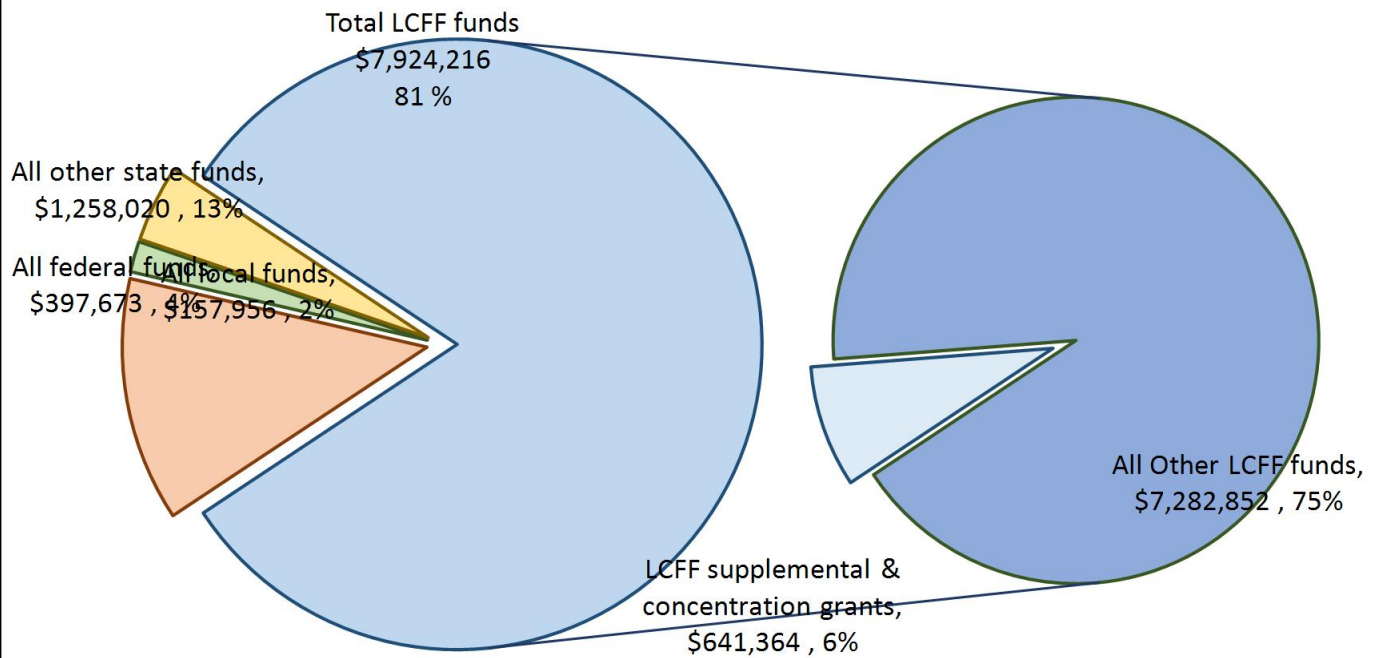LEA contact information:
Cheryl Griffiths
Superintendent
cgriffiths@sesk12.org
209-532-5491

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$7,924,216
81 %

All other state funds,
$1,258,020 , 13%

All federal funds,
$397,673 , 4%

All local funds,
$157,956 , 2%

LCFF supplemental &
concentration grants,
$641,364 , 6%
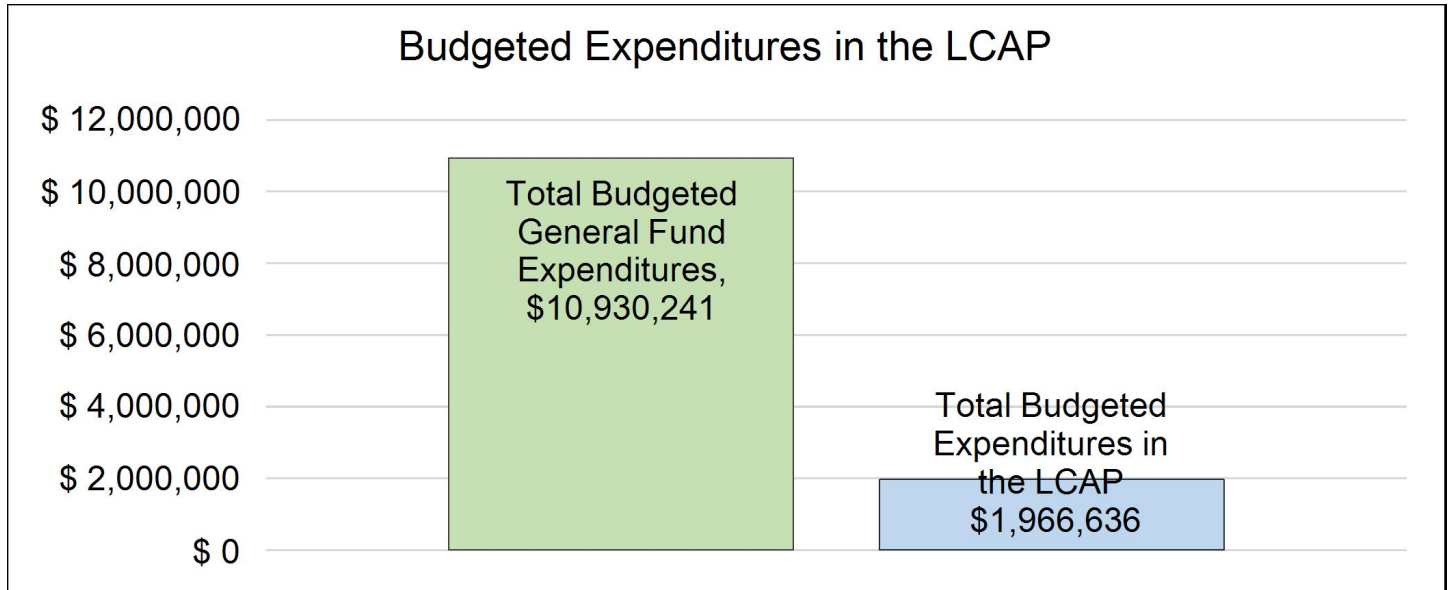
All Other LCFF funds,
$7,282,852 , 75%

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

The text description for the above chart is as follows: The total revenue projected for Sonora Elementary School District is $9,737,865, of which $7,924,216 is Local Control Funding Formula (LCFF), $1,258,020 is other state funds, $157,956 is local funds, and $397,673 is federal funds. Of the $7,924,216 in LCFF Funds, $641,364 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Amount	
$ 12,000,000	
$ 10,000,000	Total Budgeted General Fund Expenditures, $10,930,241
$ 8,000,000	
$ 6,000,000	
$ 4,000,000	Total Budgeted Expenditures in the LCAP $1,966,636
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much Sonora Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sonora Elementary School District plans to spend $10,930,241 for the 2024-25 school year. Of that amount, $1,966,636 is tied to actions/services in the LCAP and $8,963,605 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
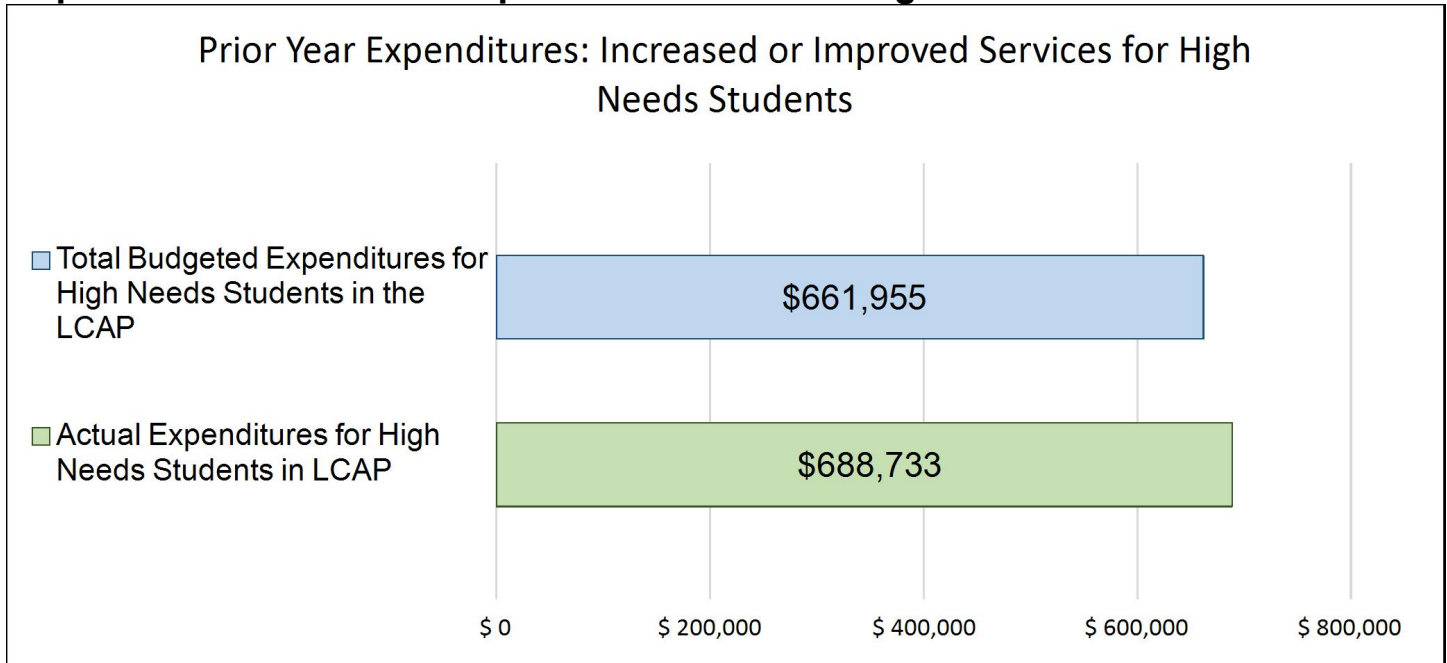
General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP) are teacher salaries and benefits, supplies, services, and other expenditures not outlined to specifically serve high need students.

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

In 2024-25, Sonora Elementary School District is projecting it will receive $641,364 based on the enrollment of foster youth, English learner, and low-income students. Sonora Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sonora Elementary School District plans to spend $1,091,636 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$661,955
☐ Actual Expenditures for High Needs Students in LCAP	$688,733

(Horizontal axis: $ 0 — $ 200,000 — $ 400,000 — $ 600,000 — $ 800,000)

This chart compares what Sonora Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sonora Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Sonora Elementary School District's LCAP budgeted $661,955 for planned actions to increase or improve services for high needs students. Sonora Elementary School District actually spent $688,733 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sonora Elementary School District	Cheryl Griffiths Superintendent	cgriffiths@sesk12.org 209-532-5491

Goals and Actions

Goal

Goal #	Description
1	Increase the number of students proficient in Math, Language Arts, and Science

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Testing Grades 3-8	2019 Smarter Balanced testing Results: Percentage of students who met or exceeded standards: Grade 3 ELA = 65% Math = 72% Grade 4 ELA = 56% Math = 57% Grade 5 ELA = 50% Math = 36% Grade 6 ELA = 45% Math = 33% Grade 7 ELA = 58% Math = 35% Grade 8 ELA = 50% Math = 38% Grade 5 Science 26.51% Grade 8 Science 37.65%	2021 Smarter Balanced testing Results: Percentage of students who met or exceeded standards: Grade 3 ELA =52.06% Math = 45.84% Grade 4 ELA = 50% Math =38.58 % Grade 5 ELA = 41.43% Math =29.29% Grade 6 ELA = 44.45% Math = 22.5% Grade 7 ELA = 54.21%Math = 22.89% Grade 8 ELA = 54.67 Math = 22.66% Grade 5 Science 24.28% Grade 8 Science 38.67%	2022 Smarter Balance testing results: Percentage of students who met or exceeded standards: Grade 3 ELA =52.27% Math =47.73 % Grade 4 ELA = 48.62% Math38.89% Grade 5 ELA = 39.48% Math =23.68% Grade 6 ELA = 31.51 Math =21.92 % Grade 7 ELA =56.96% Math =29.12 % Grade 8 ELA = 58.53%Math =30.49% Grade 5 Science 32.89% Grade 8 Science 45.13%	2023 Smarter Balance testing results: Percentage of students who met or exceeded standards: Grade 3 ELA =38.03% Math = 39.43% Grade 4 ELA =44.83 % Math44.83% Grade 5 ELA = 40.54% Math =31.08% Grade 6 ELA = 38.15%Math =31.58% Grade 7 ELA =43.07% Math = 20% Grade 8 ELA = 51.94%Math =25.64% Grade 5 Science 34.18 % Grade 8 Science 41.77%	The number of students who score proficient on the Smarter Balanced testing in math and language arts and the Science CAASPP Testing in 5th and 8th grade will increase 10 % each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Overall ELA Students with disabilities- very low all other groups- low Overall Math All groups- low	Overall ELA- Low Orange Low- Hispanic, Socioeconomically Disadvantages, white Very Low- Students with Disabilities Overall Math- Low- Orange Low- Hispanic, Socioeconomically Disadvantages, white Very Low- Students with Disabilities	
All students have sufficient access to standard-aligned curriculum.	100%	100%	100%	100%	100%

Goal Analysis

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

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

The 2021-2024 LCAP was created by one superintendent and implemented by two other superintendents. I Ready was purchased back in 2021 but only reached full implementation this school year 23-24. Due to this lack of fidelity, CAASPP overall growth has not yet been achieved. Small gains were made in 5th and 6th grade.
Year 1 benchmarks were used by some teachers, year two benchmarks were used by all teachers and interventions were used by some teachers. This year benchmarks and intervention were used by all teachers. SES plans to continue the work we started in this area. We are just now at full implementation.

1.1 Math Software District will purchase diagnostic and intervention software to target support for socio- economically disadvantaged, EL, Foster Youth, and SWD.
The District is transitioning from Renaissance learning (STAR) to I Ready Diagnostics-AR Renaissance was purchased- STAR and Freckle were not
1.2 Reading Software District will purchase Accelerated Reading and STAR Reading Subscription. AR is reading incentive only - Renaissance was purchased
1.3 Paraprofessional Support in Tier 1, Tier 2, and Tier 3.
Paraprofessionals supported Tier 1, Tier 2, and Tier 3 instruction.
1.4 Assistant Principal
The District will continue to employ an Assistant Principal to oversee Title 1, Special Education, assessments, and student discipline.
1.5 EL Program Support
District provided additional support to the EL program with a .50 certificated position.
1.6 Special Education Teacher
District hired a fourth Special Education teacher to decrease the caseload of special education students for each teacher.
1.7 Technology
Technology maintained a 1:1 student ratio
Life of Chromebooks were extended this year so we did not need to purchase
1.8 Math & Science software and supplemental curriculum
Science materials were adopted and purchased for grades K-5
Gizmos was purchased to support science and math
1.9.Curriculum to Supplement ELA
Supplemental materials were purchased to support ELA
1.10 Additional Teachers
Teachers were not hired - not implemented
1.11 Diagnostic Software
The District renewed I-Ready, a diagnostic software for Math and ELA, includes training.
1.12 Opportunity Class Teacher
Not implemented
1.13 Student Data Review Teams-
Student Data Review was implemented twice a year to focus on student data
1.14 Provide special education assessment and services to students identified as being in need of these assessments and support services.
Services include the support of special education students by instructional aides, not designated as a requirement of IEP's, in both general education and special education classrooms.
Implemented

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

1.1 District moved away from renaissance Benchmark to I Ready k-8.
1.2 Software cost more than what was budgeted.
1.3 Staffing needs increased for para support
1.4 Staffing underbudgeted
1.5 Staffing underbudgeted
1.7 Chromebook life was expanded. No need to replace devised this year to remain at 1:1
1.8 Science adoption to be in compliance with most up to date curriculum.
1.9 Additional supplemental curriculum was purchased over what was budgeted.
1.10 Additional teachers were not hired, therefore not implemented
1.11 District adopted I Ready
1.13 SDRT cost was higher than budgeted. A consultant was hired to assist with implementation
1.14 Para underbudgeted

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

Due to COVID learning loss and changes in administration it is hard to assess the effectiveness since there was not an increase in CAASPP scores.
Moving forward a site benchmark was added to see be able to assess short term growth.

1.1 Math Software District will purchase diagnostic and intervention software to target support for socio- economically disadvantaged, EL, Foster Youth, and SWD.
Math software is effective, however the District is transitioning from Renaissance learning (STAR) to I Ready Diagnostics- I ready is a k-8 benchmark that is consistent across grade levels where we are seeing effective student growth
1.2 Reading Software District will purchase Accelerated Reading and STAR Reading Subscription. AR is reading incentive only - Effective to encourage students to read and to show comprehension skills.
1.3 Paraprofessional Support in Tier 1, Tier 2, and Tier 3.
Paraprofessionals will support Tier 1, Tier 2, and Tier 3 instruction which includes low income, foster youth, EL students, and students with disabilities.
Effective - reduces adult to student ratios to differentiate to meets students needs.
1.4 Assistant Principal
The District will continue to employ an Assistant Principal to oversee Title 1, Special Education, assessments, and student discipline.
Effective for we are now able to have support and consistency across grade levels and school years.
Intervention is fully implemented this year in ELA
PBIS continues to grow.
Data shows discipline and suspensions down.

SDRT was held all students reviewed.
1.5 EL Program Support
District will continue to provide additional support to the EL program with a .50 certificated position.
Effective- higher reclassification rate and all ELD students received designated ELD.
1.6 Special Education Teacher
District will hire a fourth Special Education teacher to decrease the caseload of special education students for each teacher.
effective- All students receive SAI and caseloads were kept below 28 as required by Ed Code.
1.7 Technology
Update Technology to maintain 1:1 student ratio
Effective Student ratio is 1:1 in grades 1-8
TK and K 1:2 or 1:3 depending on class
All students are able to access online curriculum and intervention support as well as benchmarks.
1.8 Math & Science software and supplemental curriculum
Effective to maintain 100% of materials being state adopted.
1.9.Curriculum to Supplement ELA
ex Novel Sets for 3-6 grade reading support
Effective to differentiate to support students needs.
1.10 Additional Teachers
Not implemented due to funds expiring and lack of staffing
1.11 Diagnostic Software
The District will renew I-Ready, a diagnostic software for Math and ELA, includes training.
Highly Effective- SES now has a consistent benchmark used across all grade levels K-8 with additional interventions to meet student's needs.
1.12 Opportunity Class Teacher
Not implemented
1.13 Student Data Review Teams-
Effective Student Data Review was implemented twice a year to focus on student data
All students discussed and appropriate Tier 2 intervention implemented. Assessments for Tier 3 when appropriate.
1.14 Provide special education assessment and services to students identified as being in need of these assessments and support services.
Services include the support of special education students by instructional aides, not designated as a requirement of IEP's, in both general education and special education classrooms. Through the review of data, Students with Disabilities are at greater risk of not achieving grade level standards.
All students, included special education students, will receive core plus more Tier 2 intervention in ELA
Effective - Student data benchmarks and assessments are utilized throughout the school year to make sure all students are progressing on grade level standards.

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

Due to COVID learning loss and changes in administration it is hard to assess the overall effectiveness since there was not an overall increase in CAASPP scores. Small gains were made in 5th and 6th grade.
Moving forward additional metrics were added. A site benchmark for all students K-8, I Ready, was added to see be able to assess short term growth. The overall goal was rewritten to increase student achievement. Through a Multi-Tiered Systems of Support (MTSS) increase student achievement/performance via strong instructional supports, such as staffing, curriculum based on standards, and the use of technology. The goal remains continuous improvement, however additional metrics were added based on the Strategic Plan and MTSS Plan.

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

Goals and Actions

Goal

Goal #	Description
2	District will offer staff development to teachers in instructional strategies and utilizing core curriculum and MTSS programs

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Needs analysis/survey data, Smarter Balanced Testing	80% of teachers have received training in Common Core Standards due to teacher turnover	No additional common core training took place this year	86% of teachers received training in I Ready August 19th and November 1st 100% of teachers received training on August 19th on effective teaching strategies.	100% of teachers received training in I Ready.	100% of teachers received training in Common Core Standards and teaching strategies.
All teachers will be fully credentialed and appropriately assigned.	97% of our teachers are fully credentialed and appropriately assigned.	97% of our teachers are fully credentialed and appropriately assigned.	97% of our teachers are fully credentialed and appropriately assigned.	State data not available at this time	100% of teachers will be fully credentialed and appropriately assigned.
20% EL students will be reclassified as proficient	24.2% of ELL students are reclassified as proficient.	20% of El students reclassified as proficient	20% of El students reclassified as proficient	29% of El students reclassified as proficient	42% of EL students will be reclassified as proficient.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was very specific as to what professional development would be implemented. Moving forward the goal increases professional development to staff in all areas. Teachers received professional development in other areas in addition to Common Core.
2.1 Three in-service days Days were provided to staff- Two before school and one on Nov 1
2.2 Release Days for benchmark tests and standard-based report cards-With a staffing shortage release days were not fully utilized.
2.3 PLC were held monthly.

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

2.1 Staffing cost was underbudgeted.
2.2 With a staffing shortage release days were not fully utilized.
2.3 PLC were held however there is no expense for time was created after school for PLC's.

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

Professional development is effective in that it keeps our staff up to date in their field. Overall CAASPP data was not made, however small gains were made in 5th and 6th grade. With a PD focus on SEL and PBIS gains were made in reducing chronic absenteeism and attendance. PD was also provides for integrated and designated ELD and there was an increase in the EL reclassification rate.
2.1 Three District in-service days
District will continue to schedule 3 days in the 2023-2024 calendar for staff development in MTSS (Multiple Tiered Systems of Support) which include grade level standards and teaching strategies.
Effective
All teaching staff participated in professional development on the Nov. 1 PD day in the area of continuous improvement through looking at data and interventions.
2.2 Release Days for benchmark tests and standard-based report cards
TK-8th Grade teachers will have 3 release days during the year to grade student benchmark test, assess data, and/or work on standard-based report cards.
Ineffective- No data to support that this supports students. Very few teachers utilized this.
2.3 Professional Learning Communities (PLC)
The District will hold monthly and bi-monthly if needed PLCs.
Ineffective as written- The District has a goal moving forward on professional development.

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

This goal is being modified to include professional development in all areas of the state priorities to provide a cycle of continuous improvement.
The action 2.1 was underbudgeted.
The action 2.2 is being removed for only a few teachers utilized this action and there was no evidence that it was effective.
The action 2.3 PLC's is being removed, for there is no direct cost to PLC's. The cost of professional development takes place outside if PLC's and is brought back to the PLC. The actual PLC takes places during contracted time so therefore there is no additional cost.

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

Goals and Actions

Goal

Goal #	Description
3	Maintain a campus-wide Positive Behavior Support Plan which provides a common Code of Conduct for all students and staff in order to increase school-wide appropriate student behavior and decrease the number of suspensions. Maintain a safe campus.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of citations, suspensions and expulsions in 2018-19, which was the last full year without COVID restrictions.	2018-19 Citations = 1303 Suspensions = 75 Expulsions = 3	2020-2021 data unavailable	2021-2022 Citations:242 unduplicated student count 117 Suspensions:70 Expulsions:5 All students- very high Subgroups	2022-2023 Citations:70 unduplicated student count 44 Suspensions:52 Expulsions:3 Suspension Rate Declined by 3.2% 4.6 % suspended at least one day All students- High Very Low- Two or more races Medium- English Learners & Homeless High- Socioeconomically disadvantaged & white Very High Students with disabilities & Hispanic	There will be a 20% decrease in the number of behavior citations and suspensions. All subgroups, including SWD, EL, socioeconomic, and foster youth will have a reduction in violations

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Green- English Learners & Homeless Blue- Two or more races Yellow Hispanic, Socioeconomically disadvantaged, & White	
Middle School Drop out rate	19-20 Zero	20-21 Zero	21-22 Zero	22-23 zero	maintain at zero
CHKS California Healthy Kids Survey on School Connectedness and Safety	19-20 77% of 5th graders and 65% of 7th graders reported feeling of school connectedness. 83% of 5th graders and 68% of 7th graders reported feeling safe at school.	20-21 75% of 5th graders and 61% of 7th graders reported feeling of school connectedness. 88% of 5th graders and 69% of 7th graders reported feeling safe at school.	21-22 71% of 5th graders and 53% of 7th graders reported feeling of school connectedness. 73% of 5th graders and 48% of 7th graders reported feeling safe at school. CHKS percentages are down across schools, counties, and the state	22-23 74% of 5th graders and 55% of 7th graders reported feeling of school connectedness. 80% of 5th graders and 63% of 7th graders reported feeling safe at school. 89% of 5th graders feel academically motivated	100% of 5th graders and 7th graders will report a feeling of school connectedness and feeling safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			89% of 5th graders feel academically motivated 88% of 5th graders feel safe on the way to and from school	85% of 5th graders feel safe on the way to and from school	

Goal Analysis

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

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

This goal was very specific and targeted a PBIS model using only discipline, suspension, middle school drop out , and the CHKS survey as metrics.
Discipline, and suspensions did decrease. Middle school drop out rate remained at zero. The CHKS survey showed little growth.
3.1 Provide incentives for student positive behavior
Implemented- We will continue to expand in this area.
3.2 Healthy Kids Survey
Students in Grades 5 and 7 will take the Healthy Kids Survey
Implemented- Students will take the CHKS survey annually for the school to use the data for area of need and to show improvement.
3.3 Focus Room
Focus Room was staffed as a time-out room for behavioral interventions and for students to finish their work.
3.4 Camera System
Not implemented
3.5 Provide ALICE Training
Implemented
Admin attended a two day train the trainers ALICE training.
Admin did a review for site.
3.6 Behavior Services
Implemented
Classified staff hired and trained with follow up professional development with a focus on PBIS

3.7 Professional Development
Implemented- Staff knowledge and understanding to implement PBIS essential to improving our program.- We are continuing to build on this work
Professional Development in the area standards and PBIS to reduce the suspension rate for all students including; students with disabilities, English learners, homeless, and students with two or more races.

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

3.3 The cost to staff the focus room was underbudgeted.
3.4 camera was under warranty
3.5 No cost for ALICE training
3.6 Staffing underestimated

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

The focus on PBIS proved to be effective for discipline and suspensions reduced.
3.1 Provide incentives for student positive behavior
Effective
Data shows that suspension and referral rates are reduced.
3.2 Healthy Kids Survey
Students in Grades 5 and 7 will take the Healthy Kids Survey
Effective- Students will take the CHKS survey annually for the school to use the data for area of need and to show improvement.
3.3 Focus Room
Staff a Focus Room as a time-out room for behavioral interventions and for students to finish their work.
This action was ineffective. While suspension and referral rates have been reduced, students should not be removed from class and there is no direct correlation to the focus room. Alternatives to suspension are being utilized. This action is not moving forward.
3.4 Camera System
Not utilized
Ineffective- goal not moving forward
3.5 Provide ALICE Training
Admin attended a two day train the trainers ALICE training.
Admin did a review for site.
SPD will train staff every other year while admin does a refresher in the off years.
Action effective and will continue however this goal is not moving forward in the LCAP

3.6 Behavior Services
Add classified staff to aide in behavior management at recess and in classrooms to reduce the suspension rate for all students including; students with disabilities, English learners, homeless, and students with two or more races.
Classified staff hired and trained with follow up professional development with a focus on PBIS
Action effective in reducing playground referrals.
3.7 Professional Development
Professional Development in the area standards and PBIS to reduce the suspension rate for all students including; students with disabilities, English learners, homeless, and students with two or more races.
Effective- Staff knowledge and understanding to implement PBIS essential to improving our program.

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

This goal has been expanded to include increased student engagement and conditions and climate.
Through Multi-Tiered Systems of Support (MTSS) create a clean, safe, well maintained, positive learning environment focused on student engagement.
Attendance rates were added to this goal as well as SEL curriculum, a SABERS benchmark, a local climate survey, and parent outreach.

3.3 Focus Room
Staff a Focus Room as a time-out room for behavioral interventions and for students to finish their work.
This action was ineffective. While suspension and referral rates have been reduced, students should not be removed from class and there is no direct correlation to the focus room. Alternatives to suspension are being utilized. This action is not moving forward.
3.4 Camera System
Not utilized
Ineffective- action not moving forward

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

Goals and Actions

Goal

Goal #	Description
4	Increase or maintain a student attendance rate of 96%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AERIES attendance data, CALPADS (Fall 1, Fall 2, End of Year Attendance Reports)	2018-19 ADA at 96% of Enrollment	20-21 ADA enrollment of 91.5%	21-22 Enrollment ADA enrollment of 90.31%	22-23 Enrollment ADA enrollment of 90.14%	ADA will be 96% or higher of enrollment.
Chronic absenteeism rate	10.8%	28.8%	38.8% All students - very high all sub groups- very high	25.7% Declined 13.1% All students - Yellow sub groups- EL, Socioeconomically disadvantaged, and white- yellow Homeless, Students with disabilities, Hispanic, and Two or more Races- Orange	decreased by 20% All subgroups, including SWD, EL, socioeconomic, and foster youth will reduce chronic absenteeism rates.
Number of parents contacted regarding attendance (outreach calls)	This is a new metric	Covid has drastically increased absences, and therefore the number of outreach. Our attendance clerk resigned mid year and	100% of students' parent and/or guardians receives outreach when a student is absent	100% of students' parent and/or guardians receives outreach when a student is absent	notification will be made regarding absences 100% of the time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		we have not been able to hire a new person, so data is not accurate.	either through text, email, or a phone call.	either through text, email, or a phone call.	
Increase the number of parents responding to parent feedback surveys.	This is a new metric.	12% of families responded to feedback surveys.	14%	survey done in March- No data at this time	50% of parents will respond to parent feedback surveys.

Goal Analysis

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

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

While chronic absenteeism rates declined in year 2 and year 3 overall attendance did not significantly increase
4.1 A2A Software
Contract with School Innovations and Achievement (SIA) to contact parents with truancy letters. Full Implementation
4.2 All facilities will be maintained and in good repair
Maintain a safe attractive school that students look forward to coming to
Full implementation- School in good repair

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.

4.2 Maintenance cost increased from original budget to maintain facilities in good repair.

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

This goal was effective in reducing chronic absenteeism.
4.1 A2A Software
Contract with School Innovations and Achievement (SIA) to contact parents with truancy letters.

Effective- Increasing parent communication effective in reducing chronic absenteeism
4.2 All facilities will be maintained and in good repair
Maintain a safe attractive school that students look forward to coming to
Effective- Student connectedness to school involves the conditions and climate of the school which includes facilities that are safe.

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

Moving forward the attendance goal and metric has been included in goal 2; increased student engagement, through conditions and climate.

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

Goals and Actions

Goal

Goal #	Description
5	District will offer a broad course of study

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Aeries course enrollment report, Parent Surveys, Observations, Student work samples, survey results	There were 84 students who enrolled in band in 2019-20. Due to COVID-19, restrictions in 2020-21, enrollment in the band program was impacted by the type of instruments and the mode of instruction. There is a GATE Program offered to 3-8th grade students. Students in grades TK-6 received art instruction	There were 67 students enrolled in Band in 21-22.	There were 90 students enrolled in band in the 22-23 school year. All 4th graders received music. There is a GATE Program offered to 3-8th grade students. Students in grades TK-6 received art instruction. Electives were offered two days a week in grades 7 and 8.	Art is offered to all students in grades 1-8. All students 1-6 have art. 7-8 art is an elective. The band position was unfilled for 23-24 due to lack of staffing.	Enrollment in band will increase by 10%/year

Goal Analysis

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

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

The District was unable to fill the open band position during the 2023-2024 school year. The District continued to offer art to grades 1-8.
The District added a drama class for grades 4 through 8.
5.1 While the band position was unfilled during the 2023-2024 school year the school was able to add a drama class in the same year.
5.2 The art teacher's salary was underestimated.
5.3 After school activities for Gifted and Talented Students (testing and activities were provided)
5.4 Electives- hired drama teacher

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.

5.1 While the band position was unfilled during the 2023-2024 school year the school was able to add a drama class in the same year.
5.2 The art teacher's salary was underestimated
5.4 Electives- We hired a drama teacher to provide additiona opportunities in the area of performing arts. 4th through 6th grades had a class a week. 7th and 8th grade had drama as an elective.

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

This goal was effective by providing the arts to all students.
5.1 Ineffective- The band position was unfilled during the 2023-2024 school year.
5.2 Art classes Effective - All students 1-6 received art weekly and 7/8 had option as elective
5.3 After school activities for Gifted and Talented Students- Effective for small sub group- action not carried forward
5.4 Electives- hired drama teacher _Effective- Students in grade 4-6 had drama weekly and 7/8 had option as elective

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

This goal moves forward to address the state priority of offering a Broad Course of Study. The goal was revised to include after school enrichment opportunities and athletics.
While action 5.1 band teacher was ineffective during the 23-24 school year it was because the position went unfilled. We were unable to hire a band teacher. Our goal is to continue the action and hire a band teacher moving forward.

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

Goals and Actions

Goal

Goal #	Description
6	Ensure English Learners' academic growth through the English Learner Development (ELD) standards utilizing the California English Learners Roadmap. Provide opportunities for English Learners to benefit from their dual language advantages and share assets with others.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of eligible students taking the ELPAC	96.7%	new metric	96.7%	100%	100%
Percentage of EL's making annual progress measured by ELPAC	42.9%	new metric	42.9%	65%	50%
Reclassification Rate	Average 20-21 26.5%= 9 students 21-22 Data not available 22-23 Proposed 17% = 5 students	new metric	16%	42%	20%
	s				

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

SES targeted our EL students with this goal to ensure that they are making progress and receiving integrated and designated instruction each day and throughout the day.
There were no substantive differences.
6.1 Provide professional development with a focus on designated and integrated instructional strategies.
6.2 Monitor all EL's to ensure that they are making continuous improvement.
6.3 Professional Development and strategies focused on EL students.
6.4 EL teacher to focus on the needs of our EL students to ensure they are receiving designated ELD.

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.

6.1 The cost of professional development was less than what was budgeted.

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

This goal is effective and moving forward is addressed in goal 1
SES targeted our EL students with this goal to ensure that they are making progress and receiving integrated and designated instruction each day and throughout the day
6.1 Provide professional development with a focus on designated and integrated instructional strategies.
Effective- Data shows improvement
6.2 Monitor all EL's to ensure that they are making continuous improvement.
Effective- Data shows improvement
6.3 Professional Development and strategies focused on EL students.
Effective- Data shows improvement
6.4 EL teacher to focus on the needs of our EL students to ensure they are receiving designated ELD.
Effective- Data shows improvement

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

Goal 6 was added to address English Learner to the prior LCAP after the initial adoption of the LCAP. Moving forward English Learner progress will be included in Action 1 for it should be included with ELA 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.

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

SONORA ELEMENTARY SCHOOL

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sonora Elementary School District	Cheryl Griffiths Superintendent	cgriffiths@sesk12.org 209-532-5491

Plan Summary [2024-25]

General Information

Excellence through Education: Inspiring Students in Sonora since 1855
Welcome to Sonora Elementary School, where we prioritize educational excellence and student success. Our team of dedicated educators provide a nurturing and engaging environment that promotes growth. We offer enriching programs and opportunities for a well-rounded education, and value innovation, collaboration, and community.
Sonora Elementary School services students from transitional kindergarten (TK) to eighth grade.
Dashboard December 2023
Enrollment 724
Demographics:
1.0% African American, 2.2% American Indian or Alaska Native, 1.7% Asian, 0.4% Filipino, 18.5% Hispanic or Latino, 0.1% Pacific Islander, 71.8% White, 3.7% Two or More Races, 0.6% Not Reported.
44.3% of our students are socioeconomically disadvantaged
4.6% of our students are English Learners
0.7% of our students are Foster Youth
5.0% of our students are Homeless
17% of our students have disabilities

History & Location
Founded in 1855 during California's Gold Rush, Sonora Elementary School has always been at the heart of our community. From 1909, it was housed in the Historic Dome in Downtown Sonora, a beautiful landmark with striking columns and architectural features that continues to be a treasured reminder of our history. In 1974, the school was moved to its current location.
Today, we are centrally located within the City of Sonora, near shopping and conveniences, with the Tuolumne County Library on one side and the Adventist Health complex on the other. Making the most of our rural atmosphere, our campus is open and spacious, with majestic oak trees and plenty of outdoor areas for the students to enjoy.
Sonora is the county seat for Tuolumne County, which extends from the High Sierra down to the rolling foothills. We are near Yosemite National Park, surrounded by charming historic towns, lakes, mountains, State parks, and National parks. A popular tourist destination, our community has a relaxed family atmosphere that provides a refreshing change of pace from the bigger cities.

Vision Statement:
Educating and inspiring every student to achieve personal excellence.

Mission Statement:
In a positive and safe environment, alongside families and community, honoring tradition, and fostering innovation, Sonora Elementary School District will:
• Promote successful, well-rounded students
• Cultivate perseverance and academic preparedness

• Attract, support and retain dynamic teachers and staff
• Create Accountable, Respectful, and Engaged members of society

STRATEGIC PLAN OVERVIEW
The Sonora Elementary School District Strategic Plan, adopted by the Board of Trustees, is the management plan for the District. The Plan was originally developed in collaboration with representatives from Constituent groups within the District. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.
The Strategic Plan is a political, accountability, compliance, and inspirational document that serves three main purposes. First, the plan engages Constituents and provides the Board's political direction and accountability in addressing the District's vision, mission, ranked objectives, annual outcomes, metrics, and actions. Second, the Strategic Plan provides the source document used for preparing the Local Control Accountability Plan (LCAP), which provides for compliance with the requirements established by the State. Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity and inspiration to the Superintendent and staff in addressing the priorities of the Board and community.

For more information on our Strategic Plan go to:
https://www.sesk12.org/wp-content/uploads/2023/06/Sonora-Elementary-Strategic-Plan-6.14.23.pdf

MTSS Plan
This MTSS Implementation seeks to further operationalize those priorities and outline steps for implementation. The identified priorities are:
1.Develop and implement a multi-tiered system of support in which students' needs are identified and specific interventions provided in response to those needs.
2.Ensure a district-level system is in place in order to sustain the implementation of the multi-tiered system of support.
3.Develop an accountability system in which the multi-tiered system of support is evaluated for effectiveness.
4.Provide effective leadership and facilitate communication with staff and parents regarding the implementation and necessary revisions to the system to ensure effectiveness of the multi-tiered system of support.

Reflections: Annual Performance

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

The California Dashboard was released in December of 2023.

2023 Dashboard Indicators:

English Language Arts- 42.88% Met or Exceeded Standards
Orange 19.8 points below standard- Declined 9.7
(All subgroups orange)

Mathematics - 32.60% Met or Exceeded Standards
Orange 46.3 points below standard - Declined 6.6 points
 (*Homeless and Students with Disabilities in Red, identified area for targeted improvement)

English Learner Progress- 65% making progress- Increased 22.1%

Chronic Absenteeism -Yellow -25.8% chronically absent- Declined 13.1% (Hispanic, Homeless, and Two or More Races in Orange)

Suspension Rate - Yellow - 4.6% suspended at least one day - Declined 3.2% (Students with Disabilities- Orange) (Hispanic, Socioeconomically Disadvantaged and White- Yellow) (Homeless- Green) (Two or More Races- Blue)

Basics: Teachers, Instructional Materials, Facilities- Met
Implementation of Academic Standards -Met
Parent and Family Engagement- Met
Local Climate Survey - Met
Access to Broad Course of Study - Met

For more information on our School Dashboard go to https://www.caschooldashboard.org/reports/55723716054910/2023

In reviewing CAASPP data slow gains if any are being made in academic areas. For the 2023-2024 year WIN (What I Need) include all grades 1 though 8 due to only 42.88% of students in grades 3-8 performing at or above the ELA grade level standards on the Spring CAASPP. This ensures that all students receive core, plus more, meaning that no student is pulled from core instruction to receive additional Tier II support in English Language Arts (ELA).
Sonora Elementary School goal is ongoing continuous improvement.
Both Math and ELA scores will be addressed by providing professional development, providing intervention, improving attendance, and PLCs focused on best practices.
To address the learning loss over the last few years, the LCAP includes additional support which is principally directed to meet the needs of our unduplicated pupil population, however it will additionally help to meet the needs of our entire student population.

Sonora Elementary exited Differentiated Assistance (DA) from the County Office of Education in December of 2023 after being in DA for four (4) years, for we made significant growth in the areas of chronic absenteeism and suspensions.

MTSS Plan
2023-2024 school year.

Implementation
Priority 1: Develop and implement a multi-tiered system of support in which students' needs are identified and specific interventions are provided in response to those needs.
Universal Screening

The foundation of a multi-tiered system of support is the identification of student needs. Universal screening is the process in which all students are assessed multiple times per year to identify areas of need. A Universal Screening process is proposed for grades K-8 and will screen in the areas of reading, mathematics, and social-emotional-behavioral. The Universal Screening process will be multifaceted and include both norm referenced benchmark assessment data as well as teacher provided information through a proposed Student Data Review Team (SDRT) process. Universal Screening will be administered by general education teachers with support from Special Education and Title 1 Intervention staff. The SDRT will be a multi-disciplinary team that will include administrators, specialized service providers, special education teachers, and general education teachers. Students identified below the 25%tile in the area of reading and identified by their general education teacher during the SDRT process will be provided with additional support services.

Instruction and Support
ELA will be targeted first since it is the Districts number one priority.
A multi-tiered system of support be implemented to support all students in improving learning outcomes. Tier 1 support includes general education instruction and state adopted curriculum. It will also include supplemental/differentiated instruction provided to students identified as working below grade level or below the 25%tile. Tier 2 support includes supplemental small group instruction provided in addition to Tier 1 ELA and Math Instruction. Tier 2 support will not supplant Tier 1 ELA or Math instruction. Tier 3 support includes specialized instruction for students who remain below the 25%tile or two grade-levels behind in either ELA or Math after consistent Tier 1 and Tier 2 services have been provided, with fidelity, for at least one full school year.
A variety of school personnel will be deployed to provide intervention within the MTSS system. Tier 1 Instruction will be provided by general education teachers. Tier 2 ELA intervention will occur during universal intervention blocks (WIN time) and be provided by general education teachers, Title 1 intervention teachers, special education teachers, supervised paraprofessionals, and psychologists/counselors. Tier 2 Math intervention will be provided for grades 4-8 during grade-level allocated math intervention time, through grade leveled groupings and push-in paraprofessional and/or intervention teacher support. Tier 3 is a replacement ELA or Math core. Tier 3 intervention will be provided by the Title 1 teachers, special education teachers, paraprofessionals, and/or psychologists/counselors.

Progress Monitoring
Tier 1: Utilize i Ready Reading and Math Diagnostic/lesson progress and SAEBRS
Tier 2 & Tier 3: Utilize i Ready Reading and Math Diagnostic/lesson progress and SAEBRS.
All Tiers: Conduct multidisciplinary Student Data Review Teams before the start of the 2nd and 3rd Trimester in order to review Universal Screening Data, Progress Monitoring Data, and teacher collected data.

Accountability
Priority 3: Develop an accountability system in which the multi-tiered system of support is evaluated for effectiveness.
Monitoring Fidelity of Implementation
In order to ensure the success of the proposed multi-tiered system of support, the District will need to engage in ongoing monitoring to ensure that the schedule is operational, the materials and supplies are present, the staff are available, and the interventions are implemented according to publishers recommendations. Administrative staff should allocate time to complete classroom walk-thrus and observations during intervention blocks to ensure that the system is being implemented. If barriers for implementation are identified, administrative staff should develop a solution to address the identified barrier.

Evaluating Program Effectiveness
Current baseline data suggests that there is a high need for support in both ELA and Mathematics across all grade levels. Additionally, i Ready diagnostic data showing the number of students scoring one or more years below grade-level should be monitored after each benchmark. A yearly data review should be conducted by the administrative team and should be shared at faculty meetings as well as with the School Board on an annual basis.

System Maintenance & Communication
Priority 4: Provide effective leadership and facilitate communication with staff and parents regarding the implementation and necessary revisions to the system to ensure effectiveness of the multi-tiered system of support.
System Maintenance
In order to continue operating an effective MTSS system, ongoing administrative support will be required in order to schedule, staff, provide needed materials, and training. During the annual data review, the administrative team should review needs and attempt to allocate needed resources to ensure the MTSS system is functional and effective. Any barriers identified should be problem solved and resolved.
Communication
Ongoing communication between administration, faculty, and community is vital to ensure MTSS continues to be implemented with fidelity. It is recommended that regular communication occur in a variety of forums including Faculty Meetings, Professional Learning Communities, and School Board Meetings. Individual student progress should also be provided during regular report card periods.
        Faculty Meetings: Regular communication with teacher teams should occur during faculty meetings regarding the MTSS logistics and/or challenges. Classroom, grade, and school-level data should be shared after each administration of Universal Screenings.
        Professional Learning Communities: Professional Learning Community meetings should include dedicated time to review classroom and grade-level data in grade level teams. These meetings should focus on teacher led curriculum adjustments and instructional strategies needed to meet the needs of target students.
        Board Meetings: Annual reporting of student progress utilizing both State testing and Universal Screening Data should occur. Reports should include baseline and current year performance comparisons, highlighting growth, the number of students to move up a level, and number of students per grade level served in each Tier of the MTSS system.
        Report Cards: Students who are identified for Tier 2 or Tier 3 intervention should have progress monitoring data provided during report card periods. Intervention providers will be responsible for collecting and creating Tier 2 and Tier 3 progress reports and sharing those documents with classroom teachers. Classroom teachers will include the progress reports with report cards sent home to parents.

LCAP Goals Based on the Strategic Plan and MTSS plan as well as feedback, data and student need:
Goal 1
Increase Student Achievement
Through Multi-Tiered Systems of Support (MTSS) increase student achievement/performance via strong instructional supports, such as staffing, curriculum based on standards, and the use of technology.
Goal 2
Increase Student Engagement and Conditions and Climate
Through Multi-Tiered Systems of Support (MTSS) create a clean, safe, well maintained, positive learning environment focused on student engagement.
Goal 3

Increase Student Engagement through course access.
Goal 4
Provide professional development to staff to increase student academic performance, student engagement, and conditions and climate.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable/ NA

Support for Identified Schools

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

Not Applicable// NA

Monitoring and Evaluating Effectiveness

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

Not Applicable/ NA

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
Certificated and Classified Staff- SETA and SEEA	Reviewed data Met with staff to request feedback to inform the LCAP development throughout the year. Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [April] CHKS- March 2024 LCAP- April 2024 Posted the LCAP for public comment prior to public hearing -June 2024
Parents	Site Council Meetings throughout the year CHKS Survey- March 2024 LCAP Survey - April 2024 Site Council/Parent Advisory Committee- May 21, 2024
Students	CHKS Survey- March School Climate Survey - March 2024 LCAP Survey- April 2024
Administrators/ Principal and Associate Principal	Conducted LCAP meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided [Monthly} CHKS Survey- March 22024 LCAP Survey- April 2024

Other School Personnel	CHKS Survey- March 2024 LCAP Survey- April 2024
SELPA	Met quarterly with the SELPA administrator and the district Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. This included, but was not limited to: Reviewing data for SWDs to identify areas of challenge, root causes, and specific needs; Identifying specific actions in the LCAP to address student needs; and Identifying professional development opportunities needed to support the capacity of teachers and administrators serving SWD. Additional consulting on LCAP on April 30, 2024
Community Partners	Strategic Plan Process (May 2023) LCAP Survey April 2024 Posted the LCAP for public comment prior to public hearing [June 2024] Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP [June 2024] Adopted the LCAP and Budget at the board meeting and reported local indicator data as a non-consent item [June 2024] Posted the adopted LCAP prominently on our district web page [July 2024]

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

STRATEGIC PLAN OVERVIEW
A three day Strategic Plan Workshop was held in May of 2023 to create a strategic plan for Sonora Elementary School for implementation during the 23-24 school year with input from all of our educational partners (Certificated, Classified, Administration, Parents, Community Members, County Office Personnel, and Board Members).

The Sonora Elementary School District Strategic Plan, adopted by the Board of Trustees, is the management plan for the District. The Plan was originally developed in collaboration with representatives from Constituent groups within the District. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.

The Strategic Plan is a political, accountability, compliance, and inspirational document that serves three main purposes. First, the plan engages Constituents and provides the Board's political direction and accountability in addressing the District's vision, mission, ranked objectives, annual outcomes, metrics, and actions. Second, the Strategic Plan provides the source document used for preparing the Local Control Accountability Plan (LCAP), which provides for compliance with the requirements established by the State. Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity and inspiration to the Superintendent and staff in addressing the priorities of the Board and community.

MTSS Plan
MTSS plan was created with collaboration from staff.

LCAP Goals Based on the Strategic Plan and MTSS plan as well as feedback, data and student need:
Goal 1
Increase Student Achievement
Through Multi-Tiered Systems of Support (MTSS) increase student achievement/performance via strong instructional supports, such as staffing, curriculum based on standards, and the use of technology.
Goal 2
Increase Student Engagement and Conditions and Climate
Through Multi-Tiered Systems of Support (MTSS) create a clean, safe, well maintained, positive learning environment focused on student engagement.
Goal 3
Increase Student Engagement through course access.
Goal 4
Provide professional development to staff to increase student academic performance, student engagement, and conditions and climate.

Input was from educational partners influenced the school's priorities in the Strategic Plan and MTSS Plan which drive the LCAP. In addition feedback was solicited during the 2023-2024 school year during annual meetings which included administration meetings, staff meetings, and parent meetings.
With ongoing feedback from all educational partners the District created goals and priorities, objectives to meet those actions, and metrics to evaluate the goals and priorities.
These priorities, goals, actions, and metrics are incorporated into the LCAP. All of our plans are aligned with a focus on continues improvement. During the 23-24 school year educational partner feedback continued to influenced the new LCAP. All 4 goals above are supported in the Strategic Plan, MTSS Plan, and the 8 State Priorities.
Ongoing feedback included a data driven approach with clear metrics and objectives. Feedback included a need to provide additional supports for all students for all students are scoring below the state average in academics and above the state average in chronic absenteeism and suspensions. It was noted that while our unduplicated subgroups are scoring in the same range that the actual scores for our unduplicated pupil count are lower academically and are chronically absent more and suspended more. See data in goals 1 and 2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Student Achievement Through Multi-Tiered Systems of Support (MTSS) increase student achievement/performance via strong instructional supports, including staffing, curriculum based on standards, and the use of technology.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (ELA) and English language development (ELD), Math, and Science. SES scored below 50% in all areas.

During the LCAP development process, educational partners identified the need for: Ongoing instructional support

This goal addresses the following objectives in the Sonora Elementary School Strategic Plan

1 English Objective Knowledge of, and appreciation for literature and the language; skills of reading, writing, speaking and listening.

2 Math Objective Students will demonstrate their knowledge in the concepts, operational skills, and problem-solving skills in mathematics.

3 Science Objective Students will demonstrate their knowledge in Earth, physical, and life aspects, with emphasis on the processes of experimental inquiry.

6 Physical Education Objective Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.

13 New and Modernized Technology and Equipment Objective Maximizing federal, state and local resources to provide new and modernized technology and equipment to meet the needs of the Students and Staff, in the most efficient,

safe, and effective manner and maintain all equipment and services to be safe and compliant in accordance with applicable state specified standards. Examples would include new or modernized hardware, software, transportation vehicles, tractors, saws, and copiers, golf carts, etc. (The applied use of the technology hardware and software noted within this objective is to be identified, where appropriate, within the other ranked objectives.)

15 Alternative and Optional Programs Objective Programs beyond the core comprehensive program (TK-12) which are designed to provide options for students and families. Examples include charter schools, preschool, adult education, summer school, after school enrichment and tutorial programs, and before/after school childcare.

5   Human Resources Objective Staff are recruited, appropriately assigned based on credentials, certifications, training and requirements, and fully credentialed in the subject areas for which they are teaching.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Testing Grades 3-8 ELA Percentage of Students Meeting or Exceeding Standard: ELA Data Year:2022-2023 Data Source: CAASPP	2023 Smarter Balance testing results: Percentage of students who met or exceeded standards: School Wide English Language Arts-42.88% Met or Exceeded Standards Grade 3 ELA =38.03% Grade 4 ELA =44.83 % Grade 5 ELA = 40.54% Grade 6 ELA = 38.15% Grade 7 ELA =43.07% Grade 8 ELA = 51.94%			The number of students who score proficient (standards met or standards exceeded) on the Smarter Balanced testing will increase each year by 3% for a total of 9%.	

		Overall ELA- Low Orange All groups orange Orange 19.8 points below standard- Declined 9.7 Hispanic 47.6 points below standard Homeless 55.5 points below standard Socioeconomically disadvantaged 44.2 points below standard Students with disabilities 82.1 points below standard White 14 points below standard				
1.2	Smarter Balanced Testing Grades 3-8 Math Percentage of Students Meeting or Exceeding Standard: Math Data Year:2022-2023 Data Source: CAASPP	2023 Smarter Balance testing results: Percentage of students who met or exceeded standards: Schoolwide Mathematics - 32.60% Met or Exceeded Standards Grade 3 Math = 39.43% Grade 4 % Math44.83% Grade 5 Math =31.08% Grade 6 Math =31.58% Grade 7 Math = 20%			The number of students who score proficient (standards met or standards exceeded) on the Smarter Balanced testing will increase each year by 3%.	

		Grade 8 Math =25.64% Orange 46.3 points below standard - Declined 6.6 points *Homeless and Students with Disabilities in Red, identified area for targeted improvement Hispanic 81.3 points below standard Homeless 97.8 points below standard Socioeconomically disadvantaged 76 points below standard Students with disabilities 115.9 points below standard White 39.1 points below standard				
1.3	Science 5 and 8 Percentage of Students Meeting or Exceeding Standard: Science Data Year:2022-2023 Data Source: CAASPP	Grade 5 Science 34.18 % Grade 8 Science 41.77%			The number of students who score proficient (standards met or standards exceeded) on the Smarter Balanced testing will increase each year by 3%.	
1.4	Every student in the school district has sufficient access to the standards-aligned instructional materials.	ELA From recent adoption- yes			100% of curriculum will be from the most recent adoption	

	The District will provide up to date, from the most recent adoption, state adopted curriculum to all students in the areas of ELA, Math, Science, and Social Studies.	Percent students lacking own assigned copy 0% MATH From recent adoption- yes Percent students lacking own assigned copy 0% SCIENCE From recent adoption- yes Percent students lacking own assigned copy 0% History-Social Science From recent adoption- yes Percent students lacking own assigned copy 0%			Percent students lacking own assigned copy 0%	
1.5	I Ready Benchmark Data ELA Percentage of K -8 graders reading at grade level on i-Ready assessment Data Year: Spring 2023 Data Source: i-Ready Reports	Spring 2023 Final Diagnostic Schoolwide Tier 1 45% Tier 2 31% Tier 3 23% By grade level: K Tier 1 64% Tier 2 36% Tier 3 0% 1			Tier 1% will increase by 3% each year for a total of 9%.	

		Tier 1 42% Tier 2 51% Tier 3 8% 2 Tier 1 51% Tier 2 42% Tier 3 7% 3 Tier 1 61% Tier 2 14% Tier 3 25% 4 Tier 1 42% Tier 2 44% Tier 3 14% 5 Tier 1 36% Tier 2 22% Tier 3 42% 6 Tier 1 26% Tier 2 27% Tier 3 37% 7 Tier 1 40% Tier 2 32% Tier 3 28% 8 Tier 1 41% Tier 2 14% Tier 3 45%				
1.6	I Ready Benchmark Data Math Percentage of K -8 graders at grade level on i-Ready assessment Data Year: Spring 2023	Spring 2023 Final Diagnostic Schoolwide Tier 1 45% Tier 2 31% Tier 3 23%			Tier 1% will increase by 3% each year for a total of 9%.	

	Data Source: i-Ready Reports	By grade level: K Tier 1 59% Tier 2 41% Tier 3 0% 1 Tier 1 30% Tier 2 56% Tier 3 14% 2 Tier 1 39% Tier 2 47% Tier 3 14% 3 Tier 1 39% Tier 2 39% Tier 3 22% 4 Tier 1 57% Tier 2 27% Tier 3 15% 5 Tier 1 38% Tier 2 38% - Tier 3 25% 6 Tier 1 41% Tier 2 31% Tier 3 28% 7 Tier 1 28% Tier 2 40% Tier 3 32% 8 Tier 1 25% Tier 2 33% Tier 3 43%				

1.7	TK ESGI benchmark data	TK ELA ID Lowercase letters 77% ID Uppercase letters 81% ID Letter sounds 68% Concepts about print 90% TK Math ID Shapes 96% Rote Count to 30 75% Identify Numbers 91% Count Sets 0-10 93%			Students will score 80% or higher in all areas	
1.8	Physical Fitness Testing	2022-2023 California Physical Fitness Test Results Percentage of students participating Component 1 5th 100% 7th 97.9% Component 2 5th 98.7% 7th 97.3% Component 3 5th 98.7% 7th 97.3% Component 4 5th 98.7% 7th 96.6% Component 5 5th 98.7% 7th 97.3%			100% of students will test	

1.9	English Learner Progress Percent of EL students making progress toward English language proficiency Data Source: English Learner Progress Indicator (ELPI)	Data Year: 2022-23 65% English Learners are making progress			80% English Learners will make progress	
1.10	Technology	100% of students will have access to 1:1 devices			Grades 1-8 will maintain 100% of students having access to 1:1 technology to support academic performance	
1.11	Human Resources-Staffing Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	2021-2022 Data Fully Credentialed 90.05% Intern Credential Holders 0% Teachers without credentials and misassignments (considered "ineffective" under ESSA) 3.21% Credentialed Teachers Assigned Out -of Field 1.9% Unknown 4.79% Vacant Positions 0 Total Teaching Positions			100 % of teachers are fully credentialed and properly assigned	

		100%				
1.12						

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Diagnostic and intervention software	District will purchase diagnostic and intervention software principally directed to support for socio- economically disadvantaged, EL, Foster Youth. This action will also benefit students with disabilities.	$35,000.00	Yes

1.2	Paraprofessionals	Paraprofessionals will support Tier 1, Tier 2, and Tier 3 instruction which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities. These paraprofessionals will be servicing students in the general education classroom.	$327,980.00	Yes
1.3	Assistant/Associate Principal	The District will continue to employ additional administration to oversee Title 1, Special Education, assessments, and student discipline principally directed to support the needs of our low income, foster youth, EL students, and students with disabilities.	$87,500.00	Yes
1.4	Provide assessment and services	Provide assessment and services to students identified as being in need of these assessments and support services. Services include support for students that are struggling academically by instructional aides, not designated as a requirement of IEP's, in both general education and special education classrooms. Through the review of data, students who are struggling academically are at risk of not achieving grade level standards.	$20,000.00	Yes
1.5	Tier 2 intervention in ELA	All students will receive core plus more Tier 2 intervention in ELA which supports all students. This Action is funded with Title 1 Part A funds.	$220,000.00	No
1.6	Highly qualified teachers	The District will hire highly qualified teachers to for Tier 1, Tier 2, and Tier 3 instruction.	$50,000.00	No
1.7	Supplemental Curriculum	The District will purchase supplemental curriculum to assist in differentiating students needs.	$10,000.00	No
1.8	SDRT	Student Data Review Team will be implemented twice a year to focus on student data	$3,000.00	No

1.9	Technology	Update Technology to maintain 1:1 student ratio in grades 1st through 8th and 2:1 in grade TK and K which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$20,000.00	Yes
1.10	Summer School	Provide the opportunity to attend a summer program to students in grades K–8 who are below grade in ELA.	$200,000.00	No
1.11	Curriculum	The District will provide up to date, from the most recent adoption, state adopted curriculum to all students in the areas of ELA, Math, Science, and Social Studies.	$200,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase Student Engagement and Conditions and Climate Through Multi-Tiered Systems of Support (MTSS) create a clean, safe, well maintained, positive learning environment focused on student engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.
This goal addresses the following objectives in the Sonora Elementary School Strategic Plan.
Chronic Absenteeism 25.7%
English Learners 20%
White 24.8%
Two or More Races 29.4%
Hispanic 31.5%
Students with Disabilities 32.7%
Socio Economically Disadvantaged 35.6%
Homeless 42%

Attendance 90.14%

4.6 % suspended at least one day
All students- High
Two or more races 0%
Homeless 1.7%
English Learners 2.7%

White 3.8%
Socio Economically Disadvantaged 6%
Hispanic 9.3%
Students with Disabilities 10.5%

7 Mental and Socio-emotional Wellness Objective The full realization of one's mental, and social-emotional potential, which is attuned to wellness attitudes and practices. Focusing on how aware people are of their current emotional
state, and with tools, how they push through life challenges. Instruction will focus on the principles and
practices of individual, family, and community health.

8 Clean, safe, functional, attractive classrooms, facilities, and grounds. Objective Facilities and grounds maintained in good repair that are clean, safe, functional, and attractive.

9 Student Decision Making Objective Student decision making and behavior are the core of school/district culture, as demonstrated by students making choices, setting goals, and assessing/selecting the best choice for the desired
outcome, resulting in safe, respectful, and responsible and kind actions. A district's culture is measured
and defined by its student attendance, suspension, and expulsion rates, and by the surveying of the attitudes demonstrated by each student.

10 Family Engagement Objective Foster a shared commitment, between parents and school, to improve communication, increase awareness of accountability of parents' roles in student achievement, and presence at school events.

14 Physical Health Objective Committed to promoting the physical health and well-being of our students by providing comprehensive nutrition education curriculum content. Our program is designed to equip students with the
knowledge and skills necessary to make informed choices about their diet and lifestyle, including healthy eating
habits, essential nutrients and food safety practices. Through evidence-based theories and methods, we aim to empower our students to achieve optimal physical health and overall wellness.

As well as the objectives below
1 English Objective Knowledge of, and appreciation for literature and the language; skills of reading, writing, speaking and listening.
2 Math Objective Students will demonstrate their knowledge in the concepts, operational skills, and problem-solving skills in mathematics.
3 Science Objective Students will demonstrate their knowledge in Earth, physical, and life aspects, with emphasis on the processes of experimental inquiry.
4 History/Social Science Objective Drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the students. Foundation for understanding the
history, resources, development, and government of California and the United States of America; the
development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and
the wise use of natural resources.
6 Physical Education Objective Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.

5   Human Resources Objective Staff are recruited, appropriately assigned based on credentials, certifications, training and requirements, and fully credentialed in the subject areas for which they are teaching.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate AERIES attendance data, CALPADS (Fall 1, Fall 2, End of Year Attendance Reports)	90.14%			Increase attendance rate by 1% each year until we reach 96% then maintain or increase.	
2.2	Chronic Absenteeism	25.7% overall English Learners 20% White 24.8% Two or More Races 29.4% Hispanic 31.5% Students with Disabilities 32.7% Socio Economically Disadvantaged 35.6% Homeless 42%			Reduce the chronic absenteeism rate by at least 2% each year until below 5%	
2.3	Discipline Data	2022-2023 Suspensions:52 Expulsions:3			reduce the number of citations	
2.4	Suspension Rate	2022-2023 4.6 % suspended at least one day All students- High			reduce suspension rate by.05% each year until below 3% and then	

		Very Low- Two or more races Medium- English Learners & Homeless High- Socioeconomically disadvantaged & white Very High Students with disabilities & Hispanic All students- High Two or more races 0% Homeless 1.7% English Learners 2.7% White 3.8% Socio Economically Disadvantaged 6% Hispanic 9.3% Students with Disabilities 10.5%			reduce or maintain.	
2.5	Social Emotional Curriculum Pacing Guide	75% completion of SEL lessons			100% completion at all grade levels	
2.6	Increase in Social Emotional Wellness (SABERS)	SABERS Spring 2023 Schoolwide 81% low risk 19% some/high risk By grade level Low Risk Some/High Risk K 76% 24% 1 71% 29% 2 89% 11%			Increase positive responses	

		3 87% 13% 4 82% 18% 5 74% 26% 6 87% 13% 7 78% 22% 8 99% 1%				
2.7	California Healthy Kids Survey (grades 5 and 8)	Spring 2024 66% of 5th graders and 56% of 7th graders reported feeling of school connectedness. 75% of 5th graders and 68% of 7th graders reported feeling safe at school. 77% of 5th graders and 63% of 7th graders feel academically motivated 86% of 5th graders feel safe on the way to and from school			100% of 5th graders and 7th graders will report a feeling of school connectedness and feeling safe at school.	
2.8	Increase Positive Behavior Intervention and Supports (PBIS)	Beginning stages of school-wide implementation			Full Implementation of PBIS	
2.10	FIT report	Overall Facility Rate Good Repair			Overall Facility Rate Maintain Good Repair	
2.11	Middle School Drop Out Rate	22-23 zero			maintain at zero	

2.12	Local Climate Survey				increase the total of always or often responses by 10%	
		Grades 3-5 6-8 I like school.				
		Always 18.80% 3.90% Often 38.80% 35.10% Sometimes 37.00% 47.40% Never 5.40% 13.60%				
		Good Behavior is noticed at my school				
		Always 10.3% 4.60% Often 38.80% 30.5% Sometimes 43.60% 55.80% Never 7.30% 9.10%				
		There is an adult at school that will help me if I need it.				
		Always 49.1% 36.40% Often 31.50% 31.20% Sometimes 15.80% 26.60% Never 3.60% 5.80%				

2.13	Parent Volunteers	100% of Volunteers Complete the Volunteer Packet and Process			100% of Volunteers Complete the Volunteer Packet and Process	
2.14	Parent Outreach	3 parent evening events			Six parent evening events	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Diagnostic SABERS software	All students will take the SABERS screener which is principally directed to support low income, foster youth, EL students. This action will also benefit students with disabilities.	$3,000.00	No

2.2	Multi-Tiered Systems of Support	Staffing to support Tier 1, Tier 2, and Tier 3 instruction which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$78,156.00	Yes
2.3	Assistant/Associate Principal	The District will continue to employ additional administration to oversee MTSS, PBIS, and discipline and is principally directed to support the needs of our low income, foster youth, EL students. This action will also benefit students with disabilities.	$87,500.00	Yes
2.4	SEL curriculum	The District will purchase SEL curriculum to assist in differentiating students needs and is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$7,000.00	No
2.5	SDRT	Student Data Review Team will be implemented twice a year to focus on student data which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$10,000.00	Yes
2.6	PBIS	Continue to move towards full implementation off PBIS which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$6,000.00	Yes
2.7	Student Surveys	Students in Grades 5 and 7 will take the Healthy Kids Survey. Students in grades 3 through 8 will take a student climate survey which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$1,700.00	Yes

2.8	Paraprofessionals	Classified staff to aide in behavior management at recess and in classrooms to reduce the suspension rate for all students which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities. These paraprofessionals will be servicing students in the general education environment.	$220,000.00	Yes
2.9	Attendance Communication	Provide ongoing contact to parents regarding attendance and with truancy letters which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$6,000.00	Yes
2.10	All facilities will be maintained and in good repair	Maintain a safe attractive school that students look forward to coming to each day which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$7,000.00	No
2.11	Counselor	Maintain 0.8 Counselor to address student's needs which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$100,000.00	Yes
2.12	Parent Engagement	Increase parent engagement by offering informational events with food and child care which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities. This will provide additional opportunities for parents to provide input and will promote parent participation.	$20,000.00	Yes
2.13				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase Student Engagement through course access.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal addresses the following objectives in the Sonora Elementary School Strategic Plan
The goal was developed to address input from educational partners to provide students with course assess to performing arts, after school enrichment, and after school athletics.

12 Visual and Performing Arts Objective Students will receive instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of creative expressions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Course access to visual and performing arts	2023-2024 Art 100% of student s in grades 1-5 20% of students in grades 6, 7, and 8. Band- Zero students 23-24 position unfilled			Art 100% of student s in grades 1-5 25% of students in grades 6, 7, and 8. Band 100% grade 4	

					25% in grades 5,6,7 & 8	
3.3						

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Access to visual and performing arts	Provide access to visual and performing arts which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$220,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide professional development to staff to increase student academic performance, student engagement, and conditions and climate.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.
Professional development is an integral part of a continuous improvement model.

This goal addresses the following objectives in the Sonora Elementary School Strategic Plan
1 English Objective Knowledge of, and appreciation for literature and the language; skills of reading, writing, speaking and listening.

2 Math Objective Students will demonstrate their knowledge in the concepts, operational skills, and problem-solving skills in mathematics.

3 Science Objective Students will demonstrate their knowledge in Earth, physical, and life aspects, with emphasis on the processes of experimental inquiry.

4 History/Social Science Objective Drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the students. Foundation for understanding the
history, resources, development, and government of California and the United States of America; the
development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and
the wise use of natural resources.

5   Human Resources Objective Staff are recruited, appropriately assigned based on credentials, certifications, training and requirements, and fully credentialed in the subject areas for which they are teaching.

6 Physical Education Objective Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.

7 Mental and Socio-emotional Wellness Objective The full realization of one's mental, and social-emotional potential, which is attuned to wellness attitudes and practices. Focusing on how aware people are of their current emotional
state, and with tools, how they push through life challenges. Instruction will focus on the principles and
practices of individual, family, and community health.

8 Clean, safe, functional, attractive classrooms, facilities, and grounds. Objective Facilities and grounds maintained in good repair that are clean, safe, functional, and attractive.

9 Student Decision Making Objective Student decision making and behavior are the core of school/district culture, as demonstrated by students making choices, setting goals, and assessing/selecting the best choice for the desired
outcome, resulting in safe, respectful, and responsible and kind actions. A district's culture is measured
and defined by its student attendance, suspension, and expulsion rates, and by the surveying of the attitudes demonstrated by each student.

10 Family Engagement Objective Foster a shared commitment, between parents and school, to improve communication, increase awareness of accountability of parents' roles in student achievement, and presence at school events.

11 Student Extracurricular Activities Objective Student Extracurricular Activities are designed to "connect" students to their school and to provide motivation for the student to succeed in school. Student Extracurricular Activities fall
outside the realm of the normal curriculum of school. Examples of such activities include clubs, athletic
teams, and leadership involvement.

12 Visual and Performing Arts Objective Students will receive instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of creative expressions.

13 New and Modernized Technology and Equipment Objective Maximizing federal, state and local resources to provide new and modernized technology and equipment to meet the needs of the Students and Staff, in the most efficient,
safe, and effective manner and maintain all equipment and services to be safe and compliant in
accordance with applicable state specified standards. Examples would include new or modernized hardware, software, transportation vehicles, tractors, saws, and copiers, golf carts, etc. (The applied use of the technology hardware
and software noted within this objective is to be identified, where appropriate, within the other ranked
objectives.)

14 Physical Health Objective Committed to promoting the physical health and well-being of our students by providing comprehensive nutrition education curriculum content. Our program is designed to equip students with the

knowledge and skills necessary to make informed choices about their diet and lifestyle, including healthy eating habits, essential nutrients and food safety practices. Through evidence-based theories and methods, we aim to empower our students to achieve optimal physical health and overall wellness.

15 Alternative and Optional Programs Objective Programs beyond the core comprehensive program (TK-12) which are designed to provide options for students and families. Examples include charter schools, preschool, adult education, summer school, after school enrichment and tutorial programs, and before/after school childcare.

16 New and Modernized Facilities Objective Maximizing state and local resources to provide new and modernized facilities to accommodate growth and improve the appearance and conditions of the present facilities.

17 Career and Technical Education (CTE) Objective Provide students with the academic and technical skills necessary to discover their areas of interest

18 Community Outreach and Partnerships   Objective Community Outreach and Partnerships and involvement in providing support to the district and/or each school site. Examples of such involvement include governmental partnerships, grant development, political action committees, district educational foundations, and community sponsored clubs and activities for students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Professional Development Site PD sign in sheets Offsite PD tracking sheet	All staff 2 to 3 a year professional development less than 10% offsite PD			Increase all staff PD minimum of 6 PD opportunities each year Increase off site participation in PD to 25%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Three District in-service days	The District will continue to schedule 3 days each calendar year for certificated staff development in MTSS (Multiple Tiered Systems of Support) which include grade level standards and teaching strategies. Professional Development in the academic standards to increase student achievement and PBIS to reduce the discipline and suspension rate for all students including; students with disabilities, English learners, homeless, and students with two or more races.	$1,800.00	Yes
4.2	Professional Development	The District will provide professional development throughout the school year for all staff.	$25,000.00	No

		Professional Development in the academic standards to increase student achievement and PBIS to reduce the discipline and suspension rate for all students including; students with disabilities, English learners, homeless, and students with two or more races.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$641,364	$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
9.081%	0.000%	$$0.00	9.081%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Diagnostic and intervention software **Need:** Students who are foster youth, English learners, and low-income students are performing below the state average in ELA, Math, and Science.	Students across the LEA will benefit from this action and the action is being implemented LEA wide. Diagnostic and Intervention software will be purchased for all teachers and all grade levels TK-8 to utilize in their classrooms. Once students complete diagnostic assessments, the intervention	CAASPP and I Ready

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Overall ELA- Low Orange All groups orange Orange 19.8 points below standard- Declined 9.7 Hispanic 47.6 points below standard Homeless 55.5 points below standard Socioeconomically disadvantaged 44.2 points below standard Students with disabilities 82.1 points below standard White 14 points below standard Math Orange 46.3 points below standard - Declined 6.6 points *Homeless and Students with Disabilities in Red, identified area for targeted improvement Hispanic 81.3 points below standard Homeless 97.8 points below standard Socioeconomically disadvantaged 76 points below standard Students with disabilities 115.9 points below standard White 39.1 points below standard	software individually targets areas of growth for each student, resulting in improved gains in reading and in math. The programs purchased are evidence based to improve academic achievement.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Paraprofessionals **Need:** Students who are foster youth, English learners, and low-income students are performing below the state average in ELA, Math, and Science. Overall ELA- Low Orange All groups orange Orange 19.8 points below standard- Declined 9.7 Hispanic 47.6 points below standard Homeless 55.5 points below standard Socioeconomically disadvantaged 44.2 points below standard Students with disabilities 82.1 points below standard White 14 points below standard Math Orange 46.3 points below standard - Declined 6.6 points	Students across the LEA will benefit from this action and the action is being implemented LEA wide. Paraprofessionals support increased student achievement by reducing the adult to student ratio and providing differentiated instruction in interventions to target individual students needs.	CAASPP and I Ready

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Homeless and Students with Disabilities in Red, identified area for targeted improvement Hispanic 81.3 points below standard Homeless 97.8 points below standard Socioeconomically disadvantaged 76 points below standard Students with disabilities 115.9 points below standard White 39.1 points below standard **Scope:** LEA-wide		
1.3	**Action:** Assistant/Associate Principal **Need:** Students who are foster youth, English learners, and low-income students are performing below the state average in ELA, Math, and Science. Overall ELA- Low Orange All groups orange Orange 19.8 points below standard- Declined 9.7 Hispanic 47.6 points below standard Homeless 55.5 points below standard Socioeconomically disadvantaged 44.2 points below standard	Students across the LEA will benefit from this action and the action is being implemented LEA wide. Staff need professional development and oversight on all Tier 2 assessments and interventions to ensure full implementation with fidelity. The associate principal is overseeing assessments, benchmarks, and interventions that are researched based.	CAASPP and I Ready

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with disabilities 82.1 points below standard White 14 points below standard Math Orange 46.3 points below standard - Declined 6.6 points *Homeless and Students with Disabilities in Red, identified area for targeted improvement Hispanic 81.3 points below standard Homeless 97.8 points below standard Socioeconomically disadvantaged 76 points below standard Students with disabilities 115.9 points below standard White 39.1 points below standard **Scope:** LEA-wide		
1.4	**Action:** Provide assessment and services **Need:** Students with disabilities are performing below the state average in ELA, Math, and Science. Students with disabilities include students students who are foster youth, English learners, and low-income implemented LEA wide. Overall ELA- Low Orange All groups orange	Identification, intervention, and assessment for students performing below grade level. Students across the LEA will benefit from this action and the action is being implemented LEA wide. Assessments will be purchased for all teachers and all grade levels TK-8 to utilize in their classrooms. Once students complete assessments, staff targets areas of growth for each student, resulting in improved gains in reading and in math. The assessments purchased are evidence based to improve academic achievement.	CAASPP and I Ready

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Orange 19.8 points below standard- Declined 9.7 Hispanic 47.6 points below standard Homeless 55.5 points below standard Socioeconomically disadvantaged 44.2 points below standard Students with disabilities 82.1 points below standard White 14 points below standard Math Orange 46.3 points below standard - Declined 6.6 points *Homeless and Students with Disabilities in Red, identified area for targeted improvement Hispanic 81.3 points below standard Homeless 97.8 points below standard Socioeconomically disadvantaged 76 points below standard Students with disabilities 115.9 points below standard White 39.1 points below standard **Scope:** LEA-wide		
1.9	**Action:** Technology **Need:** Students with disabilities are performing below the state average in ELA, Math, and Science.	Students across the LEA will benefit from this action and the action is being implemented LEA wide. Technology is needed to implement curriculum, assessments, and interventions. Core curriculum,	CAASPP and I Ready

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Overall ELA- Low Orange All groups orange Orange 19.8 points below standard- Declined 9.7 Hispanic 47.6 points below standard Homeless 55.5 points below standard Socioeconomically disadvantaged 44.2 points below standard Students with disabilities 82.1 points below standard White 14 points below standard Math Orange 46.3 points below standard - Declined 6.6 points *Homeless and Students with Disabilities in Red, identified area for targeted improvement Hispanic 81.3 points below standard Homeless 97.8 points below standard Socioeconomically disadvantaged 76 points below standard Students with disabilities 115.9 points below standard White 39.1 points below standard **Scope:** LEA-wide	supplemental curriculum, assessments, and benchmarks are all researched based and require technology to assess.	

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
2.2	**Action:** Multi-Tiered Systems of Support **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. This goal addresses the following objectives in the Sonora Elementary School Strategic Plan. Chronic Absenteeism 25.7% Attendance 90.14% 4.6 % suspended at least one day All students- High Attendance data- Chronic Absenteeism 25.7% overall English Learners 20% White 24.8% Two or More Races 29.4% Hispanic 31.5% Students with Disabilities 32.7% Socio Economically Disadvantaged 35.6% Homeless 42% 4.6 % suspended at least one day All students- High Two or more races 0% Homeless 1.7% English Learners 2.7% White 3.8% Socio Economically Disadvantaged 6% Hispanic 9.3% Students with Disabilities 10.5%	Students across the LEA will benefit from this action and the action is being implemented LEA wide. Staffing to support multi systems of support across all Tiers which supports all students needs increases school connectedness and climate which leads to increased attendance and reduced behaviors.	Chronic Absenteeism, Attendance, and Suspension data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** Assistant/Associate Principal **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. This goal addresses the following objectives in the Sonora Elementary School Strategic Plan. Chronic Absenteeism 25.7% Attendance 90.14% 4.6 % suspended at least one day All students- High Attendance data- Chronic Absenteeism 25.7% overall English Learners 20% White 24.8% Two or More Races 29.4% Hispanic 31.5% Students with Disabilities 32.7% Socio Economically Disadvantaged 35.6% Homeless 42% 4.6 % suspended at least one day All students- High Two or more races 0% Homeless 1.7% English Learners 2.7%	Students across the LEA will benefit from this action and the action is being implemented LEA wide. Staff need professional development and oversight on all Tier 2 assessments and interventions to ensure full implementation with fidelity to increase school connectedness and climate. The associate principal oversees the SEL program as well as Tier 2 and Tier 3 behavioral supports which are researched based.	Chronic Absenteeism, Attendance, and Suspension data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	White 3.8% Socio Economically Disadvantaged 6% Hispanic 9.3% Students with Disabilities 10.5% **Scope:** LEA-wide		
2.5	**Action:** SDRT **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. Chronic Absenteeism 25.7% Attendance 90.14% 4.6 % suspended at least one day Attendance data- Chronic Absenteeism 25.7% overall English Learners 20% White 24.8% Two or More Races 29.4% Hispanic 31.5% Students with Disabilities 32.7% Socio Economically Disadvantaged 35.6% Homeless 42% 4.6 % suspended at least one day All students- High Two or more races 0% Homeless 1.7%	Students across the LEA will benefit from this action and the action is being implemented LEA wide. SDRT is data driven to focus on all student's needs to ensure that no students fall through the cracks. Researched based data is reviewed.	Attendance, discipline, and school climate data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners 2.7% White 3.8% Socio Economically Disadvantaged 6% Hispanic 9.3% Students with Disabilities 10.5% **Scope:** LEA-wide		
2.6	**Action:** PBIS **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. Chronic Absenteeism 25.7% Attendance 90.14% 4.6 % suspended at least one day All students- High Attendance data- Chronic Absenteeism 25.7% overall English Learners 20% White 24.8% Two or More Races 29.4% Hispanic 31.5% Students with Disabilities 32.7% Socio Economically Disadvantaged 35.6% Homeless 42% 4.6 % suspended at least one day All students- High	Students who are foster youth, English learners, and low-income have high absenteeism and high suspension rates. Students across the LEA will benefit from this action and the action is being implemented LEA wide. PBIS, Positive Interventions Behaviors and Supports is a researched based methodology to increase positive/ expected behaviors in students which reduces behavioral citations and suspensions. PBIS is a research based program.	Attendance, discipline, and school climate data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Two or more races 0% Homeless 1.7% English Learners 2.7% White 3.8% Socio Economically Disadvantaged 6% Hispanic 9.3% Students with Disabilities 10.5% **Scope:** LEA-wide		
2.7	**Action:** Student Surveys **Need:** School Climate percentage below 75% Attendance data- Chronic Absenteeism 25.7% overall English Learners 20% White 24.8% Two or More Races 29.4% Hispanic 31.5% Students with Disabilities 32.7% Socio Economically Disadvantaged 35.6% Homeless 42% 4.6 % suspended at least one day All students- High Two or more races 0% Homeless 1.7% English Learners 2.7% White 3.8%	Students who are foster youth, English learners, and low-income have high absenteeism and high suspension rates. Students across the LEA will benefit from this action and the action is being implemented LEA wide. Student climate surveys provide an additional data point to focus on school connectedness and climate.	Attendance, discipline, and school climate data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socio Economically Disadvantaged 6% Hispanic 9.3% Students with Disabilities 10.5% **Scope:** LEA-wide		
2.8	**Action:** Paraprofessionals **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. Chronic Absenteeism 25.7% Attendance 90.14% 4.6 % suspended at least one day Attendance data- Chronic Absenteeism 25.7% overall English Learners 20% White 24.8% Two or More Races 29.4% Hispanic 31.5% Students with Disabilities 32.7% Socio Economically Disadvantaged 35.6% Homeless 42% 4.6 % suspended at least one day All students- High Two or more races 0% Homeless 1.7% English Learners 2.7%	Students who are foster youth, English learners, and low-income have high absenteeism and high suspension rates. Students across the LEA will benefit from this action and the action is being implemented LEA wide. Paraprofessionals provide additional adult support both in the classroom and on the playground to support positive interventions and supports for students both at the Tier 1 and Tier 2 level. PBIS is a researched based program.	Attendance, discipline, and school climate data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	White 3.8% Socio Economically Disadvantaged 6% Hispanic 9.3% Students with Disabilities 10.5% **Scope:** LEA-wide		
2.9	**Action:** Attendance Communication **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. Chronic Absenteeism 25.7% Attendance 90.14% Attendance data- Chronic Absenteeism 25.7% overall English Learners 20% White 24.8% Two or More Races 29.4% Hispanic 31.5% Students with Disabilities 32.7% Socio Economically Disadvantaged 35.6% Homeless 42% 4.6 % suspended at least one day All students- High Two or more races 0%	Students who are foster youth, English learners, and low-income have high absenteeism and high suspension rates. Students across the LEA will benefit from this action and the action is being implemented LEA wide. Increased communication with parents leads to decreased student absenteeism.	Attendance data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Homeless 1.7% English Learners 2.7% White 3.8% Socio Economically Disadvantaged 6% Hispanic 9.3% Students with Disabilities 10.5% **Scope:** 　LEA-wide		
2.11	**Action:** Counselor **Need:** Attendance, discipline, and school climate data below show need. Attendance data- Chronic Absenteeism 25.7% overall English Learners 20% White 24.8% Two or More Races 29.4% Hispanic 31.5% Students with Disabilities 32.7% Socio Economically Disadvantaged 35.6% Homeless 42% 4.6 % suspended at least one day All students- High Two or more races 0% Homeless 1.7% English Learners 2.7%	Counseling services may b less readily available and more difficult to obtain outside of school for students who are low income, foster youth, or English Learners. Students who are foster youth, English learners, and low-income will benefit from this action and the action is being implemented LEA wide. The counselor provides, Tier 1, Tier 2, and Tier 3 counseling support to students which increases school connectedness and climate which increase attendance as well as positive behaviors.	Attendance, discipline, and school climate data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	White 3.8% Socio Economically Disadvantaged 6% Hispanic 9.3% Students with Disabilities 10.5% **Scope:** LEA-wide		
2.12	**Action:** Parent Engagement **Need:** Percentage of parents attending school events and responding to parent surveys is low Attendance data- Chronic Absenteeism 25.7% overall English Learners 20% White 24.8% Two or More Races 29.4% Hispanic 31.5% Students with Disabilities 32.7% Socio Economically Disadvantaged 35.6% Homeless 42% 4.6 % suspended at least one day All students- High Two or more races 0% Homeless 1.7% English Learners 2.7% White 3.8% Socio Economically Disadvantaged 6% Hispanic 9.3%	Students who are foster youth, English learners, and low-income will benefit from this action and the action is being implemented LEA wide. Increased parent engagement often leads to increased student engagement.	Attendance, discipline, and school climate surveys Attendance data- Chronic Absenteeism 25.7% overall English Learners 20% White 24.8% Two or More Races 29.4% Hispanic 31.5% Students with Disabilities 32.7% Socio Economically Disadvantaged 35.6% Homeless 42% 4.6 % suspended at least one day All students- High Two or more races 0% Homeless 1.7% English Learners 2.7% White 3.8% Socio Economically Disadvantaged 6%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		Hispanic 9.3% Students with Disabilities 10.5%
3.1	**Action:** Access to visual and performing arts **Need:** Course access to arts **Scope:** LEA-wide	Students who are foster youth, English learners, and low-income will benefit from this action and the action is being implemented LEA wide. Low income, foster youth, EL students may not have access outside of school. Students across the LEA will benefit from this action and the action is being implemented LEA wide.	Enrollment in visual and performing arts
4.1	**Action:** Three District in-service days **Need:** Professional development **Scope:** LEA-wide	All staff will benefit from professional development to stay current in our practice and be able to differentiate our instruction to meet the needs of all students. Professional development will include how to meet the needs of our students who are foster youth, English learners, and low-income. Students who are foster youth, English learners, and low-income will benefit from this action and the action is being implemented LEA wide.	PD Calendar

Limited Actions

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

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

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

NA

Additional Concentration Grant Funding

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

NA

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$7,062,541	$641,364	9.081%	0.000%	9.081%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$1,091,636.00	$627,000.00	$0.00	$248,000.00	$1,966,636.00	$1,509,636.00	$457,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Diagnostic and intervention software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$35,000.00	$35,000.00				$35,000.00	
1	1.2	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$327,980.00	$0.00	$327,980.00				$327,980.00	
1	1.3	Assistant/Associate Principal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$87,500.00	$0.00	$65,000.00	$22,500.00			$87,500.00	
1	1.4	Provide assessment and services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$20,000.00	$10,000.00	$10,000.00			$20,000.00	
1	1.5	Tier 2 intervention in ELA	All Students with Disabilities	No			All Schools		$220,000.00	$0.00				$220,000.00	$220,000.00	
1	1.6	Highly qualified teachers	All	No			All Schools		$50,000.00	$0.00		$50,000.00			$50,000.00	
1	1.7	Supplemental Curriculum	All	No			All Schools		$0.00	$10,000.00		$10,000.00			$10,000.00	
1	1.8	SDRT	All Students with Disabilities	No			All Schools		$0.00	$3,000.00				$3,000.00	$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.10	Summer School	All	No			All Schools		$100,000.00	$100,000.00		$200,000.00			$200,000.00	
1	1.11	Curriculum	All	No			All Schools		$0.00	$200,000.00		$200,000.00			$200,000.00	
2	2.1	Diagnostic SABERS software	All Students with Disabilities	No			All Schools		$0.00	$3,000.00		$3,000.00			$3,000.00	
2	2.2	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$78,156.00	$0.00	$78,156.00				$78,156.00	
2	2.3	Assistant/Associate Principal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$87,500.00	$0.00	$65,000.00	$22,500.00			$87,500.00	
2	2.4	SEL curriculum	All Students with Disabilities	No			All Schools		$0.00	$7,000.00		$7,000.00			$7,000.00	
2	2.5	SDRT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$10,000.00	$0.00	$10,000.00				$10,000.00	
2	2.6	PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$6,000.00	$6,000.00				$6,000.00	
2	2.7	Student Surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,700.00	$0.00	$1,700.00				$1,700.00	
2	2.8	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$220,000.00	$0.00	$220,000.00				$220,000.00	
2	2.9	Attendance Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$6,000.00	$6,000.00				$6,000.00	

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	2.10	All facilities will be maintained and in good repair	All	No					$0.00	$7,000.00		$7,000.00			$7,000.00	
2	2.11	Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$100,000.00	$0.00	$100,000.00				$100,000.00	
2	2.12	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.1	Access to visual and performing arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$220,000.00	$0.00	$125,000.00	$95,000.00			$220,000.00	
4	4.1	Three District in-service days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,800.00	$0.00	$1,800.00				$1,800.00	
4	4.2	Professional Development	All	No			All Schools		$5,000.00	$20,000.00				$25,000.00	$25,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
$7,062,541	$641,364	9.081%	0.000%	9.081%	$1,091,636.00	0.000%	15.457 %	**Total:**	$1,091,636.00
								LEA-wide Total:	$1,091,636.00
								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	1.1	Diagnostic and intervention software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
1	1.2	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$327,980.00	
1	1.3	Assistant/Associate Principal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
1	1.4	Provide assessment and services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.9	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.2	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$78,156.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.3	Assistant/Associate Principal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
2	2.5	SDRT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.6	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
2	2.7	Student Surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,700.00	
2	2.8	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$220,000.00	
2	2.9	Attendance Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		$6,000.00	
2	2.11	Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	2.12	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	3.1	Access to visual and performing arts	Yes	LEA-wide	English Learners Foster Youth Low Income		$125,000.00	
4	4.1	Three District in-service days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,800.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$1,269,895.00	$1,483,464.14

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**	Math software	Yes	$23,000.00	$8,137.74
1	**1.2**	Reading Software	Yes	$8,195.00	$11,563.20
1	**1.3**	Paraprofessional Support in Tier 1, Tier 2, and Tier 3.	Yes	$218,000.00	$285,276
1	**1.4**	Assistant Principal	No	$100,000.00	$173,508
1	**1.5**	EL Program Support	No	$35,000.00	$46,969.26
1	**1.6**	Special Education Teacher	No	$100,000.00	$98,602.83
1	**1.7**	Technology	No	$75,000.00	$43,883.03
1	**1.8**	Math & Science software and supplemental curriculum	No	$4,000.00	$146,698.94
1	**1.9**	Curriculum to Supplement ELA ex	Yes	$8,000.00	$12,685.70

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)
		Novel Sets for 3-6 grade reading support			
1	1.10	Additional Teachers	No	$200,000.00	$0.00
1	1.11	Diagnostic Software	No	$5,000.00	$32,257.97
1	1.12	Opportunity Class Teacher	No	$0.00	$0.00
1	1.13	Student Data Review Teams	Yes	$6,000.00	$10,593.70
1	1.14	Provide special education assessment and services to students identified as being in need of these assessments and support services. Services include the support of special education students by instructional aides, not designated as a requirement of IEP's, in both general education and special education classrooms. Through the review of data, Students with Disabilities are at greater risk of not achieving grade level standards.	Yes	$70,000.00	$70,000
2	2.1	Three District in-service days	Yes	$40,000.00	$63,056.76
2	2.2	Release Days for benchmark tests and standard-based report cards	No	$20,000.00	$6,036.84
2	2.3	Professional Learning Communities (PLC	Yes	$0.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Positive Behavior	Yes	$5,000.00	$5,000.00
3	3.2	Healthy Kids Survey	Yes	$500.00	$619.13
3	3.3	Focus Room	Yes	$35,000.00	$47,735.67
3	3.4	Camera System	No	$7,500.00	$2,700
3	3.5	Provide ALICE Training	No	0	$0
3	3.6	Behavior Services	Yes	$45,000.00	$58,590.28
3	3.7	Professional Development	Yes	$40,000.00	$40,773.25
4	4.1	A2A Software	Yes	$1,500.00	$1,600
4	4.2	All facilities will be maintained and in good repair	Yes	$2,000.00	$17,886.52
4	4.3			$0.00	
5	5.1	Elementary Music/Band Classes	Yes	0	$0
5	5.2	Art Classes	Yes	$96,200.00	$122,172.13
5	5.3	After school activities for Gifted and Talented Students	Yes	$3,000.00	$3,233.11

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)
5	5.4	Electives	No	$24,000.00	$80,884.08
6	6.1	Designated and Integrated ELD	Yes	$10,000.00	$5,000
6	6.2	Monitoring English Learners, LTELS and RFEP students	No	$5,000.00	$5,000
6	6.3	Professional Development and strategies focused on EL students.	No	$8,000.00	$8,000
6	6.4	EL Teacher	No	$75,000.00	$75,000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$651,955	$661,955.00	$688,732.67	($26,777.67)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Math software	Yes	$23,000.00	$8,137.74		
1	1.2	Reading Software	Yes	$8,195.00	$8,195.00		
1	1.3	Paraprofessional Support in Tier 1, Tier 2, and Tier 3.	Yes	$218,000.00	$285,276.00		
1	1.9	Curriculum to Supplement ELA ex Novel Sets for 3-6 grade reading support	Yes	$8,000.00	$96,99.47		
1	1.13	Student Data Review Teams	Yes	$6,000.00	$10,593.70		
1	1.14	Provide special education assessment and services to students identified as being in need of these assessments and support services. Services include the support of special education students by instructional aides, not designated as a requirement of IEP's, in both general education and special education classrooms. Through the review of data,	Yes	$35,000.00	$35,000		

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)
		Students with Disabilities are at greater risk of not achieving grade level standards.					
2	2.1	Three District in-service days	Yes	$40,000.00	$63,056.76		
2	2.3	Professional Learning Communities (PLC	Yes	$0.00	0		
3	3.1	Positive Behavior	Yes	$5,000.00	$5,591.18		
3	3.2	Healthy Kids Survey	Yes	$500.00	$500.00		
3	3.3	Focus Room	Yes	$35,000.00	$47,735.67		
3	3.6	Behavior Services	Yes	$45,000.00	$58,590.28		
3	3.7	Professional Development	Yes	$40,000.00	$6,210.92		
4	4.1	A2A Software	Yes	$1,500.00	$1,600.00		
4	4.2	All facilities will be maintained and in good repair	Yes	$2,000.00	$17,886.52		
5	5.1	Elementary Music/Band Classes	Yes	$85,560.00	0		
5	5.2	Art Classes	Yes	$96,200.00	$122,172.13		
5	5.3	After school activities for Gifted and Talented Students	Yes	$3,000.00	$3,487.30		
6	6.1	Designated and Integrated ELD	Yes	$10,000.00	$5,000		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$7,230,360	$651,955	0.000%	9.017%	$688,732.67	0.000%	9.526%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o 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.

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

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

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.

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- 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.

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

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  - 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
- 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

- o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o 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.

  - o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

    See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **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)**

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

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

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

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

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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