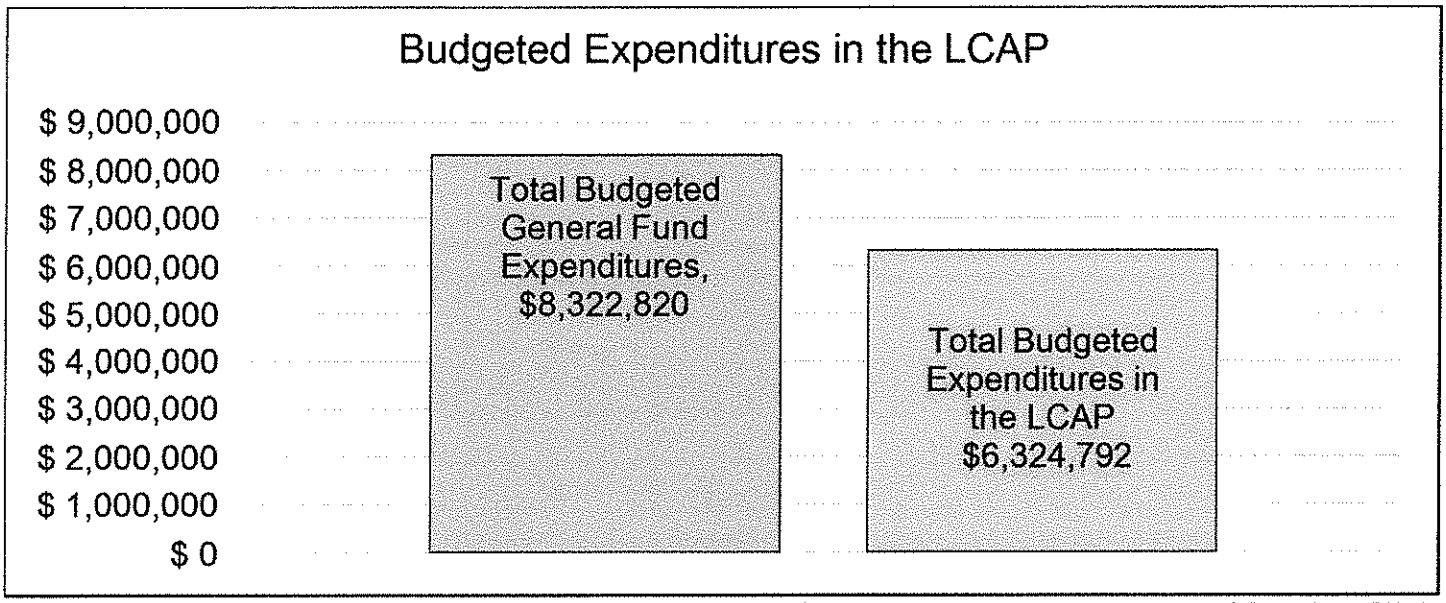
LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much SOAR Charter Academy 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: SOAR Charter Academy plans to spend $8,322,820 for the 2024-25 school year. Of that amount, $6,324,792 is tied to actions/services in the LCAP and $1,998,028 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

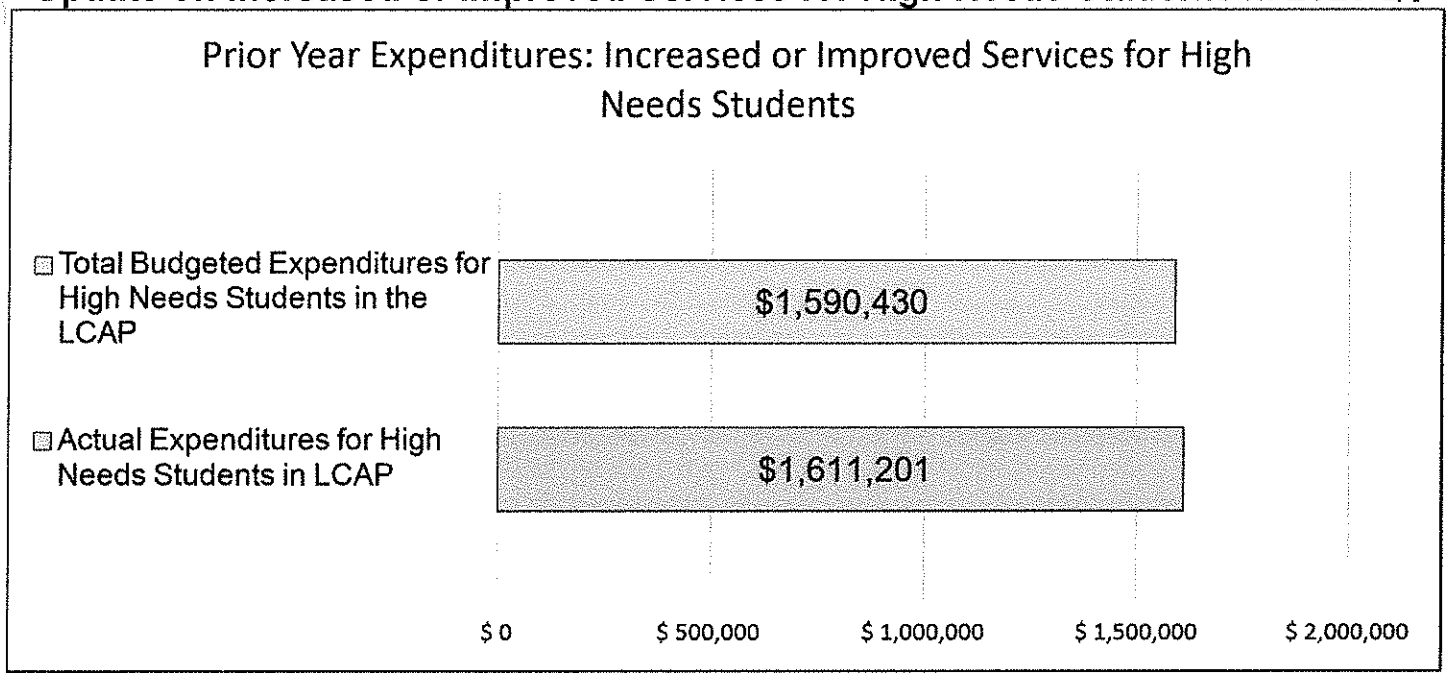
Budgeted General Fund Expenditures not included in the 2024-25 Local Control and Accountability Plan include student meal services, facility operating costs, and administrative expenses.

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

In 2024-25, SOAR Charter Academy is projecting it will receive $1,701,517 based on the enrollment of foster youth, English learner, and low-income students. SOAR Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. SOAR Charter Academy plans to spend $1,789,444 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



This chart compares what SOAR Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what SOAR Charter Academy 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, SOAR Charter Academy's LCAP budgeted $1,590,430 for planned actions to increase or improve services for high needs students. SOAR Charter Academy actually spent $1,611,201 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
SOAR Charter Academy	Trisha Lancaster Executive Director	tlancaster@soarcharteracademy.org 909-888-3300

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Renaissance Star Reading Assessment (% At/Above Benchmark / Average Student Growth Percentile (K-6/7-8))	March 2021 Schoolwide 37% / 45.2 Subgroups AA 27% / 36 Hisp 37% / 48 White 47% / 42 SPED 17% / 40 Soc Econ Dis 34% / 44 EL 18% / 49	March 2022 Schoolwide 40% / 51.4 Subgroups AA 31% / 46 Hisp 41% / 53 White 50% / 48 SPED 14% / 41 Soc Econ Dis 36% / 51 EL 18% / 59	March 2023 Schoolwide 36.6% /56/43 Subgroups AA 37% / 47 Hisp 35% / 47 White 42% / 53 SPED 21% / 46 Soc Econ Dis 34% /47 Homeless 32%/44 EL 5% / 42	March 2024 Schoolwide 38% /49 Subgroups AA 47% / 46 Hisp 54% / 50 White 58% / 49 SPED 18% / 47 Soc Econ Dis 51% / 49 Homeless 52%/ 46 EL 28% / 51	March 2024 Schoolwide 60% / 50 Increase performance and SGP in all subgroups
Renaissance Star Math Assessment (% At/Above Benchmark / Average Student Growth Percentile (K-6/7-8))	March 2021 Schoolwide 53% / 44.3 Subgroups AA 47% / 42 Hisp 52% / 43 White 59% / 54 SPED 18% / 33	March 2022 Schoolwide 53% / 49.8 Subgroups AA 40% / 51 Hisp 55% / 49 White 57% / 51 SPED 24% / 44	March 2023 Schoolwide 50% /48/60 Subgroups AA 42% / 45 Hisp 46% / 48 White 52% /50 SPED 20%/ 46	March 2024 Schoolwide 26% /47/ 61 Subgroups AA 19% / 49 Hisp 22% / 47 White 23% / 46 SPED 6% / 44	March 2024 Schoolwide 55% / 50 Increase performance and SGP in all subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Soc Econ Dis 49% / 43 EL 29% / 39	Soc Econ Dis 49% / 49 EL 27% / 47	Soc Econ Dis 44% /48 Homeless 30%/44 EL 38% / 55	Soc Econ Dis 19% / 48 Homeless 23%/ 50 EL 5% / 42	
CAASPP ELA Summative State Assessment data (% Met/Exceeded Standards)	N/A 2019 Schoolwide 38.69% AA 29.31% Hisp 39.13% White 59.52% SPED 12.5% Soc Econ Dis 35.38% EL 8.82%	2022 Schoolwide 33.45% AA 30.7% Hisp 33.7% White 34.3% SPED 17.7% Soc Econ Dis 29.4% EL 3.1%	2023 Schoolwide 32.37% AA 12.5% Hisp 33.8% White 41.94% SPED 14.28% Soc Econ Dis 30.19% EL 19.35%	No Scores as of May 2024	2024 Schoolwide 48% Increase performance in all subgroups
CAASPP Math Summative State Assessment data (% Met/Exceeded Standards)	N/A 2019 Schoolwide 23.95% AA 8.77% Hisp 23.3% White 52.39% SPED 10.64% Soc Econ Dis 21.02% EL 6.06%	2022 Schoolwide 16.28% AA 5.1% Hisp 16.2% White 25.7% SPED 5.9% Soc Econ Dis 12.1% EL 0%	2023 Schoolwide 20.78% AA 12.5% Hisp 19.11% White 33.34% SPED 9.52% Soc Econ Dis 18.94% EL 3.23%	No Scores as of May 2024	2024 Schoolwide 35% Increase performance in all subgroups
Report Card Data (% Met/Exceed Grade Level Standards as of March)	ELA Schoolwide 51% K 49% 1st 39% 2nd 59% 3rd 64% 4th 55% 5th 62%	ELA Schoolwide 57% K 60% 1st 52% 2nd 57% 3rd 74% 4th 65% 5th 42%	ELA Schoolwide 62% K 40% 1st 75% 2nd 46% 3rd 66% 4th 60% 5th 90%	As of March 2024 ELA Schoolwide 40% K 50% 1st 18% 2nd 39% 3rd 30% 4th 46%	2024 ELA Schoolwide 70% Increase percentage of students meeting or exceeding standards at each grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th 31% 7th 56% 8th 45% Math Schoolwide 56% K 48% 1st 64% 2nd 85% 3rd 58% 4th 55% 5th 64% 6th 37% 7th 48% 8th 48%	6th 48% 7th 48% (EOY grades) 8th 81% (EOY grades) Math Schoolwide 56% K 58% 1st 69% 2nd 52% 3rd 71% 4th 63% 5th 37% 6th 40% 7th 54% (EOY grades) 8th 89% (EOY grades)	6th 56% 7th % (waiting for EOY grades) 8th % (waiting for EOY grades) Math Schoolwide 62% K 62% 1st 75% 2nd 66% 3rd 84% 4th 52% 5th 43% 6th 40% 7th % (waiting for EOY grades) 8th % (waiting for EOY grades)	5th 14% 6th 53% 7th 66% 8th 82% Math Schoolwide 54% K 63% 1st 63% 2nd 61% 3rd 35% 4th 62% 5th 8% 6th 47% 7th 68% 8th 82%	Math Schoolwide 70% Increase percentage of students meeting or exceeding standards at each grade level
Chronic Absentee Rate (CA Dashboard and/or SIS)	2020/21 22.4% Illuminate as of May 2019/20 N/A 2018/19 17.2% CDE EOY	46% as April 2022 (This includes Independent Study students due to COVID quarantines. This number should decrease after reported to CALPADS in June and completed IS are not included in this number.) 31.8% at the EOY according to DataQuest	35.9% as May 2023 (This includes Independent Study students due to COVID quarantines. This number should decrease after reported to CALPADS in June and completed IS are not included in this number.)	As of May 2024 29.1%	2024 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (SIS)	Schoolwide 93.03% as of May K-6 92% 7-8 95.95%	As of April 2022 Schoolwide 91.38% K-6 91.27% 7-8 92.16%	As of May 2023 Schoolwide 91.4% K-6 91.5% 7-8 91.3%	As of May 2024 Schoolwide 92.44% K-6th 92.30% 7-8th 92.57%	2024 95%
ELPAC data (% Proficient)	2020/21 17.78% 2019/20 N/A due to COVID 2018/19 31.91%	2021/22 6.52% proficient not available as of May	2022/23 16.28%	N/A as of May 2024	2024 40%
EL Reclassification data (% of EL students reclassified)	2020/21 2% 2019/20 4%	2021/22 7%	2022/23 7%	2023/24 9%	2024 5%
SST Process data (# of students in the process)	2020/21 99	2021/22 57	2022/23 94	As of May 2024 77	2024 50
California Healthy Kids Survey (CHKS) (% Agree/Strongly Agree)	5th (No Data- only 19% participation rate due to COVID-19) High Expectations N/A Academic Motivation N/A 7th (78% participation) High Expectations 79% Academic Motivation 67% Parents (26% participation) School Motivates Students 71%	5th- (25% participation) High Expectations 95% Academic Motivation 92% 7th (98% participation) High Expectations 57% Academic Motivation 59% Parents (47% participation) School Motivates Students 61%	5th- (27% participation) High Expectations 69% Academic Motivation 75% 7th (100% participation) High Expectations 71% Academic Motivation 63% Parents (43.6% participation) School Motivates Students 99%	4th- (33% participation) High Expectations 86% Academic Motivation 91% 7th (100% participation) High Expectations 61% Academic Motivation 69% Parents (37% participation) School Motivates Students 94%	5th (90% participation rate) Maintain or increase percentage High Expectations Academic Motivation 7th (90% participation rate) Maintain or increase percentage High Expectations Academic Motivation Parents (35% participation rate)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Promotes Academic Success for All 75% Staff (100% participation) High Expectations 90% Student Learning Environment 83%	School Promotes Academic Success for All 100% Staff (78% participation) High Expectations 79% Student Learning Environment 77%	School Promotes Academic Success for All 95% Staff (99% participation) High Expectations 79% Student Learning Environment 75%	School Promotes Academic Success for All 98% Staff (89% participation) High Expectations 71% Student Learning Environment 65%	Maintain or increase percentage School Motivates Students School Promotes Academic Success for All Staff (100% participation rate) Maintain or increase percentage High Expectations Student Learning Environment
SOAR Stakeholder Survey (% of stakeholders that give an overall grade of A/B, % Agree/Strongly Agree)	Grade of A/B 98.23% I believe SOAR provides an academic program that meets the needs of my child. 85.09% I believe SOAR makes parents aware of their child's progress on a regular basis. 92.98% I believe SOAR implements high performance standards for all students. 94.74% I believe SOAR provides appropriate instruction for English Language Development. 79.64%	Grade of A/B 95.38% I believe SOAR provides an academic program that meets the needs of my child. 90.33% I believe SOAR makes parents aware of their child's progress on a regular basis. 89.68% I believe SOAR implements high performance standards for all students. 94.36% I believe SOAR provides appropriate instruction for English Language Development. 73.17%	Grade of A/B 94.97% I believe SOAR provides an academic program that meets the needs of my child. 90.58% I believe SOAR makes parents aware of their child's progress on a regular basis. 94.24% I believe SOAR implements high performance standards for all students. 92.81% I believe SOAR provides appropriate instruction for English Language Development. 77.7%	Grade of A/B 95.24% I believe SOAR provides an academic program that meets the needs of my child. 89.53% I believe SOAR makes parents aware of their child's progress on a regular basis. 91.43% I believe SOAR implements high performance standards for all students. 86.67% I believe SOAR provides appropriate instruction for English Language Development. 70.19%	Grade of A/B 98% Maintain or increase percentage I believe SOAR provides an academic program that meets the needs of my child. I believe SOAR makes parents aware of their child's progress on a regular basis. I believe SOAR implements high performance standards for all students. I believe SOAR provides appropriate instruction for English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Language Development.
California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency)	2020 N/A 2019 Chronic Absenteeism Rate- Yellow Suspension Rate- Red English Learner Progress- 62.9% making progress towards English language proficiency ELA- Orange Math- Orange Local Indicators- Standard Met	2021 N/A	2022 (No Colors only bars) Chronic Absenteeism Rate- Very High Suspension Rate- Medium English Learner Progress- Low (39% making progress towards proficiency) ELA- Low Math- Low Local Indicators- Standard Met	2023 Chronic Absenteeism Rate- Green Suspension Rate- Red English Learner Progress- Blue ELA- Orange Math- Yellow Local Indicators- Standard Met	2024 Chronic Absenteeism Rate- Green Suspension Rate- Yellow English Learner Progress- 70% making progress towards English language proficiency ELA- Green Math- Green Local Indicators- Standard Met
ELD Comprehensive Instruction (% of EL students receiving both Designated ELD and Integrated ELD)	N/A	91%	100%	100%	2024 100%
Leader in Me Measurable Results Assessment (MRA) (Overall and Academics Score)	Overall 74 Academics 74	Overall 75 Academics 75	Overall 77 Academics 75	Overall 77 Academics 75	2024 Maintain or Increase

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.

We used Star Assessments to determine support services for students. Intervention supported 224 students throughout the school year in either ELA, Math, or both. Instructional Aides supported over 86 students in the classroom that are on a current SST. SPED supported 67 students. ELD teacher supported 43 students. As of May 2024, 45% of students are meeting the 50 SGP (a year's growth) in Math and 50% of students are meeting the 50 SGP (a year's growth) in ELA. SOAR professional development this year included Restorative Practices, Amplify Science, Leader in Me, Star reports, and NearPod. Arika has been a fantastic Literacy Coach this year for K-2. She assisted with assessments and met with teachers to create a cohesive primary literacy program. Our 2023 CA Dashboard reflects Orange for ELA, Yellow for Math, and Blue for the English Learner Progress Indicator. We had success in lowering our Chronic Absentee Rate and improved the color on our Dashboard. But with our Attendance Rate hovering around 92-93%, we have trouble meeting students' academic needs when they are not on campus. We also have a concern about the apathy many of our students are showing related to school and schoolwork. We implemented all actions for Goal 1 as planned.

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.

SOAR maintained and increased spending in Goal 1 Actions, supported by additional state funding. Increases were made in curriculum and intervention supports.

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

We did not make many of our 3 year LCAP cycle goals. This was the first time we made long term goals like this and we were a little over zealous on what was actually possible. We do not believe this is a reflection of whether the actions were ineffective or effective but whether our metrics were measuring what we intended. On our Star assessments, our goal was 60% at or above standards in ELA and 55% at or above standards in Math with an Average SGP of 50. As of May 2024, we are at 53% in ELA and only 21% in Math which has declined each year of the cycle. We are at 49 Average SGP in ELA and 48 Average SGP in Math. 50% of students are at a SGP of 50 as of May in ELA and 45% of students are at a SGP of 50 in Math. 50 SGP is a year's worth of growth. Our CAASPP three year goal was 48% in ELA and 35% in Math. As of June 2023, we had 32.37% in ELA and 20.78% in Math. We also did not meet our Chronic Absentee Goal of 15%. As of May 2024, we are at 29.1% which is however, a decrease from the previous year. Our Attendance Rate goal was 95%. As of May 2024, we are at 92.44%. We did meet our EL Reclassification three year goal of 5%. This year we reclassified 9%. As far as our surveys, some areas went up and other areas we went down. On our MRA, we went up in all three areas (Academics, Leadership, and Culture). On the CA Dashboard three year goal of Green in Chronic Absenteeism, Yellow Suspension Rate, Blue EL Progress, Green in ELA and Green in Math. We met our three year goal in Chronic Absentee Rate Indicator and EL Progress Indicator. Most of our students have been making consistent growth over the last three years in Math and ELA so we believe that our actions are effective but we need to continue to create support systems that meet the needs of the ones who aren't. We plan to continue to refine the actions for this goal.

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.

We have a lot of work to do in the academic area. This entire goal is related to academics. Many of our students are truly struggling no matter what interventions we are putting in place. Even though our Intervention Program seemed to be working, our budget can not sustain the program. We are looking at getting a parent action team up and running for the new year to support some students, Instructional Aides will continue to play a huge role in supporting our students, and we are also looking at getting college age students on campus to support our students. We are also adding a writing assessment at benchmark times since this is an area of improvement for us. Our Summer School program will include incoming TK and Kinder students for the first time to prepare them for SOAR and learning. Another big change in the 2024/25 LCAP is not having a Director of Instruction and Assessment from now on. We are also going to try to implement a formal peer coaching program for our teachers to learn from each other and receive more feedback. A teacher is coming out of the classroom to be responsible for Accountability and Data which will include being our LEA Test Coordinator. Our K-2 Literacy Coach is also going back to the classroom to teach 1st grade due to budget constraints. We are adding a mandatory professional development series in the Science of Reading for all K-8 teachers, ELD teacher, and RSP teachers to gain more knowledge about why so many of our students struggle in reading and what we can do better. We are purchasing a new math program since ours is proving ineffective and our subscription is expiring. Our purchase of Amplify Science this year, will continue to be used more and more and there is a wonderful literacy focus in this curriculum. We believe we didn't meet many of our academic goals because many of our most struggling students have poor attendance so we are revising our Attendance Celebrations in Goal 2 to celebrate more students more often. Our Community Schools Coordinator has strengthened our SART and SART procedures when student attendance dips. She reaches out to find out what needs exist that SOAR may be able to help with. Our Academic Action Team has a year long plan for next year on how to provide students and teachers with more support, celebrations, and ongoing learning opportunities. We are also looking at restructuring teacher stipends for extra duties to make us more competitive. We looked at our prior metrics and made some changes to our metrics for the new LCAP cycle.

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	Conditions of Learning Provide a positive, safe, and stable learning environment in which students' academic, social, and emotional needs are met by a high quality staff with an emphasis on leadership, character education, community service, and 21st century skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Accountability Report Card (Overall Rating)	2020 Good	2021 Good	2022 Good	2023 Good	2024 Good
Grade Level Community Service Projects (% of grade levels that completed a project)	2021 N/A 2019 100%	2022 78%	2023 100%	June 2024 100%	2024 100%
Individual Community Service Projects (% of students in all grades that completed a project)	2021 N/A 2019 85%	As of April 2022 27%. EOY=89.5%	As of May 2023 approx. 39%. EOY=82%	June 2024 83.7%	2024 maintain or increase
California Healthy Kids Survey (% Agree/Strongly Agree)	2021 5th (No Data- only 19% participation) Feel Safe At School N/A Caring Adult Relationship N/A	2022 5th (25% participation) Feel Safe At School 100% Caring Adult Relationship 87%	2023 5th (27% participation) Feel Safe At School 50% Caring Adult Relationship 62%	2024 4th (33% participation) Feel Safe At School 79% Caring Adult Relationship 71%	2024 5th (90% participation) Maintain or increase percentage Feel Safe At School Caring Adult Relationship

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Meaningful Participation N/A Facilities Upkeep N/A 7th (78% participation) School perceived as safe N/A Caring Adult Relationship 59% Meaningful Participation N/A Facilities Upkeep N/A Parents (26% participation) School is a Safe Place N/A School has Adults that Really Care 74% School Provides Opportunities for Meaningful Student Participation N/A School has a Clean and Well Maintained Facility N/A Staff (100% participation) Caring Adult Relationships 88% Student Meaningful Participation 76% Safe Place for Students N/A Facility Upkeep N/A	Meaningful Participation 53% Facilities Upkeep 69% 7th (98% participation) School perceived as safe 51% Caring Adult Relationship 49% Meaningful Participation 22% Facilities Upkeep 33% Parents (47% participation) School is a Safe Place 97% School has Adults that Really Care 97% School Provides Opportunities for Meaningful Student Participation 70% School has a Clean and Well Maintained Facility 92% Staff (78% participation) Caring Adult Relationships 78% Student Meaningful Participation 74% Safe Place for Students 79% Facility Upkeep 62%	Meaningful Participation 37% Facilities Upkeep 50% 7th (100% participation) School perceived as safe 46% Caring Adult Relationship 53% Meaningful Participation 36% Facilities Upkeep 37% Parents (43% participation) School is a Safe Place 98% School has Adults that Really Care 96% School Provides Opportunities for Meaningful Student Participation 69% School has a Clean and Well Maintained Facility 95% Staff (99% participation) Caring Adult Relationships 99% Student Meaningful Participation 100% Safe Place for Students 66%	Meaningful Participation 66% Facilities Upkeep 50% 7th (100% participation) School perceived as safe 54% Caring Adult Relationship 53% Meaningful Participation 37% Facilities Upkeep 31% Parents (37% participation) School is a Safe Place 97% School has Adults that Really Care 92% School Provides Opportunities for Meaningful Student Participation 72% School has a Clean and Well Maintained Facility 88% Staff (89% participation) Caring Adult Relationships 100% Student Meaningful Participation 100% Safe Place for Students 100%	Meaningful Participation Facilities Upkeep 7th (90% participation) Maintain or increase percentage School perceived as safe Caring Adult Relationship Meaningful Participation Facilities Upkeep Parents (35% participation) Maintain or increase percentage School is a Safe Place School has Adults that Really Care School Provides Opportunities for Meaningful Student Participation School has a Clean and Well Maintained Facility Staff (100% participation) Maintain or increase percentage Caring Adult Relationships

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Facility Upkeep 98%	Facility Upkeep 91%	Student Meaningful Participation Safe Place for Students Facility Upkeep
SOAR Stakeholder Survey (% of stakeholders that give an overall grade of A/B, % Agree/Strongly Agree)	2021 Grade of A/B 98.23% I believe SOAR employs qualified teachers that are committed, collaborative, and caring. 98.24% I believe SOAR provides a well-rounded program. 98.23% I believe SOAR teaches character education and leadership that impacts children. 98.24%% I believe SOAR provides a safe learning environment. 96.49% I believe SOAR provides programs and activities to meet students' social and emotional needs. 93.86%	2022 Grade of A/B 95.38% I believe SOAR employs qualified teachers that are committed, collaborative, and caring. 96.84% I believe SOAR provides a well-rounded program. 95.96% I believe SOAR teaches character education and leadership that impacts children. 95.16% I believe SOAR provides a safe learning environment. 96.78% I believe SOAR provides programs and activities to meet students' social and emotional needs. 91.13%	2023 Grade of A/B 94.97% I believe SOAR employs qualified teachers that are committed, collaborative, and caring. 98.56% I believe SOAR provides a well-rounded program. 97.13% I believe SOAR teaches character education and leadership that impacts children. 95.69% I believe SOAR provides a safe learning environment. 97.84% I believe SOAR provides programs and activities to meet students' social and emotional needs. 93.48%	2024 Grade of A/B 95.24% I believe SOAR employs qualified teachers that are committed, collaborative, and caring. 94.28% I believe SOAR provides a well-rounded program. 93.34% I believe SOAR teaches character education and leadership that impacts children. 92.3% I believe SOAR provides a safe learning environment. 97.14% I believe SOAR provides programs and activities to meet students' social and emotional needs. 89.53%	2024 Grade of A/B 98% Maintain or increase percentage I believe SOAR employs qualified staff that is committed, collaborative, and caring. I believe SOAR provides a well-rounded program that meets our students' social and emotional needs. I believe SOAR teaches character education and leadership that impacts children. I believe SOAR provides a safe learning environment. I believe SOAR provides programs and activities to meet students' social and emotional needs. I believe SOAR maintains a facility

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	I believe SOAR maintains facilities in good repair. 92.11% I believe SOAR is kept clean and orderly. 91.22% I believe SOAR prepares students for college and career. 83.33%	I believe SOAR maintains facilities in good repair. 91.13% I believe SOAR is kept clean and orderly. 92.75% I believe SOAR prepares students for college and career. 92.74%	I believe SOAR maintains facilities in good repair. 90.64% I believe SOAR is kept clean and orderly. 93.52% I believe SOAR prepares students for college and career. 92.09%	I believe SOAR maintains facilities in good repair. 83.81% I believe SOAR is kept clean and orderly. 90.38% I believe SOAR prepares students for college and career. 85.71%	that is in good repair and kept clean and orderly. I believe SOAR prepares students for high school, college, trade/tech school, and non-college career readiness.
Attendance Rate (SIS)	2021 Schoolwide 93.03% as of May K-6 92% 7-8 95.95%	As of April 2022 Schoolwide 91.38% K-6 91.27% 7-8 92.16%	As of May 2023 Schoolwide 91.4% K-6 91.5% 7-8 91.3%	As of May 2024 Schoolwide 92.44% K-6th 92.30% 7-8th 92.57%	2024 95%
Chronic Absentee Rate (CA Dashboard and/or SIS)	2020/21 22.4% Illuminate as of May 2019/20 N/A 2018/19 17.2% CDE EOY	46% as April 2022 (This includes Independent Study students due to COVID quarantines. This number should decrease after reported to CALPADS in June and completed IS are not included in this number.) 31.8% at the EOY according to DataQuest	35.9% as May 2023 (This includes Independent Study students due to COVID quarantines. This number should decrease after reported to CALPADS in June and completed IS are not included in this number.)	As of May 2024 29.1%	2024 15%
Teacher Retention rate (% of teaching	2020/21 90%	2021/22 100%	2022/23 92%	2023/24 77%	2024 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
staff retained from one year to the next)					
Student Participation rate in extracurricular activities (cheer, sports, performances, and other student leadership roles)	2020/21 N/A due to school closure	2021/22 sports 236 other leadership roles 171	2022/23 sports 118 other leadership roles 184	2023/24 as of May sports 211 cheer 22 Christmas play 46 other leadership roles 40	2024 230
Student Suspension Rate (% of students with one or more suspensions)	2020/21 0% 2019/20 Schoolwide 4.1% African Americans 14.3% Hispanic 2.1% White 3.6% EL 3.8% Socio Econ Dis 4.1% SPED 7.3%	2021/22 (from Aeries) Schoolwide 2.3% Waiting for CALPADS for official numbers for these groups African Americans 1.8% Hispanic 1.6% White 8.5% EL 4.5% Socio Econ Dis 2.6% SPED 5.8%	2022/23 (from Aeries) Schoolwide 13% African Americans 23.5% Hispanic 10.9% White 15.2% EL 6.7% Socio Econ Dis % SPED 19.4%	2023/24 (from Aeries) as of May Schoolwide 9.6% African Americans 12.2% Hispanic 9.7% White 7.8% EL 4.6% Socio Econ Dis % SPED 10.9%	2024 Schoolwide 5% African Americans 7% Hispanic 3% White 5% EL 2% Socio Econ Dis 2% SPED 6%
Student Expulsion	2020/21 0	2021/22 0	2022/23 0	2023/24 0	2023/24 0
California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency)	2020 N/A 2019 Chronic Absenteeism Rate- Yellow Suspension Rate- Red English Learner Progress- 62.9% making progress towards English language proficiency	2021 N/A	2022 (No Colors; only bars) Chronic Absenteeism Rate- Very High Suspension Rate- Medium English Learner Progress- Low (39% making progress towards proficiency) ELA- Low	2023 Chronic Absenteeism Rate- Green Suspension Rate- Red English Learner Progress- Blue ELA- Orange Math- Yellow Local Indicators- Standard Met	2024 Chronic Absenteeism Rate- Green Suspension Rate- Yellow English Learner Progress- 70% making progress towards English language proficiency ELA- Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA- Orange Math- Orange Local Indicators- Standard Met		Math- Low Local Indicators- Standard Met		Math- Green Local Indicators- Standard Met
Leader in Me Measurable Results Assessment (Overall and Academics Score)	2021 Overall 74 Leadership 76 Culture 74	2021 Overall 75 Leadership 77 Culture 75	2022 Overall 77 Leadership 78 Culture 80	2023 Overall 77 Leadership 78 Culture 80	2024 Maintain or Increase

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.

Goal 2 is all about our Culture. We implemented all actions as described. Our survey data shows satisfaction by the majority of stakeholders. 95.24% of parents would give us an A/B overall rating. Our stakeholders feel SOAR is a safe, engaging learning environment. There was slightly less satisfaction with the facility being in good repair. This is valid due to the District construction on our site has taken a very long time. Student attendance and behavior on campus is still a major concern schoolwide. We had a hard time making change happen in the Suspension Rate. We affected change in the Chronic Absentee Rate this year with the actions in place related to our Community Schools Coordinator's attention to attendance of our students. Out of 68 SARTs, we had 32 meet with her regarding attendance and support we can give. Three SARBs were held through the District SARB process and 2 attended. Two students returned to their home school due to not improving attendance or breaking the SARB Contract. We also have a concern about the apathy many of our students are showing related to school and schoolwork. We also required 2-3 cross grade level buddy activities this year which was not a planned action. Eagle News was adjusted this year and we stayed on track and met most deadlines. Since we are in Differentiated Assistance, we are working with SB County of Ed to address our African American Suspension Rate first then we will begin looking at our SPED population more.

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.

SOAR maintained and increased spending in Goal 2 Actions, supported by additional state funding. Increases were made in social and emotional supports and expansion of extended day and summer programing.

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

We did not make all of our 3 year LCAP cycle goals for Goal 2. This was the first time we made long term goals like this and we were a little over zealous on what was actually possible. We do not believe this is a reflection of whether the actions were effective or ineffective but whether our metrics were measuring what we intended. We met our three year goal in relation to the SARC metric, our stakeholder surveys, student participation in extracurricular activities, and Chronic Absentee Indicator on the CA Dashboard. Security on campus has been a benefit to our staff and students. The drug dogs on campus have also proven to be beneficial. We caught a few things we would not have caught otherwise. Field trips off campus are well attended and give our students experiences they would not otherwise have. SEL lessons have been taught monthly through our Community Schools Coordinator during PE. Our on campus counseling program has supported 50+ students consistently through biweekly meetings, check ins, and behavior support as needed. Each trimester we set a schoolwide goal in Academics, Culture, and Leadership. We met our Star growth target each trimester. We met our Culture goal each trimester as well. We did not meet our attendance goal all year. We had 279 students enroll in the after school program and an average of 40 students attended Extended Learning on Mondays. We had a staff member try to get a career fair up and running but did not have enough wanting to participate so she switched it to a virtual assembly in which students will be exposed to STEM careers. The new staff onboarding website started off strong and was utilized but it wasn't kept up to date this year due to one of the staff members being out on maternity leave. Our Community Schools Coordinator is in the planning stages but ended up implementing Hop, Skip, Drive, Clothing donations, new shoe give away, dental screenings on campus, and Care Solace counseling referrals. She reached out to over 15 agencies and businesses to support our students. We worked hard on increasing our sub pool so our own staff wasn't pulled from their normal duties. We looked at our prior metrics and made some changes to our metrics for the new LCAP cycle.

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

The analysis shows that we are making a difference in making growth towards this goal with our current actions. We will continue to get students involved in extracurricular activities and leadership roles on campus to improve school belonging and wanting to be at school. Our intention is if we make school more engaging, our attendance rate will increase. We will continue with SEL lessons but with current feedback, we will have these lessons in smaller settings/more often. We will continue celebrating the achievement of schoolwide goals but we will focus more on small celebrations of more students (EL, SPED, SST, etc). We are also looking at changing up our recess and supervision duty to include more people so all can see our students in a more informal setting. Many of our behavior issues are coming from the playground. We will be offering structured activities for students to participate in. We will also be updating our emergency supplies and bags next school year for safety purposes. We are also looking at adding an action to incentivize our house system more and getting more student buy in. For our areas that identified us as Differentiated Assistance, we will continue with a formal protocol of having conversations with each other about what we know about students so this information is more widely known and we develop more patience and empathy for these students.

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	Engagement Increase parent and community engagement to support the success of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey (% Strongly Agree)	2021 5th Parent Involvement N/A 7th Promotion of Parent Involvement 75% Parents Promotion of Parent Involvement 68% School Actively Seeks Input of Parents 63% Parents Feel Welcome to Participate 71% Communication with Parents about School 67% Staff Promotion of Parent Involvement 75%	2022 5th (25% participation) Parent Involvement 91% 7th Promotion of Parent Involvement 49% Parents Promotion of Parent Involvement 58% School Actively Seeks Input of Parents 49% Parents Feel Welcome to Participate 60% Communication with Parents about School 62% Staff Promotion of Parent Involvement 62%	2023 5th (27% participation) Parent Involvement 80% 7th Promotion of Parent Involvement 63% Parents Promotion of Parent Involvement 60% School Actively Seeks Input of Parents 55% Parents Feel Welcome to Participate 57% Communication with Parents about School 63% Staff Promotion of Parent Involvement 63%	2023 4th (33% participation) Parent Involvement 73% 7th (100% participation) Promotion of Parent Involvement 66% Parents (32% participation) Promotion of Parent Involvement 55% School Actively Seeks Input of Parents 47% Parents Feel Welcome to Participate 60% Communication with Parents about School 61% Staff	2024 5th Maintain or increase percentage Parent Involvement 7th Maintain or increase percentage Promotion of Parent Involvement Parents Maintain or increase percentage Promotion of Parent Involvement School Actively Seeks Input of Parents Parents Feel Welcome to Participate Communication with Parents about School Staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Promotion of Parent Involvement 56%	Maintain or increase percentage Promotion of Parent Involvement
SOAR Stakeholder Survey (% of stakeholders that give an overall grade of A/B, % in agreement of I believe SOAR promotes active parental involvement. I believe SOAR front office is helpful and professional. I believe SOAR reaches out to the community for involvement in programs and activities. Agree/Strongly Agree)	2021 Grade of A/B 98.23% I believe SOAR promotes active parental involvement. 92.1% I believe SOAR front office is helpful and professional. 95.61% I believe SOAR reaches out to the community for involvement in programs and activities. 96.5%	2021 Grade of A/B 95.38% I believe SOAR promotes active parental involvement. 96.8% I believe SOAR front office is helpful and professional. 92.74% I believe SOAR reaches out to the community for involvement in programs and activities. 92.12%	2022 Grade of A/B 94.97% I believe SOAR promotes active parental involvement. 95.7% I believe SOAR front office is helpful and professional. 93.4% I believe SOAR reaches out to the community for involvement in programs and activities. 95.9%	2023 Grade of A/B 95.24% I believe SOAR promotes active parental involvement. 97.14% I believe SOAR front office is helpful and professional. 93.33% I believe SOAR reaches out to the community for involvement in programs and activities. 93.33%	2024 Grade of A/B 98% Maintain or increase percentage I believe SOAR promotes active parental involvement. I believe SOAR front office is helpful and professional. I believe SOAR reaches out to the community for involvement in programs and activities.
Attendance Rate (SIS)	2021 Schoolwide 93.03% as of May K-6 92% 7-8 95.95%	As of April 2022 Schoolwide 91.38% K-6 91.27% 7-8 92.16%	As of May 2023 Schoolwide 91.4% K-6 91.5% 7-8 91.3%	As of May 2024 Schoolwide 92.44% K-6th 92.30% 7-8th 92.57%	2024 Schoolwide 95%
Parent Participation data (# GUIDES, # parent Board members, # on SSC, #	2021 Guides/Parent Lighthouse 0 Parent Board Members 2	2022 Guides/Parent Lighthouse 18 Parent Board Members 1	2023 Guides/Parent Lighthouse 23 Parent Board Members 2	As of May 2024 Guides/Parent Lighthouse 21 Parent Board Members 2	2024 Maintain or increase participation Guides/Parent Lighthouse

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
events/meetings/activities with parent and community participation)	SSC 3 Events/Meetings/Activities 14	SSC 5 Events/Meetings/Activities 20	SSC 5 Events/Meetings/Activities 31	SSC 5 Events/Meetings/Activities 67	Parent Board Members SSC Events/Meetings/Activities
Leader in Me Measurable Results Assessment (Overall and Family Involvement SubScore)	2021 Overall 74 Family Involvement 81	2022 Overall 75 Family Involvement 82	2023 Overall 77 Family Involvement 83	2023 Overall 77 Family Involvement 80	2021 Maintain or Increase Overall Family Involvement
% of parent participation in surveys (# of responses/# of families)	2021 Stakeholder Survey 25% CHKS for Parents 26% MRA 15%	2022 Stakeholder Survey 50.5% CHKS for Parents 46.9% MRA 33.1%	2023 CHK 43.6% Stakeholder 30% MRA 27.3% (numbers down due to total families went up)	2023 CHK 32% Stakeholder 37% MRA 18%	2021 Maintain or increase percentage Stakeholder Survey CHKS for Parents MRA
Grade Level Community Service Projects (% of grade levels that completed a project)	2021 N/A 2019 100%	2022 78%	2023 100%	June 2024 100%	2024 100%
Individual Community Service Projects (% of students in all grades that completed a project)	2021 N/A 2019 85%	2022 89.5%	2023 82%	June 2024 83.7%	2024 maintain or increase

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.

Goal 3 is all about ways to increase parent and community engagement. We implemented all actions as described. We had a consistent group of Parent Lighthouse Volunteers but overall our family involvement hasn't resumed since the pandemic. Our parents attend student led conferences, chaperone field trips, sit on our Board and School Site Council, attend award assemblies, and some night time activities. Parent Workshops held by our counselors are not well attended. The participation rate on our surveys has gone up and down over the three years. Survey results for parent involvement have also gone up and down over the three years with our strongest rated areas on the Stakeholder Survey versus the California Health Kids Survey. We communicate with our stakeholders in many ways trying to reach them the way they want (Facebook, Parent Square, Class Dojo, Remind, phone calls, attendance letters and calls, etc). We also had great attendance at our three Donuts with Directors with no agenda except for what the parents bring to the meetings. We also had 8 different New Family Orientations throughout the school year. We had attendance at all morning meetings and a couple afternoon meetings. We offered more opportunities for parent involvement this year than previous years (67 opportunities compared to 31 the year before).

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

No material differences.

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

We did not make all of our 3 year LCAP cycle goals for Goal 3. This was the first time we made long term goals like this and we were a little over zealous on what was actually possible. We do not believe this is a reflection of whether the actions were effective or ineffective but whether our metrics were measuring what we intended. Our Parent Lighthouse involvement has grown a lot over the last three years and there are more opportunities for parent involvement across the campus. We met our goal related to participation but still feel we have the same parents involved in everything. We met some of the goals related to survey results but the results varied from year to year. Our Attendance Rate of 92.44% is still below our goal of 95% and has barely moved all year. However, our SART and SARB process has increased and is more effective under the Community School Coordinator's responsibility. Our current School Site Council parent members have been almost nonexistent the last two years. There attendance at our monthly meetings have been very inconsistent. Staff participation has increased.

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.

We will be creating a Parent Action Team to help our struggling students. This will be a new action to address Goal 1 and Goal 3. We are looking at our three surveys to determine which questions are the most important and relate to the State Priorities and the Goal[illegible] our

LCAP. We are purchasing Panorama as a place to hold all data (surveys, MTSS, SEL, academic, etc). We will go through a new election process for a new School Site Council beginning in 2024/25 with expectations listed so we have a more effective SSC. Our staff doesn't believe we are doing enough related to engaging businesses or translating at every event/meeting. Health Fair twice a year will probably replace a career fair under the guidance of our Community Schools Coordinator. We will also consistently use our poster maker to communicate to families at drop off/pick up spots on campus. We will be reducing our drop off/pick up spots to 2 instead of 3. We will also work on getting staff to receive all Parent Squares as well. We looked at our prior metrics and made some changes to our metrics for the new LCAP cycle.

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	Our African American, Hispanic, and Socio-Economically Disadvantaged subgroups will show growth in ELA and Math performance according to our Star Assessments and CAASPP state test results.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Star Assessment for African American, Hispanic, and Socio-Economically Disadvantaged subgroups (% At/Above Benchmark/ SGP)	March 2021 African American 47% At/Above Benchmark and 42 SGP Hispanic 52% At/Above Benchmark and 42 SGP Socio-Economically Disadvantaged 49% At/Above Benchmark and 43 SGP	March 2022 African American 40% At/Above Benchmark and 51 SGP Hispanic 49% At/Above Benchmark and 49 SGP Socio-Economically Disadvantaged 49% At/Above Benchmark and 49 SGP	New Goal in 2022/23	March 2024 African American 19% At/Above Benchmark and 49 average SGP Hispanic 22% At/Above Benchmark and 47 average SGP Socio-Economically Disadvantaged 19% At/Above Benchmark and 48 SGP	
Reading Star Assessment for African American, Hispanic, and Socio-Economically Disadvantaged subgroups (%	March 2021 African American 27% At/Above Benchmark and 36 SGP Hispanic	March 2022 African American 31% At/Above Benchmark and 46 SGP Hispanic	New Goal in 2022/23	March 2024 African American 47% At/Above Benchmark and 46 average SGP Hispanic	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At/Above Benchmark/ SGP)	37% At/Above Benchmark and 48 SGP Socio-Economically Disadvantaged 34% At/Above Benchmark and 44 SGP	41% At/Above Benchmark and 53 SGP Socio-Economically Disadvantaged 36% At/Above Benchmark and 51 SGP		58% At/Above Benchmark and 49 average SGP Socio-Economically Disadvantaged 51% At/Above Benchmark and 49 average SGP	
CAASPP Math Summative State Assessment data (% Met/Exceeded Standards)	N/A	May 2023 African American 12.5% Met/Exceeded Hispanic 19.11% Met/Exceeded Socio-Economically Disadvantaged 18.94% Met/Exceeded	New Goal in 2022/23	No scores as of May 2024	
CAASPP ELA Summative State Assessment data (% Met/Exceeded Standards)	N/A	May 2023 African American 12.5% Met/Exceeded Hispanic 33.78% Met/Exceeded Socio-Economically Disadvantaged	New Goal in 2022/23	No scores as of May 2024	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		30.19% Met/Exceeded			

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.

60% of African American students received academic support through Intervention (34), SPED (13), and 504 Accommodations (1) throughout the school year. All actions for Goal 4 were 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.

N/A

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

The actions in place for these specific subgroups showed they are working for some of our students. We have made progress with our African Americans in Math since the beginning of the year but not since we added this goal but not with our Hispanic and Socio Economically Disadvantaged students. We have made progress with our African American and Socio Economically Disadvantaged students in ELA since the beginning of the year and over the course of the last two years but not our Hispanic subgroup. This goal was just added in 2022/23 for the subgroups in Red on the CA Dashboard.

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.

Since we were identified for Differentiated Assistance, we also are meeting with SB County to develop new strategies and actions to address our African American Suspension Rate first then we will look at addressing our SPED students. We created an Improvement Team of 7 to lead this. We will be adding actions related to our DA work in the 2024/25 LCAP.

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

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.

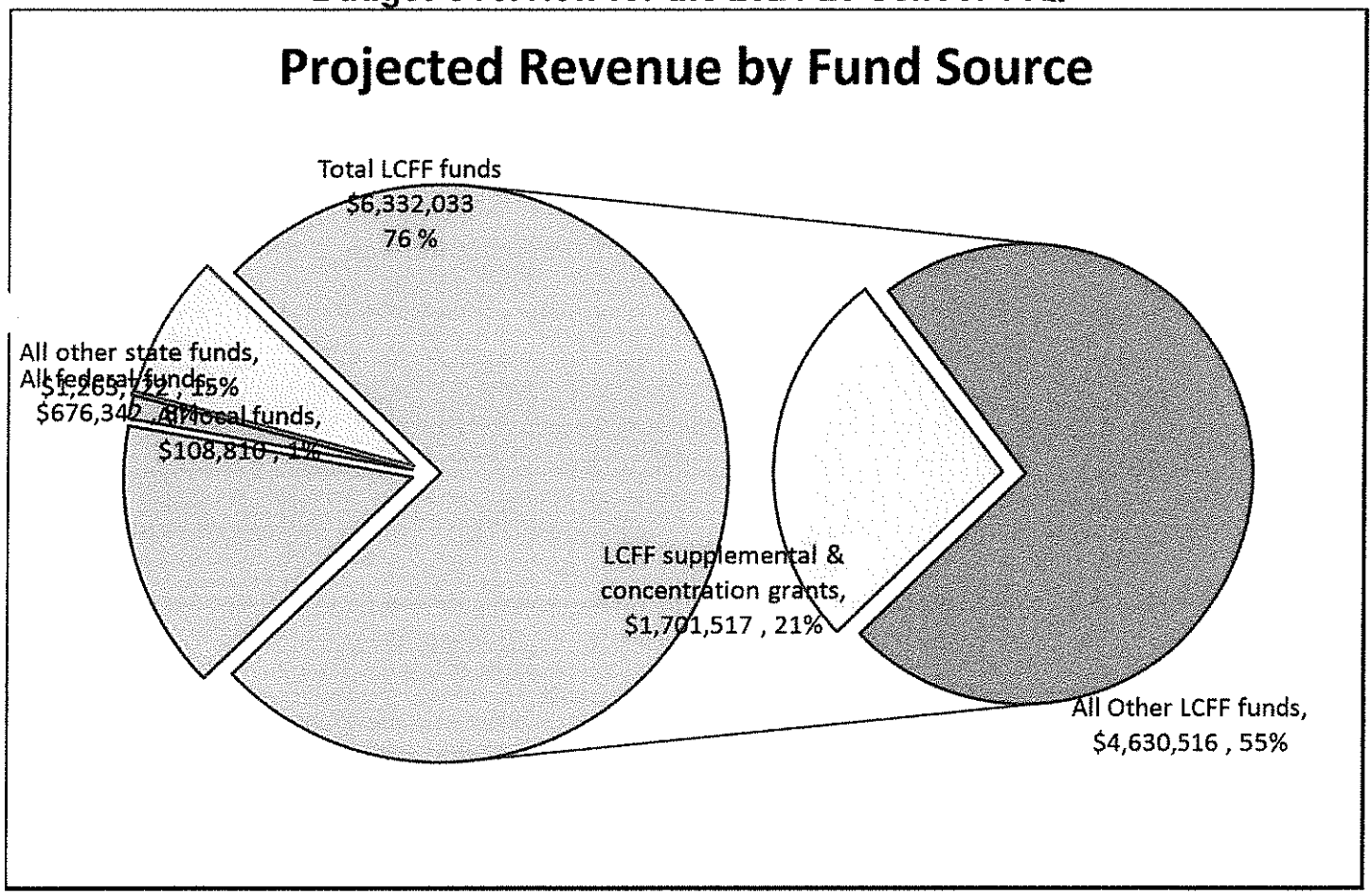
California Department of Education
November 2023

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SOAR Charter Academy
CDS Code: 36 67876 0117192
School Year: 2024-25
LEA contact information:
Trisha Lancaster
Executive Director
tlancaster@soarcharteracademy.org
909-888-3300

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

Budget Overview for the 2024-25 School Year



This chart shows the total general purpose revenue SOAR Charter Academy 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 SOAR Charter Academy is $8,380,907, of which $6,332,033 is Local Control Funding Formula (LCFF), $1,263,722 is other state funds, $108,810 is local funds, and $676,342 is federal funds. Of the $6,332,033 in LCFF funds, $1,701,517 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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
SOAR Charter Academy	Trisha Lancaster Executive Director	tlancaster@soarcharteracademy.org 909-888-3300

Plan Summary [2024-25]

General Information

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

SOAR Charter Academy is a K-8 charter school located in San Bernardino, CA authorized by the San Bernardino City Unified School District. We opened our doors in 2008 with 130 K-3 graders and grew a grade level a year until we reached full capacity with TK-8th in 2013. Our vision is "Empowering SOAR students today to become world leaders tomorrow!" SOAR's mission is to equip students to become independent critical thinkers. Our program instills the values of making a positive impact by serving our community. Our emphasis on the whole child will produce leaders that not only excel beyond the state's academic standards but also become well-rounded, creative, life-long learners who will be prepared to make a difference in the 21st century. We became a Franklin Covey Leader in Me School in 2016 which focuses on the Seven Habits of Highly Effective People and developing the leader in each of us. Leader in Me gave us a framework for our character education and community service focus. We became a Leader in Me Lighthouse School in 2019, an accomplishment that we are very proud of. SOAR also prides itself on having a 1:1 technology device program along with embracing the common core standards for our students' future. We take pride in our warm, nurturing environment and high expectations for all students. Students are held accountable to themselves and all staff on campus. Teachers prepare lessons that will engage and benefit the individual needs of the students. The number of students that require extra support has grown since COVID and lack of attendance. The goal for each teacher, instructional aide, and staff member is to support and challenge students to show personal and academic growth. As of May 2024, there were 439 students enrolled. Our student population is made up of 17.5% African Americans, 73.1% Hispanic, 37.6% White, 15% EL, 11.6% Homeless, 15.3% SPED, and 84.2% Socio Economically Disadvantaged. SOAR's unduplicated count of English Learners, Foster Youth, and those that qualify for Free or Reduced Priced Meals make up 85.1% of the total population. This unduplicated count allows us to receive additional supplemental and concentration grant funding to provide resources and experiences for our students to enable them to be successful academically, socially, and emotionally. We are currently in Year 1 of the planning stages of being a California Community School. Our Community Schools Coordinator has done a great job of laying a foundation this year and creating relationships with local agencies and businesses. Most programs, activities, and personnel are used school wide to ensure all students receive the best well-rounded education we can provide that meets their individual needs. Therefore, much of the supplemental and concentration funding is used school wide for all students to benefit from.

Reflect ns: Annual Performance

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

According to our 2023 CA Dashboard, All Students have Green in Chronic Absentee Indicator, Red in Suspension Rate Indicator, Orange in ELA Indicator, and Yellow in the Math Indicator. Our EL subgroup is Blue for English Learner Progress Indicator, Green in Chronic Absentee Indicator, Orange in Suspension Rate Indicator, Yellow in ELA Indicator, and Red in the Math Indicator. Our Homeless subgroup is Yellow in Chronic Absentee Indicator and Red in Suspension Rate Indicator. Socio Economically Disadvantaged is Green in Chronic Absentee Indicator, Red in Suspension Rate Indicator, Orange in ELA Indicator, and Yellow in the Math Indicator. Our Students with Disabilities is Yellow in Chronic Absentee Indicator, Red in Suspension Rate Indicator, Red in ELA Indicator, and Red in the Math Indicator. Our African American subgroup is Blue in Chronic Absentee Indicator, Red in Suspension Rate Indicator, Red in ELA Indicator, and Orange in the Math Indicator. Our Hispanic subgroup is Green in Chronic Absentee Indicator, Red in Suspension Rate Indicator, Orange in ELA Indicator, and Orange in the Math Indicator. Our White subgroup is Blue in Chronic Absentee Indicator, Red in Suspension Rate Indicator, Orange in ELA Indicator, and Yellow in the Math Indicator. Current EOY Proficiency Star Data (% Met or Exceeded) for each subgroup is as follows for Reading. All Students= 31.9%, EL= 23.7%, Homeless= 29.4%, SPED= 5.1%, Hispanic= 31%, African American= 26.2%, and White= 39.7%. Current EOY Proficiency Star Data (% Met or Exceeded) for each subgroup is as follows for Math. All Students= 25.4%, EL= 22.4%, Homeless= 31.6%, SPED= 8.8%, Hispanic= 26.3%, African American= 17.5%, and White= 29.8%. 100% of grade levels completed their grade level community service projects and 83.7% of students completed their individual community service projects. The actions and in the LCAP address the needs of students on campus based on the data, feedback, and surveys.

Reflections: Technical Assistance

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

SOAR is receiving Technical Assistance in the form of Differentiated Assistance due to our African American and Students with Disabilities subgroups. Our SPED students have Red on all CA Dashboard Indicators except Yellow in Chronic Absenteeism. Our African American students have Red in ELA, Red in Suspension Rate, Orange in Math, and Blue in Chronic Absenteeism. We are receiving differentiated assistance and support from San Bernardino County Office of Education. We met with a County staff member back in February 2024 to explain why and what to expect in this process. We then created an Improvement Team at SOAR of 7 staff members to begin the work. We attended a DA workshop in March to begin digging in and creating a focus for our first PDSA Protocol (Plan, Do, Study, Act). We chose to focus on our African American Suspension Rate. Our first PDSA revolves around getting to know our African American students better to increase staff patience and empathy. We decided to implement a dedicated time for staff to have conversations and share information about AA students. By May 2024, we have had over 19 hours of conversations about 38 African American students. The top resources used to gather information are Instructional Aides, the Student, and Mundy. We are beginning to see a shift in the number of referrals and suspensions of this subgroup. We have created the following action; Goal 2 Action 2.4 Access to Social and Emotional Support, to our LCAP which includes the work we are doing in Differentiated Assistance to address our African American Suspension Rate. The three year outcomes for this action support an improvement of the Suspension Rate for students. SOAR is also identified for ATSI (Additional Targeted Support and Improvement) because of our Homeless and Students with Disabilities. These subgroups needs are addressed through the actions in the LCAP.

Comprehensive Support and Improvement

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

Schools Identified

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

SOAR Charter Academy has been eligible for Additional Targeted Support and Improvement based on our Homeless and Students with Disabilities subgroups since 2019. According to CDE's FAQs on the CSI prompts, only LEAs with schools identified for CSI on the 2023 Dashboard are required to complete and submit the CSI Prompts.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engag g Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
SOAR consults with teachers, directors, classified staff, parents, and students in the development of the LCAP. Parents Donuts with Directors 9/12/23 feedback PLV Meeting 10/6/23 LCAP Review PLV Meeting 11/3/23 CAASPP data Donuts with Directors 12/12/23 feedback PLV Meeting 1/19/24 CA Dashboard Donuts with Directors 3/12/24 feedback General Parent Meeting 5/22/24 LCAP rough draft of data and actions Staff Staff Meeting 10/3/23 LCAP Review Staff Meeting 11/7/23 CAASPP data Classified Meeting 11/29/23 CAASPP data Staff Meeting 1/16/24 CA Dashboard Classified Meeting 1/24/24 CA Dashboard Staff Meeting 2/13/24 Plus/Delta feedback Classified Meeting 2/21/24 Plus/Delta feedback Staff Meeting 3/12/24 Mid Year LCAP Report with current data PD Day 4/15/24 Review of LCAP goals and actions Students	SOAR values all stakeholder input and feedback. We collect feedback and input through surveys, in person meetings, feedback form for students, staff, and parents, and any other means possible. This input strengthens our programs and ensures we are working on success for all students. All stakeholder input that aligned with the eight state priorities, as well as other school data, and approved school-wide plans were taken into consideration in the development of the Local Control Accountability Plan (LCAP). This input was used to address "the what" (or the goals) and "the how" (or the actions and services). Three categories (Pupil Outcomes, Conditions of Learning, and Engagement) were designed to meet the needs of all students, in particular those who are Low Income (LI), English Learner (EL), and Foster Youth (FY). While each goals addresses multiple areas of the state's eight priorities, they also correspond well to the LCAP's three broad categories. 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)

Educational Partner(s)	Process for Engagement
Student Lighthouse Meetings throughout the school year 8/23, 10/19, 12/7, 1/24, 2/15, 2/22, 2/28, and 4/18 SSC SSC Meeting 10/19/23 LCAP Review SSC Meeting 11/16/23 CAASPP/Star Benchmark data SSC Meeting 1/18/24 CA Dashboard SSC Meeting 5/23/24 LCAP rough draft for feedback Board Board Meeting 11/15/23 LCAP Review and CAASPP data Board Meeting 1/17/24 CA Dashboard Board Meeting 2/28/24 Mid Year LCAP Report with current data Board Meeting 5/29/24 LCAP Public Hearing	SOAR stakeholders understand that many aspects of each goal will extend beyond the term of the LCAP and may continue into the following school year. Input related to procedural or policy is taken under consideration but not addressed directly in the LCAP.

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

During our meetings with our educational partners we shared the goals of the LCAP and the current actions along with our student data and proposed actions. After reviewing the new data and all the input from the stakeholders this school year, the goals from last year's LCAP are still applicable and will continue through the new three year LCAP cycle. The feedback indicated a clear desire to continue focusing on the basics of what SOAR's Charter is built while continuing to address the learning loss that occurred due to COVID and distance learning. Intervention and Growth are key!

We will continue to strengthen our programs to support all learners and provide the extracurriculars and leadership roles to engage all our students. We also need to make sure we are meeting the mental health needs of our students and staff (Goal 2 Action). With our suspension rate being high, we also decided through the feedback that we need to have professional development around Restorative Justice and Behavior Management (Goal 1 Action 1.4). The focus on growth this year has been appreciated by all. We will continue to focus on growth and celebrating that growth in more students in the coming years! (Goal 2 Action 2.5) Feedback about our African American and Students with Disabilities subgroups shows we need to continue to focus on these groups as well as having actions related specifically to them. (Goal 2 Action 2.4) We also have chosen to change some of our metrics from the previous three year cycle because they did not measure what we were intending; this includes parent engagement (Goal 3). We are also looking at Difference from Met on CAASPP test scores (Goal 1). We also recognize that by not having credentialed intervention teachers, our struggling students will need some additional help so we will develop a Parent Action Team that will support our students (Goal 3 Action 3.1). Also from teacher surveys, we understand the need for more feedback so we are developing a Peer Coaching Team of five credentialed teachers (Goal 1 Action 1.13). We also felt the need for a platform that will hold all student data; academic, attendance, behavior, and survey results so we can cross reference and do deeper dives into our data by subgroups over time (Goal 1 Action 1.7). From staff feedback, we are also making sure all students are engaged at recess

more throu planned structured activities considering that is where majority of behavior issues stem. All staff will rotate th. gh recess duty as well. These were all actions that came out of the feedback from our stakeholders.

Our LCAP goals and actions also align with our Charter's goals:
1. Instilling a love of learning in every child.
2. Ensuring a safe, peaceful, and respectful learning environment with a low teacher to student ratio that enables every student's needs to be met by their teachers, parents, and school community.
3. Expecting that every learner will reach their highest potential. Goal setting and action planning are used to reinforce personal growth.
4. Learning is differentiated for individual students based on their needs.
5. All students are expected to apply their academic and social learning to meaningful real-life activities and situations (community service, presentations, student leadership roles, etc).
6. All students are given opportunities in language arts, math, science, social studies, technology, and the arts to show independence, critical thinking, collaboration, reflection, and creativity.
7. All students are actively engaged in a rigorous and challenging standards-based curriculum.
8. Teachers are dedicated to using assessment data to collaboratively plan and improve all aspects of educating students.
9. There is a strong, consistent discipline plan and structure in place which is used by all staff.
10. Teachers, parents, students, and staff value character development and leadership.
11. Students are surrounded by nurturing people and receive encouragement daily from teachers, peers, and family members that all students can and will learn.
12. Parents and community are involved in educating students through both direct and indirect methods.
13. Teachers and administrators are aware of students' developmental needs and make adjustments to the program accordingly.
14. Leadership is a shared responsibility.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

On the 2023 CAASPP, 32.37% of students Met or Exceeded standards in ELA schoolwide and 20.78% Met or Exceeded in Math. (AA=12.5% ELA, 12.5% Math; Hisp=33.8% ELA, 19.11% Math; White= 41.94% ELA, 33.34% Math; SPED= 14.28% ELA, 9.52% Math; Soc

Econ Dis= 19% ELA, 18.94% Math; EL= 19.35% ELA, 3.23% Ma The CA Dashboard reflects Orange in ELA and Yellow Math schoolwide but EL remain Red in Math, SPED remain Red in both areas, African American students remain Red in ELA.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Renaissance Star Reading Assessment (% At/Above Benchmark) / STAR Student Growth Percentile (% of students with >=50 SGP)	May 2024 % At or Above School: 53% African American: 47% Hispanic: 22% White: 58% SPED: 21% Disadvantage: 51% Homeless: 52% EL: 28% % with >= 50 SGP School: 50% African American: 46% Hispanic: 51%			10% increase of the baseline % At or Above School: 58% African American: 52% Hispanic: 24% White: 64% SPED: 23% Disadvantage: 56% Homeless: 57% EL: 31% % with >= 50 SGP	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 47% SPED: 50% Disadvantage: 50% Homeless: 44% EL: 50%			School: 55% African American: 51% Hispanic: 56% White: 52% SPED: 55% Disadvantage: 55% Homeless: 48% EL: 55%	
1.2	Renaissance Star Math Assessment (% At/Above Benchmark) / STAR Student Growth Percentile (% of students with >= 50 SGP)	May 2024 % At or Above School: 21% African American: 19% Hispanic: 22% White: 23% SPED: 6% Disadvantage: 19% Homeless: 23% EL: 5% % with >= 50 SGP School: 45% African American: 46% Hispanic: 45% White: 44% SPED: 44% Disadvantage: 45% Homeless: 43% EL: 39%			10% increase of the battleline % At or Above School: 23% African American: 21% Hispanic: 24% White: 25% SPED: 7% Disadvantage: 21% Homeless: 25% EL: 6% % with >= 50 SGP School: 50% African American: 51% Hispanic: 50% White: 48% SPED: 48% Disadvantage: 50% Homeless: 47% EL: 43%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CAASPP ELA Summative State Assessment data (% Met/Exceeded Standards) / Distance from Met (Average)	October 2023 % Met / Exceeded School: 32.4% African American: 12.5% Hispanic: 33.8% White: 41.9% SPED: 14.3% Disadvantage: 30.2% Homeless: 30.8% EL: 19.4% Average Distance from Met School: -38 African American: -74 Hispanic: -38 White: -28 SPED: -117 Disadvantage: -44 Homeless: -22 EL: -51			10% better from baseline % Met / Exceeded School: 36% African American: 14% Hispanic: 37% White: 46% SPED: 16% Disadvantage: 33% Homeless: 34% EL: 21% Average Distance from Met School: -34 African American: -67 Hispanic: -34 White: -25 SPED: -105 Disadvantage: -40 Homeless: -23 EL: -51	
1.4	CAASPP Math Summative State Assessment data (% Met/Exceeded Standards) / distance from met (Average)	October 2023 % Met / Exceeded School: 20.8% African American: 12.5% Hispanic: 19.1% White: 33.3% SPED: 9.5%			10% better from baseline % Met / Exceeded School: 23% African American: 14% Hispanic: 21% White: 37%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantage: 18.9% Homeless: 20.5% EL: 3.2% Average Distance from Met School: -74 African American: -109 Hispanic: -75 White: -50 SPED: -142 Disadvantage: -81 Homeless: -85 EL: -97			SPED: 11% Disadvantage: 21% Homeless: 23% EL: 4% Average Distance from Met School: -67 African American: -98 Hispanic: -68 White: -45 SPED: -128 Disadvantage: -73 Homeless: -77 EL: -87	
1.6	Chronic Absentee Rate (CA Dashboard and/or SIS)	June 14th 2024 (Aeries) 30.5%			Decrease by 10% of baseline 28%	
1.7	Attendance Rate (SIS)	Aug 9 2023 - May 21 2024 Schoolwide: 92.4% K-6: 92.26% 7-8: 92.50%			Increase 3% of baseline Schoolwide: 95% K-6: 95% 7-8: 95%	
1.8	ELPAC data (% Proficient)	2022/23 16.28%			10% increase from baseline 18%	
1.9	EL Reclassification data (% of EL students reclassified)	May 2024 9%			10% increase from baseline 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	SST Goals created by SST team (% of goals met) / Total number of goals given	May 2024 50%			increase baseline by 50% 75%	
1.11	Panorama Student Data (% of students satisfied with the school)	No Baseline			88%	
1.12	Panorama Parent Data (% of parents satisfied with the school)	No Baseline			95%	
1.13	California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency schoolwide)	2023 Chronic Absentee Indicator- Green Suspension Rate Indicator- Red English Learner Progress- Blue ELA Indicator- Orange Math Indicator- Yellow Local Indicators- Standard Met			Increase some Baseline by 1 color Chronic Absentee Indicator- Green Suspension Rate Indicator- Orange English Learner Progress- Blue ELA Indicator- Yellow Math Indicator- Yellow Local Indicators- Standard Met	
1.14	ELD goals created by ELD Coordinator (% of goals met)	No Baseline			80% of goals met	
1.15	Leader in Me Measurable Results Assessment (MRA) (Overall and Academics Score)	November 2023 Overall 79 Academics 77			Increase baseline by 10% Overall 87 Academics 83	
1.16	IEP goals met (% met)	May 2024 71%			Increase baseline by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					78%	
1.17	CAST Scores (% of students who scored standard met or exceeded)	May 2023 17.4%			Increase baseline by 10% 19%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access to Standards Based Instructional Curriculum and Materials	Provide access to research based standards aligned curriculum and subscriptions to meet the need of all students. (See internal notes for all curriculum and subscriptions)	$100,539.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Intervention Program	Provide multi-faceted evidence based intervention program that includes Instructional Aides at every grade level to support all students in the classroom. Instructional Aides to provide support to at risk students (SST students) in the classroom during the day. We will be using Star Assessments to monitor progress and check for the effectiveness of the interventions in place. Parent Action Team will be involved in supporting our struggling students after being trained by our Leadership Team with resources from our Academic Team (Action in Goal 3). Our African American, English Learners, and SPED students all have Red on the CA Dashboard for Math and/or ELA so our Instructional Aides will specifically monitor the growth of these student populations.	$554,119.00	Yes
1.3	Assessment	Renaissance Star Assessments to monitor performance and growth in all our students. Use this data to drive daily instruction, pull for intervention, and monitor progress. K-2 will be using ESGI for ELA assessments. Our African American, English Learners, and SPED students all have Red on the CA Dashboard for Math and/or ELA so we will specifically monitor the growth of these student populations using Star.	$7,000.00	No
1.4	Professional Development	Provide professional development that enhances programs, curriculum, and teacher effectiveness, as well as, to support the implementation of integrated and designated ELD. Provide PD based on the needs of the staff as a whole, as well as, budget for individually chosen PD every other year. Collaboration through grade level meetings and staff meetings to share best practices.	$38,000.00	Yes
1.5	Access to Technology	Maintain, repair, and/or purchase technology to make standards-based online instruction more effective and aligned to the state assessment system. Continue with 1:1 iPads in all K-6 classrooms and Chromebooks for MS. Technology Program Manager to support all programs, administration, teachers, and students with technology and the MakerSpace.	$348,846.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Student Information System	Implement Aeries to hold all student information including gradebooks and report cards. Parent portal included to ensure parents have access to attendance and grades.	$10,900.00	No
1.7	Data and Assessment Coordinator	Data and Assessment Coordinator will keep CALPADS and Aeries up to date, attendance accounting and reporting, analyze data from all platforms, report to staff and directors, visit classrooms, and coach teachers in the use of data. He is also the state test coordinator (CAASPP and ELPAC). Our African American, English Learners, and SPED students all have Red on the CA Dashboard for Math and/or ELA so our Data Coordinator will specifically monitor the growth of these student populations using Panorama.	$127,728.00	Yes
1.8	Director of Parent Engagement and Intervention	Director of Parent Involvement and Intervention will over see the SST Process for At-Risk students. Teachers will continue to identify at-risk students early and refer to the SST process; include the counselor if behavior or confidence is an issue. She will also make sure students are aware of their new goal by having them put it in their Leadership Notebooks. Our Parent Liaison will do the scheduling of SSTs and all communication related to Intervention/SSTs. Our African American, English Learners, and SPED students all have Red on the CA Dashboard for Math and/or ELA so our Director will help specifically monitor the growth of these student populations in the SST process.	$88,257.00	Yes
1.9	Special Education	Provide equal access to education for our Special Education students, by providing specialized services by a qualified SPED team, that will lead to success in the general classroom. This includes other consultants such as Speech, OT, Psych, and Nurse. All special education students will know their personal goal and have a copy in their Leadership Notebook and will be celebrated when met. Our SPED students also have Red on the CA Dashboard for Math and ELA so our SPED team will specifically monitor the growth of our SPED students using Star Benchmarks, Gradebook, IEP goals, and classroom assignments. Our SPED students all have Red on the CA Dashboard for Math and ELA so our SPED will specifically monitor the growth of this student population.	$479,631.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Qualified teaching staff	Salaries and benefits of effective qualified teaching staff that meets the needs of all our students (excluding Instructional Aides listed in Action 1.2 and ELD Teacher listed in Action 1.11) Our African American, English Learners, and SPED students all have Red on the CA Dashboard for Math and/or ELA so our credentialed teachers will specifically monitor the growth of these student populations and differentiate as needed.	$2,241,429.00	No
1.11	English Language Learner Support	Provide Designated ELD by a credentialed teacher and Integrated ELD by the classroom teachers to all EL students. We will be using Star Assessments to monitor progress and check for the effectiveness of the interventions in place. All EL students will know their personal ELD goal and have a copy in their Leadership Notebook. EL Parents will be invited to two parent meetings a year. We will have two bilingual people in the front office to translate and support our EL students and families in the office and for meetings. Our EL students also have Red on the CA Dashboard for Math so our ELD teacher will specifically monitor the growth of our EL students using Star Benchmarks and annual ELPAC scores.	$104,690.00	Yes
1.12	STEM Teacher and MakerSpace	Provide STEM lessons and activities by credentialed teacher to support and build skills in all classrooms grades TK-5, including literacy skills and performance task practice. MakerSpace Aide to support teachers and students with technology and the MakerSpace. Our African American, English Learners, and SPED students all have Red on the CA Dashboard for Math and/or ELA so our STEM teacher will specifically monitor the growth and participation of these student populations during STEM lessons.	$84,815.00	Yes
1.13	Peer Coaching Program	Implement an internal peer coaching program utilizing the master teachers we have on campus to support all teachers in growing in strategies to reach all students. We will use subs to release these coaches to observe in classrooms and then having coaching conversations after school.	$6,500.00	No

Action #	Ti	Description	Total Funds	Contributing
		Professional Development/training in peer coaching will be given. We will utilize surveys to monitor the coaching programs effectiveness.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Being in th[illegible]lanning stages of becoming a CA Community School, [illegible]ave begun to address some of the needs. This year w[illegible]rovided 161 rides th[illegible]ough Hop, Skip, Drive. By having new shoes and clothes donated, we kept approximately 90% of the students that would have gone home due to shoes or clothes needs stayed at school. Two families received two week hotel vouchers. 37 families were referred to outside counseling using Care Solace. Over 1500 communications between our families and Care Solace occurred to secure support. We also had dental screenings done on campus. We have so much we will be able to do to support our families and community members as we get out of planning and into implementation in the 2025/26 school year.

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

Also with so many new families, students, and staff, we had a need for better onboarding of new to SOAR people. We developed a staff onboarding website that needs to be updated. We had better family and student onboarding by having new family meetings monthly for new parents throughout the school year and developed a Middle School welcome action team for students (Eagle Crew). Due to the types of behaviors on campus, we also will continue with a contract with a security guard company and sniffing dog company for next school year. Since we have had them, we feel supported and students seem to feel safer.

Community Service has a big final push at the end of the year so our data always reflects worse that what we end with in June but as of May approximately 50% of students have completed their service projects and presented to their class. As of May, 67% of grade levels have completed their grade level community service projects.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Accountability Report Card (Overall Rating)	2023 Good			Maintain baseline Good	
2.2	Grade Level Community Service Projects (% of grade levels that completed a project)	June 2024 100%			Maintain Baseline 100%	
2.3	Individual Community Service Projects (% of students in all grades that completed a project)	June 2024 83.7%			Increase baseline by 10% 92%	
2.4	Panorama Student Data (% of students satisfied with the school)	No Baseline			88%	
2.5	Panorama Parent Data (% of parents satisfied with the school)	No Baseline			95%	
2.6	Attendance Rate (SIS)	Aug 9 2023 - May 21 2024 Schoolwide 92.4% K-6 92.26% 7-8 92.50%			Increase 3% of baseline Schoolwide: 95% K-6: 95% 7-8: 95%	
2.7	Chronic Absentee Rate (CA Dashboard and/or SIS)	May 2024 31.7%			Decrease by 10% of baseline 28%	
2.8	Staff Retention rate (% of staff retained from one year to the next)	From 2023/24 to 2024/25 87%			90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Student Participation rate in extracurricular activities including cheer, sports, performances, announcements, student lighthouse, and other student leadership roles (% of students who participated in at least 1 activity)	No Baseline			60%	
2.10	Student Suspension Rate (% of students with one or more suspensions)	2023/24 (from Aeries) as of May 2024 Schoolwide 9.6% African Americans 12.2% Hispanic 9.7% White 7.8% EL 4.6% Socio Econ Dis % SPED 10.9%			Decrease baseline by 10% Schoolwide 8.5% African Americans 11% Hispanic 8.5% White 7% EL 4% Socio Econ Dis % SPED 10%	
2.11	Student Expulsion	2024 0			Maintain Baseline 0	
2.12	California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency)	2023 Chronic Absentee Indicator- Green Suspension Rate Indicator- Red English Learner Progress- Blue ELA Indicator- Orange Math Indicator- Yellow Local Indicators- Standard Met			Increase some Baseline by 1 color Chronic Absentee Indicator- Green Suspension Rate Indicator- Orange English Learner Progress- Blue ELA Indicator- Yellow Math Indicator- Yellow	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Local Indicators- Standard Met	
2.13	Leader in Me Measurable Results Assessment (Overall, Leadership and Culture Score)	2023 Overall 79 Leadership 79 Culture 81			Increase baseline by 10% Overall 87 Leadership 87 Culture 89	
2.16						

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to a clean, safe, and well-maintained facility	Provide a campus that is safe, clean, and well-maintained; including a custodial team, MOUs and Agreements with the District concerning the facility and safety, upkeep of the yard and exterior, keeping our safety plan up to date, and replenish emergency supplies as needed.	$473,281.00	No
2.2	Safety	Provide a campus that is safe for all students. Security guards' proactive presence, knowledge, and observations of students' behavior outside of the classroom will provide more support for all students and staff. The dogs will also provide an extra layer of safety and prevention. All students have Red on the CA Dashboard for the Suspension Indicator except for our EL population. Additional staff to provide supervision at all recesses and lunch. Rec Aides will plan and prep organized activities for recess to engage more students in structured activities. When not supervising students	$131,734.00	Yes
2.3	Access to a well-rounded program	Provide all students access to a variety of extracurricular activities and leadership roles to engage in new experiences and explore their strengths.	$154,158.00	Yes
2.4	Access to social and emotional supports	Provide our students with a student engagement counselor and mental health counselor to support students in various areas on and off campus. Counselors will provide SEL lessons in classes and small groups. Two counselors have been trained as trainers of Restorative Justice. They will train all staff and follow up throughout the year. All students have Red on the CA Dashboard for the Suspension Indicator except for our EL population so working with our students on SEL and providing a safe place for them to get support from our Mental Health Counselor should provide a positive impact. Implementing Restorative Justice and our Differentiated Assistance work schoolwide will also attempt to change behavior and decrease the suspension rate.	$344,308.00	Yes
2.5	Celebrations and Awards	Encourage our students' achievements through celebrations and awards throughout the school year. Our award assemblies promote achievement,	$10,350.00	No

Action #	Title	Description	Total Funds	Contributing
		leadership, and growth. We will add attendance incentives and celebrations to improve our attendance rate of all students.		
2.6	Leader in Me and House System	Continue to focus on academics, leadership and culture throughout the campus using Leader in Me and our House System including character education and community service. The purpose is to engage our school community in leading with synergy, teamwork, and connection in a warm, motivating, and inviting environment.	$40,000.00	No
2.7	Extended Learning: After School Program, Mondays Off, and Summer School	Provide extended care and learning for our students during our after school program, Mondays off, intersession in January, and Summer School.	$450,000.00	Yes
2.8	High School, College, Trade School, and non-college Career Readiness	Provide an environment and activities that promote high school, college, trade school, and non-college career readiness.	$19,000.00	Yes
2.9	Recruit, hire, and retain teachers, substitutes, and support staff	Intentionally recruit, hire, and retain teachers, substitutes, and support staff that are happy and understand SOAR's expectations. Pay stipends to staff for some extra duties.	$148,505.00	No
2.10	CA Community School Partnership	A community school is a public school that serves TK-12 and has community partnerships that support improved academic outcomes, whole-child engagement, and family development. Community school partnership strategies include integrated support services, extended learning time, and collaborative leadership and practices for educators and administrators. SOAR got a 2 year planning grant beginning in the 2023/24 school year. Our CA Community Schools Coordinator will plan and implement a program to assist parents, students, and members of our community in a collaborative way to support families in many different areas to meet the needs of families so academic growth can occur. All students have Red on the CA Dashboard for the Suspension Indicator except for our EL	$134,926.00	Yes

Action #	Ti	Description	Total Funds	Contributing
		population. Our CCSPP Coordinator will support our students with all needs including behavior support and counseling.		
2.11	Provide Art and/or Music Instruction	Provide Art and/or Music instruction to all students on campus.	**$76,566.00**	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

parent meetings in person. They were better attended than in the past. We also had designated EL and African American parent meetings this year.

We need to reconnect and continue to develop programs and activities to increase community engagement. We need to get the community more involved in our school and the students more involved with their community. We know we are making an impact in San Bernardino with our community service projects but this year many students did not complete their project by the writing of the LCAP. We need to bring a focus back to our service learning and get our families reinvolved. We need to show appreciation to parents and the community agencies when they participate or donate to SOAR events and functions.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Panorama Parent Data (% of parents satisfied with the school)	No Baseline			95%	
3.3	Attendance Rate (SIS)	Aug 9 2023 - May 21 2024 Schoolwide 92.4% K-6 92.26% 7-8 92.50%			Increase Baseline 3% Schoolwide 95% K-6 95% 7-8 95%	
3.4	Family Engagement (% of families who met or exceeded 10 events)	No Baseline			50%	
3.5	Leader in Me Measurable Results Assessment (Overall and Family Involvement SubScore)	2023 Overall 77 Family Involvement 84			Increase Baseline 10% Overall 85 Family Involvement 92	
3.6	% of parent participation in surveys	2023			Increase other survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(# of responses/# of families)	Stakeholder Survey 37% CHKS for Parents 32% MRA 18% No Baseline from Panorama			participation by 10% 41% from Panorama	
3.7	Grade Level Community Service Projects (% of grade levels that completed a project)	2024 100%			Maintain Baseline 100%	
3.8	Individual Community Service Projects (% of students in all grades that completed a project)	2024 83.7%			Increase baseline by10% 92%	
3.9						

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Involvement	Plan events and activities for parents and the community to get involved on campus. Engage with community partners and local businesses to provide student services, such as; health fairs, screenings (eye, hearing, dental, and scoliosis), fundraising, donations, and grants. Provide recognition of parents, families, and the community for their involvement at SOAR. We will also be starting a Parent Action Team to help struggling students on campus. Leadership Action Team will train and Academic Team will create the resources.	$10,600.00	No
3.2	Communication with Families and Community	Communicate regularly with parents and families, and our community using a variety of means.	$145,410.00	No

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
$1,701,517	$210,715

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
36.746%	0.000%	$0.00	36.746%

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
1.2	**Action:** Intervention Program **Need:** Our EL and SPED students are performing significantly below the other subgroups in both ELA and Math on Star and CAASPP. 90% of SPED students are also Socio Economically Disadvantaged/Low Income. Our Socio Economically Disadvantaged/Low Income subgroup has 51% At/Above grade level in	85% of our total students fall in our unduplicated count.	Academic Data (Star, CAASPP)

Goal and Action #	ntified Need(s)	How the ion(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to M or Effectiveness
	ELA and 19% At/Above grade level in Math. Our EL subgroup is at 5% At/Above grade level in Math and 28% At/Above grade level in in ELA. **Scope:** Schoolwide		
1.4	**Action:** Professional Development **Need:** These subgroups make up 85% of our population and they are academically underperforming. Our African American subgroup has the highest suspension rate and 84% of our African American subgroup are also Socio Economically Disadvantaged. Our staff PD will focus on the needs of our teachers per annual surveys and how to support our most struggling students with their academics, socio emotional wellness, and behavior. **Scope:** Schoolwide	85% of our total students fall in our unduplicated count.	Academic Data (Star, CAASPP) and Suspension Rate
1.5	**Action:** Access to Technology **Need:** These subgroups make up 85% of our population and they are academically underperforming. 107 students checked out a	85% of our total students fall in our unduplicated count. All students needs access to technology on campus and at home to access school work, curriculum, and online subscriptions. Not only these student populations checked out technology.	Academic Data (Star, CAASPP)

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
	device for home and 20 families checked out a hotspot. **Scope:** Schoolwide		
1.7	**Action:** Data and Assessment Coordinator **Need:** These subgroups make up 85% of our population and they are academically underperforming and many need other supports as well. **Scope:** Schoolwide	85% of our total students fall in our unduplicated count. These students will be monitored for socio-emotional well being, academics, and attendance using Panorama.	Academic Data (Star, CAASPP), Panorama data
1.8	**Action:** Director of Parent Engagement and Intervention **Need:** Our EL and SPED students are performing significantly below the other subgroups in both ELA and Math on Star and CAASPP. 90% of SPED students are also Socio Economically Disadvantaged/Low Income. Our Socio Economically Disadvantaged/Low Income subgroup has 51% At/Above grade level in ELA and 19% At/Above grade level in Math. Our EL subgroup is at 5% At/Above grade level in Math and 28% At/Above grade level in in ELA.	85% of our total students fall in our unduplicated count.	Academic Data (Star, CAASPP) and Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.12	**Action:** STEM Teacher and MakerSpace **Need:** These subgroups make up 85% of our population and many are academically underperforming. **Scope:** Schoolwide	85% of our total students fall in our unduplicated count. We try to give our students as many experiences as possible. STEM lessons give our students experiences they aren't exposed to outside of school. Our STEM program also strengthens our students' literacy and test taking skills.	Academic Data (Star, CAASPP)
2.2	**Action:** Safety **Need:** 85% of our students fall in our unduplicated count. **Scope:** Schoolwide	All students deserve to feel safe on campus. Security guards' proactive presence, knowledge, and observations of students' behavior outside of the classroom will provide more support for all students and staff. The dogs will also provide an extra layer of safety and prevention.	Suspension Rate, Referral Rate
2.3	**Action:** Access to a well- rounded program **Need:** Many of these students do not have the opportunity to participate in extracurricular activities outside of school or come to school with experiences outside their homes so this	85% of our total students fall in our unduplicated count.	Student participation in extracurricular and leadership roles on campus, student surveys

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
	would give them exposure to new experiences and opportunities. **Scope:** Schoolwide		
2.4	**Action:** Access to social and emotional supports **Need:** Many of our students have major mental health and social emotional concerns as seen by behavior and survey data. **Scope:** Schoolwide	85% of our total students fall in our unduplicated count.	Student Surveys, participation in mental health counseling
2.7	**Action:** Extended Learning: After School Program, Mondays Off, and Summer School **Need:** Our unduplicated students need the first opportunity to attend any/all extended learning days. These days provide these students with an extended learning program that gives them more academic opportunities in a very engaging atmosphere and gives our families the ability to have their students participate as needed . **Scope:** Schoolwide	85% of our total students fall in our unduplicated count.	Attendance and participation at extended learning times, Student and Family Surveys

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
2.8	**Action:** High School, College, Trade School, and non-college Career Readiness **Need:** Our unduplicated students need opportunities to attend any/all high school, college, trade school, and career field activities and events because many of them do not have these opportunities outside of school. **Scope:** Schoolwide	85% of our total students fall in our unduplicated count.	Student Participation in high school, college, trade school, and career field activities and events at SOAR or through field trips.
2.10	**Action:** CA Community School Partnership **Need:** According to our Universal Screener used by our coordinator, our families had a lot of unmet needs that tend to get in the way of attending school regularly, academic growth, and pa **Scope:** Schoolwide	85% of our total students fall in our unduplicated count.	Support and services received by community members, families, and students.
2.11	**Action:** Provide Art and/or Music Instruction **Need:** Many of these students do not have the opportunity to participate in Art and Music lessons outside of school so this would give them experiences and exposure to these fields.	85% of our total students fall in our unduplicated count.	Student participation in extracurricular and leadership roles on campus, student surveys

Goal and Action #	entified Need(s)	How the ion(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to M or Effectiveness
	Scope: Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** English Language Learner Support **Need:** Our EL students are performing significantly below the other subgroups in both ELA and Math on Star and CAASPP. Our EL subgroup is at 5% At/Above grade level in Math and 28% At/Above grade level in in ELA on Star and on the 2023 CAASPP, they were at 3.23% Met/Exceeded in Math and 19.35% in ELA. **Scope:** Limited to Unduplicated Student Group(s)	The EL students will receive pull out support to work on ELD standards and support them in their academics.	Academic Data (Star, CAASPP), ELPAC Data, Reclassification Data

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

SOAR Charter Academy has a very high At-Risk population in 2023/24 with 85% of our population falling into the Unduplicated Counts for Low Income, EL, and Foster Youth. To increase services means to grow services in quantity and to improve services means to grow services in quality. The collective services for EL, foster youth, and low income students are being increased or improved by the percentage required

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

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:34
Staff-to-student ratio of certificated staff providing direct services to students		1:14

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,630,516	1,701,517	36.746%	0.000%	36.746%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,102,666.00	$1,054,955.00		$173,671.00	$6,331,292.00	$4,806,323.00	$1,524,969.00

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	Access to Standards Based Instructional Curriculum and Materials	All	No			All Schools	Ongoing	$0.00	$100,539.00	$100,539.00				$100,539.00	
1	1.2	Intervention Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$552,119.00	$2,000.00	$380,448.00			$173,671.00	$554,119.00	
1	1.3	Assessment	All	No			All Schools	Ongoing	$0.00	$7,000.00	$7,000.00				$7,000.00	
1	1.4	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$38,000.00	$3,177.00	$34,823.00			$38,000.00	
1	1.5	Access to Technology	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$178,779.00	$170,067.00	$348,846.00				$348,846.00	
1	1.6	Student Information System	All	No			All Schools	Ongoing	$0.00	$10,900.00	$10,900.00				$10,900.00	
1	1.7	Data and Assessment Coordinator	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$127,728.00	$0.00	$127,728.00				$127,728.00	
1	1.8	Director of Parent Engagement and Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$88,257.00	$0.00	$88,257.00				$88,257.00	
1	1.9	Special Education	Students with Disabilities	No			All Schools	Ongoing	$382,731.00	$96,900.00	$118,708.00	$360,923.00			$479,631.00	
1	1.10	Qualified teaching staff	All	No			All Schools	Ongoing	$2,241,429.00	$0.00	$2,241,429.00				$2,241,429.00	

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	1.11	English Language Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$100,690.00	$4,000.00	$104,690.00				$104,690.00	
1	1.12	STEM Teacher and MakerSpace	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$79,815.00	$5,000.00	$84,815.00				$84,815.00	
1	1.13	Peer Coaching Program	All	No			All Schools	Ongoing	$6,500.00	$0.00	$6,500.00				$6,500.00	
2	2.1	Access to a clean, safe, and well-maintained facility	All	No			All Schools	Ongoing	$0.00	$473,281.00	$473,281.00				$473,281.00	
2	2.2	Safety	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$131,734.00	$131,734.00				$131,734.00	
2	2.3	Access to a well-rounded program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$44,958.00	$109,200.00	$154,158.00				$154,158.00	
2	2.4	Access to social and emotional supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$344,308.00	$0.00	$311,665.00	$32,643.00			$344,308.00	
2	2.5	Celebrations and Awards	All	No			All Schools	Ongoing	$0.00	$10,350.00	$10,350.00				$10,350.00	
2	2.6	Leader in Me and House System	All	No			All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
2	2.7	Extended Learning: After School Program, Mondays Off, and Summer School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$301,536.00	$148,464.00		$450,000.00			$450,000.00	
2	2.8	High School, College, Trade School, and non-college Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$19,000.00	$19,000.00				$19,000.00	
2	2.9	Recruit, hire, and retain teachers, substitutes, and support staff	All	No			All Schools	Ongoing	$142,505.00	$6,000.00	$148,505.00				$148,505.00	

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	CA Community School Partnership	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$102,426.00	$32,500.00	$34,926.00	$100,000.00			$134,926.00	
2	2.11	Provide Art and/or Music Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$76,566.00		$76,566.00			$76,566.00	
3	3.1	Parent and Community Involvement	All	No			All Schools	Ongoing	$0.00	$10,600.00	$10,600.00				$10,600.00	
3	3.2	Communication with Families and Community	All	No			All Schools	Ongoing	$112,542.00	$32,868.00	$145,410.00				$145,410.00	

2024-2 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
$4,630,516	1,701,517	36.746%	0.000%	36.746%	$1,789,444.00	0.000%	38.645 %	Total:	$1,789,444.00
								LEA-wide Total:	$0.00
								Limited Total:	$104,690.00
								Schoolwide Total:	$1,684,754.00

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	1.2	Intervention Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$380,448.00	
1	1.4	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,177.00	
1	1.5	Access to Technology	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$348,846.00	
1	1.7	Data and Assessment Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$127,728.00	
1	1.8	Director of Parent Engagement and Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$88,257.00	
1	1.11	English Language Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$104,690.00	
1	1.12	STEM Teacher and MakerSpace	Yes	Schoolwide	English Learners Foster Youth	All Schools	$84,815.00	

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	2.2	Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$131,734.00	
2	2.3	Access to a well- rounded program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$154,158.00	
2	2.4	Access to social and emotional supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$311,665.00	
2	2.7	Extended Learning: After School Program, Mondays Off, and Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.8	High School, College, Trade School, and non-college Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
2	2.10	CA Community School Partnership	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$34,926.00	
2	2.11	Provide Art and/or Music Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income			

2023-2 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,677,017.00	$6,764,015.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Access to Standards Based Instructional Curriculum and Materials	Yes	$162,700.00	$212,786.00
1	1.2	Intervention Program	Yes	$631,266.00	$879,556.00
1	1.3	Assessment	Yes	$6,864.00	$6,864.00
1	1.4	Professional Development	Yes	$81,316.00	$43,413.00
1	1.5	Access to Technology	Yes	$296,750.00	$333,264.00
1	1.6	Student Information System	No	$10,900.00	$10,900.00
1	1.7	Director of Instruction and Assessment	No	$179,000.00	$177,743.00
1	1.8	Director of Parent Engagement and Intervention	Yes	$89,500.00	$88,871.00
1	1.9	Special Education	No	$692,400.00	$472,552.00
1	1.10	Qualified teaching staff	No	$2,375,649.00	$2,173,972.00
1	1.11	English Language Learner Support	Yes	$89,000.00	$101,352.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	STEM Support Teacher	Yes	$99,000.00	$85,411.00
1	1.13	Literacy Coach	Yes	$160,000.00	$85,068.00
2	2.1	Access to a clean, safe, and well-maintained facility	No	$665,848.00	$635,958.00
2	2.2	Access to a well- rounded program	Yes	$131,348.00	$166,040.00
2	2.3	Access to social and emotional supports	Yes	$185,000.00	$346,612.00
2	2.4	Celebrations and Awards	No	$10,350.00	$10,350.00
2	2.5	Leader in Me and House System	No	$48,000.00	$40,000.00
2	2.6	Extended Learning: After School Program, Mondays Off, and Summer School	Yes	$172,133.00	$500,000.00
2	2.7	High School, College, Trade School, and non-college Career Readiness	Yes	$26,000.00	$19,000.00
2	2.8	Recruit, hire, and retain teachers, substitutes, and support staff	No	$145,400.00	$100,944.00
2	2.9	CA Community School Partnership Coordinator	Yes	$200,000.00	$103,182.00
3	3.1	Parent and Community Involvement	No	$10,600.00	$10,600.00
3	3.2	Communication with Families and Community	No	$207,993.00	$159,577.00

2023-2 Contributing Actions Annual L date Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,513,493	$1,590,430.00	$1,611,201.00	($20,771.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Access to Standards Based Instructional Curriculum and Materials	Yes	$162,700.00	$0		
1	1.2	Intervention Program	Yes	$322,788.00	$399,695.00		
1	1.3	Assessment	Yes	$6,864.00	$6,864.00		
1	1.4	Professional Development	Yes	$33,243.00	$8,590.00		
1	1.5	Access to Technology	Yes	$284,987.00	$333,264.00		
1	1.8	Director of Parent Engagement and Intervention	Yes	$89,500.00	$88,871.00		
1	1.11	English Language Learner Support	Yes	$89,000.00	$101,352.00		
1	1.12	STEM Support Teacher	Yes	$99,000.00	$85,411.00		
1	1.13	Literacy Coach	Yes	$160,000.00	$85,068.00		
2	2.2	Access to a well- rounded program	Yes	$131,348.00	$166,040.00		
2	2.3	Access to social and emotional supports	Yes	$185,000.00	$313,864.00		
2	2.6	Extended Learning: After School Program, Mondays Off, and Summer School	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	High School, College, Trade School, and non-college Career Readiness	Yes	$26,000.00	$19,000.00		
2	2.9	CA Community School Partnership Coordinator	Yes		$3,182.00		

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)
$4,308,452	$1,513,493	0%	35.128%	$1,611,201.00	0.000%	37.396%	$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 separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: *EC* Section 42238.024(b)(1) (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 (1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

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

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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