

Sonoma Charter School
Regular Governing Board Meeting Agenda

Tuesday, June 13, 2023

5:00 p.m. Closed Session

6:00 p.m. Open Session

Meeting will be accessible at school – Classroom 7, Sonoma Charter School

17202 Sonoma Highway, Sonoma, CA 95476

OR

Join Zoom Meeting

<https://us06web.zoom.us/j/2176952793?pwd=FmpjaWgebB28wwBZXKGLrCrHknkodW.1>

Meeting ID: 217 695 2793 Passcode: x4rPsF

Sonoma Charter School adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at 707-935-4232. All efforts will be made for reasonable accommodations.

Welcome to our Board meeting. Documents provided to a majority of the Governing Board regarding this agenda will be made available for public inspection in the School Office located at 17202 Sonoma Hwy., Sonoma, CA 95476 during normal business hours. Such writings and documents are posted on the School's website at <https://www.sonomacharterschool.org/> as well as on ParentSquare, and clicking on Board of Education. A file copy is also available in the the meeting room. Said file is not to be removed from the room.

AGENDA

5:00 p.m. CLOSED SESSION

CALL PUBLIC MEETING TO ORDER, ESTABLISH QUORUM

I PUBLIC COMMENT - Opportunity for public to comment on Closed Session items(s).

The Board recognizes the value of public comment on educational issues and provides this time for members of the audience to address the Board on **any item to be disclosed in closed session**. Each speaker is requested to identify themselves prior to addressing the Board and to limit comments to three minutes.

II CLOSED SESSION - Recess to Closed Session – Board to consider and/or take action on any of the following:

TO CONSIDER COMPLAINT AGAINST PUBLIC EMPLOYEE -GOV CODE SECTION 54957

III RECONVENE IN OPEN SESSION

Report action taken, if any, in Closed Session

6:00 p.m. OPEN SESSION

CALL PUBLIC MEETING TO ORDER, ESTABLISH QUORUM

I PUBLIC COMMENT

At this point on the agenda, opportunity is provided for an individual or representative of a group to make statements to the Board regarding an item not listed on the agenda. A speaker shall be limited to 3 minutes (Board Bylaw 9323). The Board will not take action

on an item introduced during this portion of the agenda as this would constitute an illegal act on the part of the Board.

II GOVERNANCE

- A. Approve Agenda Action
- B. Approve Minutes for Board Meeting May 23, 2023 Action
- C. Adopt 2023-2024 Salary Schedules Action
- D. Adopt Go Math! Curriculum for use in TK-5th grades Action
- E. Review Sonoma Charter's End of Year Data Report Information
- F. MOU with Boys and Girls Club for Providing Extended Learning Opportunities Program Action

III PUBLIC HEARINGS

- A. Public Hearing 2023-2024 Local Control Accountability Plan (LCAP)
- B. Public Hearing for the 2023-2024 Budget

IV PROGRAMS & FINANCE

- A. Budget Update Information

V INFORMATION & REPORTS

- A. Staff Reports Information
- B. CCC Report Information
- C. Principal's Report Information
- D. Superintendent's Report Information
- E. Board Reports Information

MEETING ADJOURNED AT _____

Sonoma Charter School
Regular Governing Board Meeting Minutes

Tuesday, May 23, 2023

5:30 p.m. Closed Session

6:15 p.m. Open Session

Meeting will be accessible at school – Classroom 7, Sonoma Charter School

17202 Sonoma Highway, Sonoma, CA 95476

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MINUTES

5:30 p.m. CLOSED SESSION

CALLED PUBLIC MEETING TO ORDER, ESTABLISHED QUORUM

PRESENT: Trustees Skinner, White, Holladay, Principal Sowers

- I PUBLIC COMMENT** – No public present, so there was no public comment
- II CLOSED SESSION** - Recess to Closed Session – Board to consider and/or take action on any of the following:

PUBLIC EMPLOYEE PERFORMANCE EVALUATION (§ 54957) ⇒ Title: PRINCIPAL

- III RECONVENED IN OPEN SESSION**

No action was taken in Closed Session

6:30 p.m. OPEN SESSION

CALLED PUBLIC MEETING TO ORDER, ESTABLISHED QUORUM

PRESENT: Trustees Skinner, White, Holladay, Perkins, and Aviles

- I PUBLIC COMMENT**
No public comment was made

- II GOVERNANCE**

A. Approved Agenda

Moved: White, Second: Aviles 5-0

B. Minutes

1. Approve Minutes from Special Board Meeting April 17, 2023

Moved: White, Second: Aviles 5-0

2. Approve Minutes from Board Meeting April 18, 2028

Moved: Holladay, Second: Perkins 5-0

3. Approve Minutes for Special Board Meeting May 2, 2023

Moved: Aviles, Second: White 5-0

C. Correspondence

1. Consider Letter of Interest from Marc Elin for Vacant Community Board Member Position

2. Consider Letter of Interest from Ross Cannard for upcoming (7/1/24) Vacant Parent Board Member Position

D. Voting on New Board Members

1. Marc Elin Moved: White, Second: Holladay 5-0

2. Ross Cannard (to be seated July 1, 2023) Moved: White, Second: Aviles 5-0

New Trustee Elin was seated with the Board

E. Adopt 2023-2024 School Calendar Moved: White, Second: Holladay 6-0

F. Playground Supervision Principal Sowers provided information to the Board on SCS's playground rules, supervision, supervision training, and school rules.

G. Cell Phones on Campus – Current Policy was reviewed and discussed

H. Adopt Board Policies

1. Drop-Off and Pick-Up of Students and Parking – will be amended

2. School Calendar Moved: Aviles, Second: Perkins 5-0

3. Internal Complaint Procedures - Special Education

Moved: Aviles, Second: Perkins 5-0

4. Internal Complaint Procedures – Uniform Complaints

Moved: Aviles, Second: Perkins 5-0

III PROGRAMS & FINANCE

A. Budget Update

1. Monthly update, including attendance was provided and discussed

2. *Second Interim and SVUSD concerns were discussed and board members were advised that SVUSD would like SCS to attend a Board Meeting and present the 2nd Interim Budget Report.*

IV INFORMATION & REPORTS

- A. Staff Reports – Ms. Perkins talked about end of year activities and the 8th grade trip to Ashland, Mr. Aviles reported on soccer intramurals and the new mural being painted as part of the mural elective
- B. CCC Report – CCC is giving the school money for classroom supplies, the arts program, PBIS and steel drums. The board gratefully accepted these donations.
- C. Principal’s Report - Dr. Sowers reported on an upcoming Beautification Day, the Go Math curriculum pilot, end of year testing, comprehensive health ed, our new Psychologist (Maria Gregory), the Mentor Alliance, PBIS videos, the Discovery Learning information night, Design Thinking, the school garden, the wonderful Family Dance, Talent Show, and plays, Track Team success, and Adult Ed ESL continuing on campus next year.
- D. Superintendent’s Report – Ms. Stone reported that our early STAR data is looking very strong, that Charter renewal might be pushed out an additional year and that the requirements have changed a bit, and the current issues around the state budget, particularly the risk to funds already allocated (Arts and Music Block Grant and Learning Recovery Block Grant).
- E. Board Reports – SVHS graduates who went to SCS will be coming to campus, and SCS 8th grade promotion is June 8th.

RECESS TO CLOSED SESSION AT 8:00pm

- I **PUBLIC COMMENT** – There was no public comment
- II **CLOSED SESSION** - Recessed to Closed Session – Board to consider and/or take action on any of the following:
PUBLIC EMPLOYEE PERFORMANCE EVALUATION (54957) ⇒ Title: INTERIM SUPERINTENDENT
- III **RECONVENE IN OPEN SESSION**
No action was taken in Closed Session

AGENDA AMENDED 5/22/23 – see Item III A 2

MEETING ADJOURNED AT 8:45 pm

2023-24 Sonoma Charter School Certificated
Salary Schedule

	5% incr	Emps	Cost
Intern/PreCred	53,000	1	53,000
Year 1	55,000		
2	57,041	1	57,041
3	58,931	2	117,862
4	60,828	3	182,484
5	62,986		
6	63,113	1	126,226
7	64,483	1	64,483
8	65,920		
9	68,420		
10	70,920		
11	73,420		
12	75,920		
13	78,420		
14	81,073		
15	82,858		
16	84,858	1	84,858
17	86,858		
18	88,858		
19	90,858		
20	92,858		
			685,954

2023-24 Sonoma Charter School Classified
Salary Schedule (hourly)

2022-23	Emps	2023-24
		5% increase
20.50	7	21.53
21.00		
21.50		
22.00	1	23.10
22.50	2	23.63
23.00	2	24.15
23.50		
24.00		
24.50	1	25.73
32.50	1	34.13
		152.27

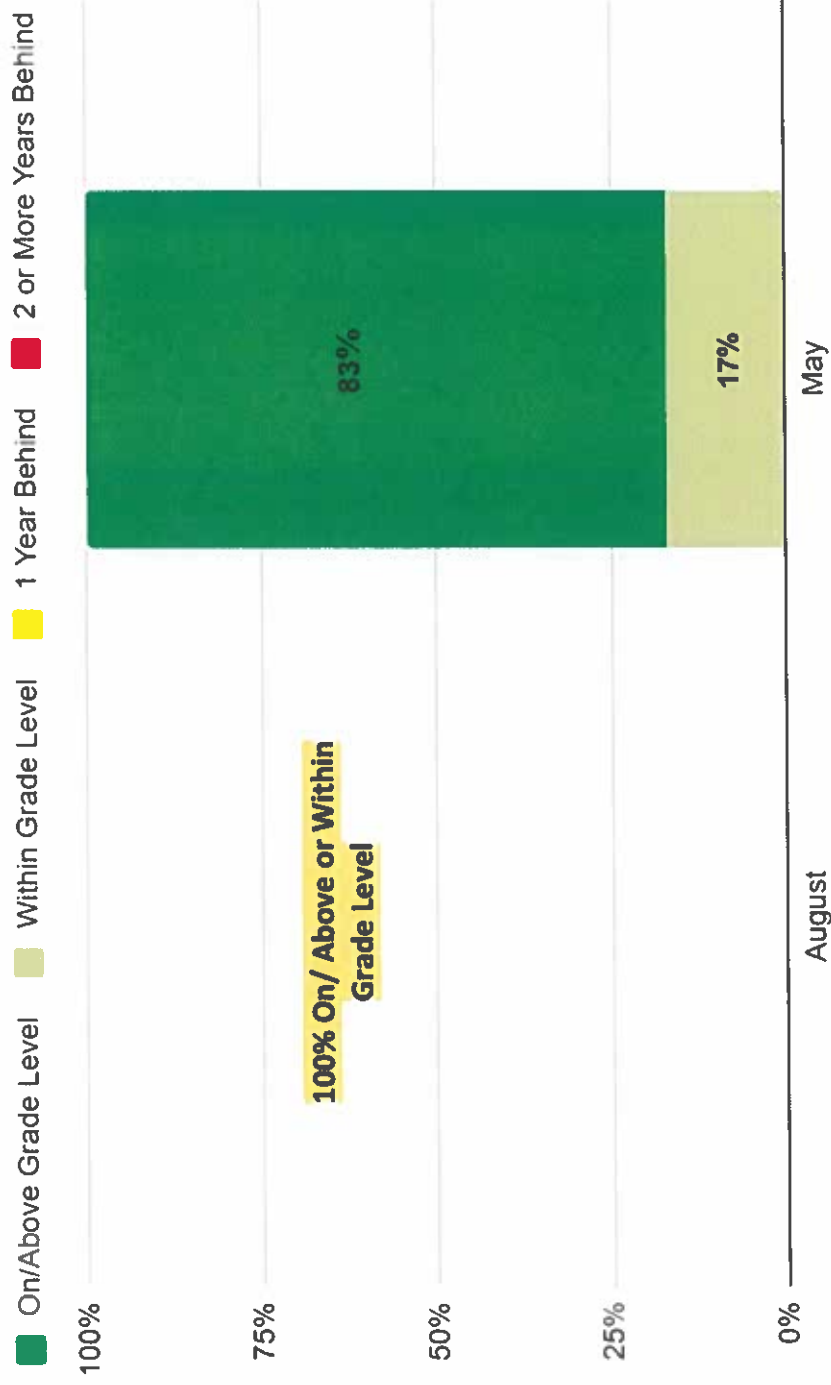
Intervention Teacher 50.00
Substitute Teacher 32.00



Sonoma Charter End of Year Data Report

ELA Data

TK Grade ELA Performance

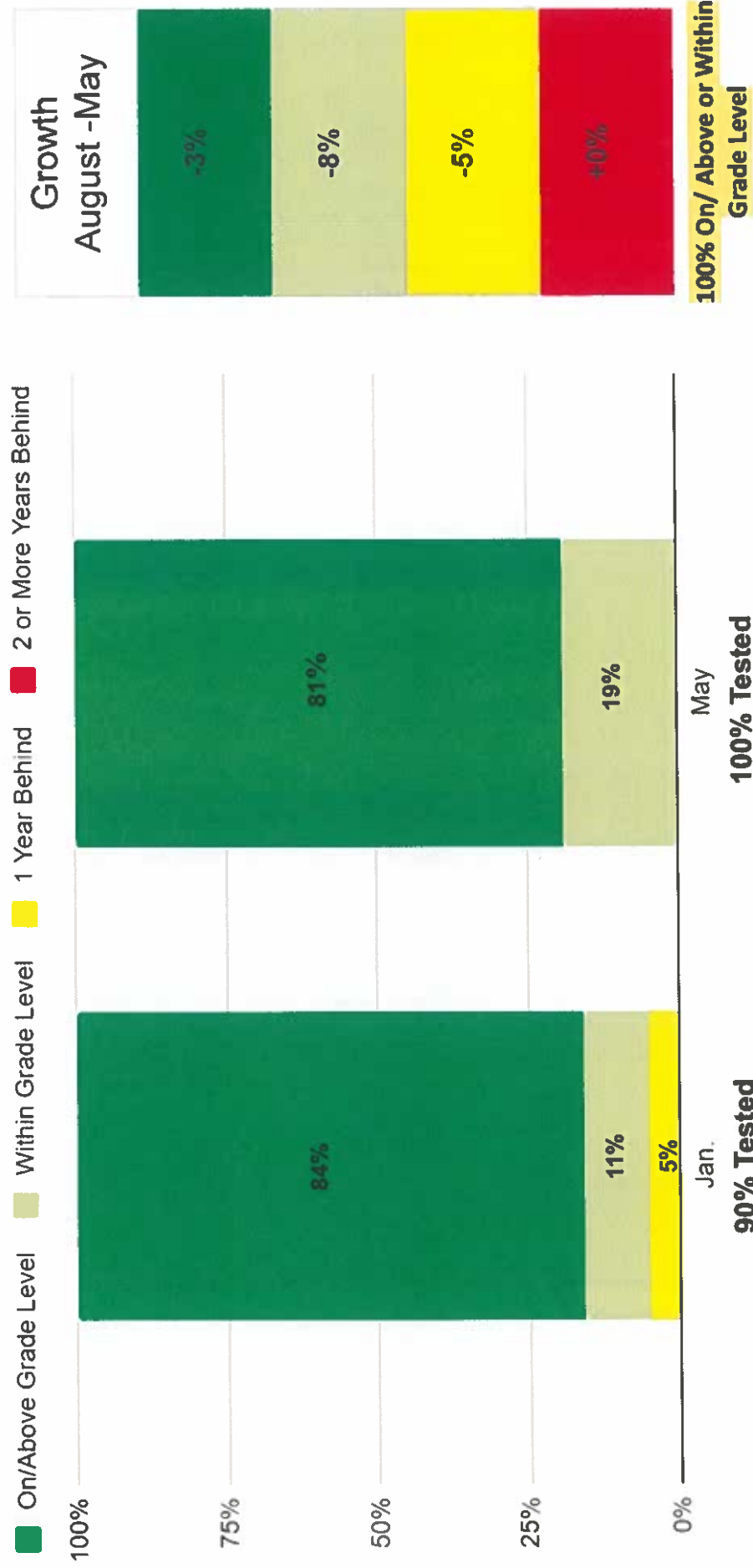


Students	12
Tested	100%
English Only	75%
RFEP	0%
EL	25%
SPED	0%
504	0%
SED	25%

100% Tested

0% Tested

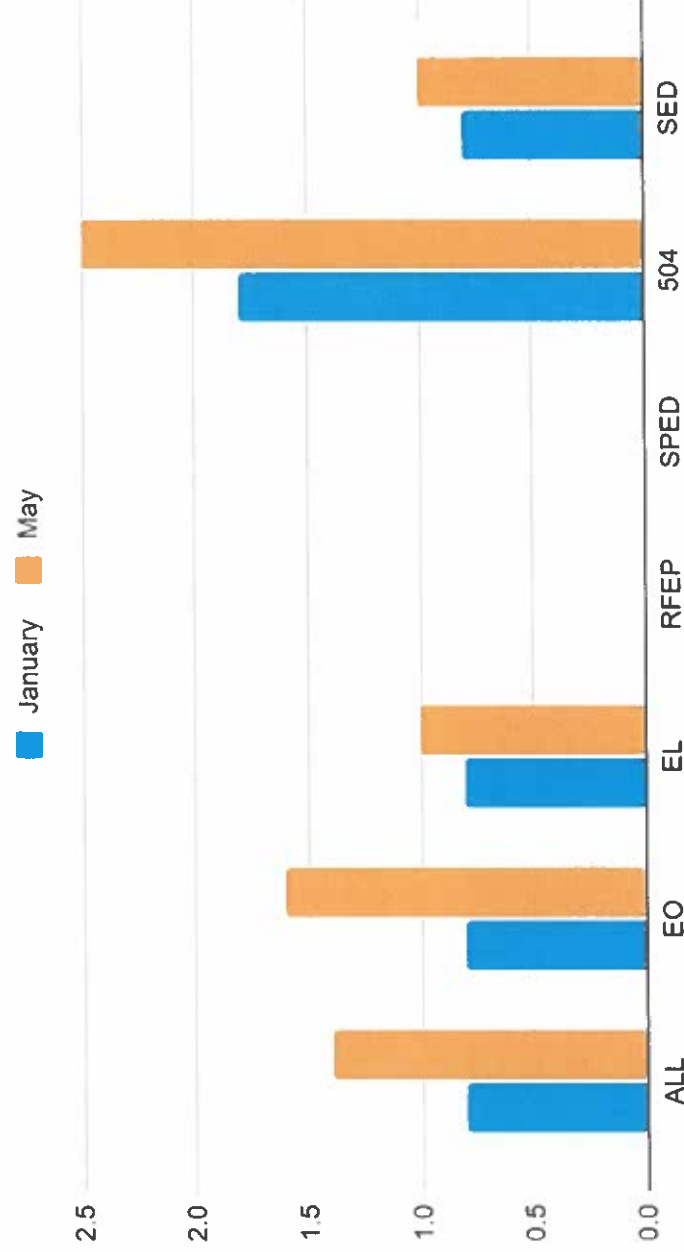
Kindergarten Grade ELA Performance



Kindergarten End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
21	100%	71%	0%	24%	0%	5%	24%

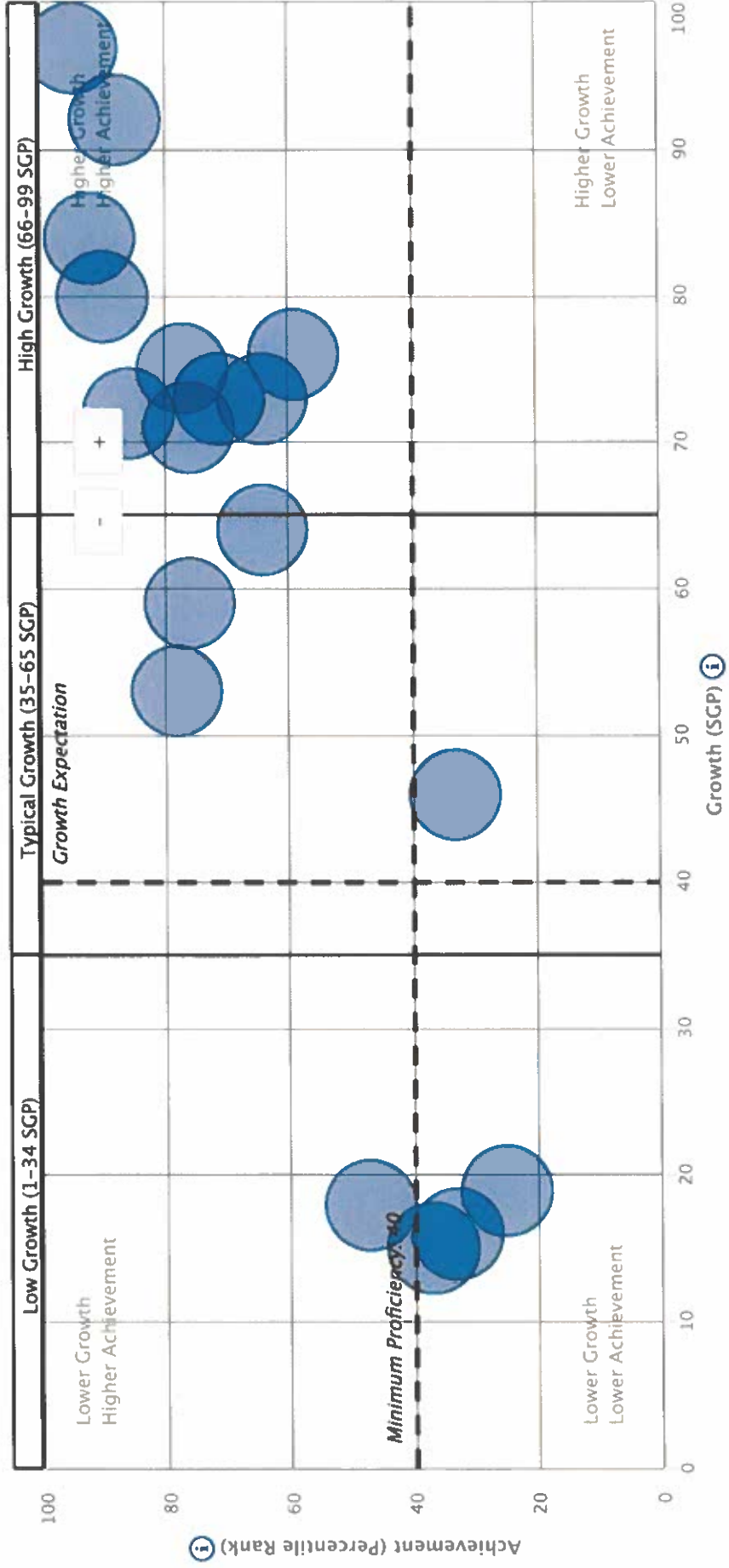
Kindergarten Growth



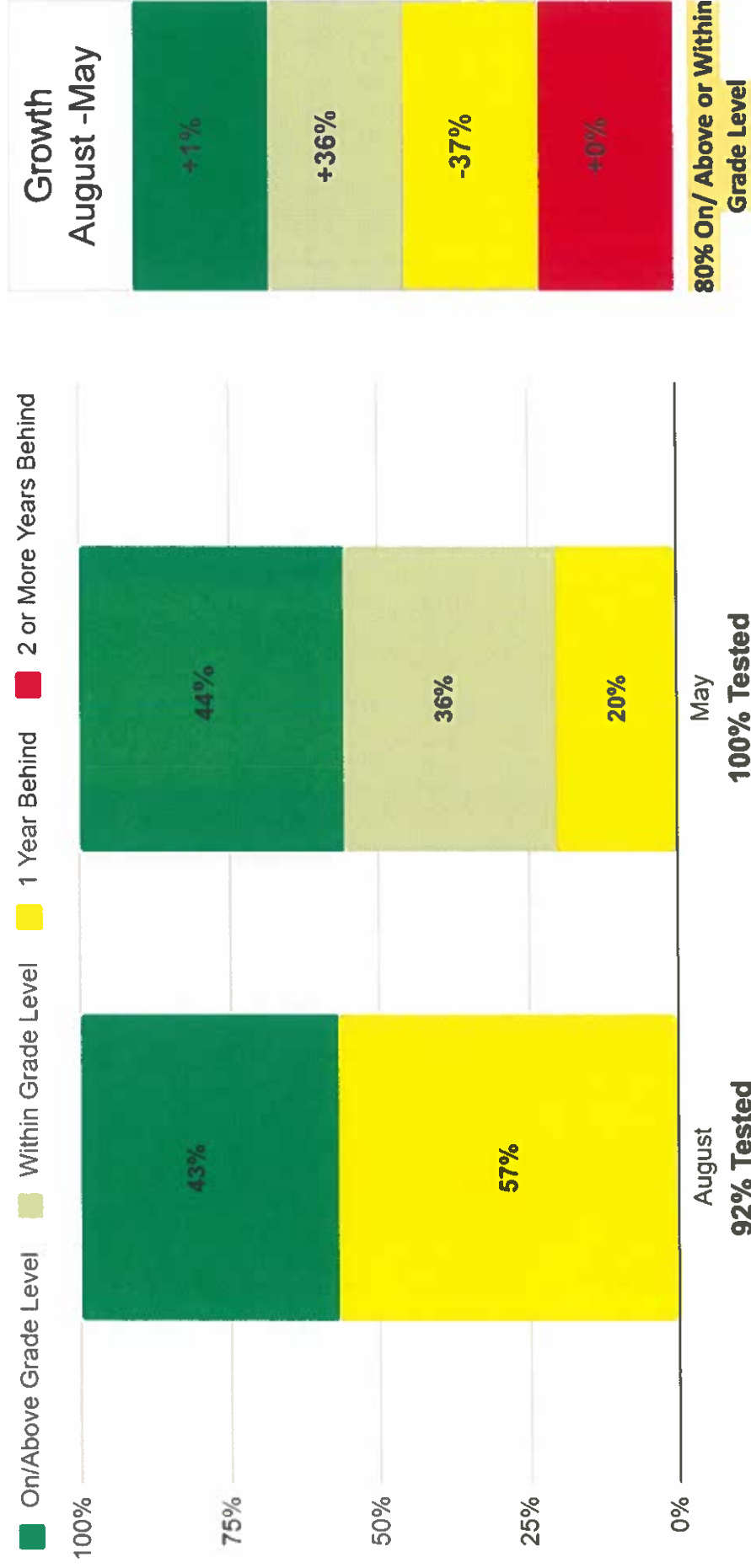
Kinder	STAR		Lexia		IRLA	
	Aug.	May	Aug.	May	Aug.	May
All	0.8	1.4	N/A	0.5	0.2	0.6
English Only	0.8	1.6	N/A	0.6	0.2	0.6
English Learners	0.8	1.0	N/A	0.2	0.1	0.4
RFEP						
SPED						
504	1.8	2.5	N/A	0.4	N/A	1.0
SED	0.8	1.0	N/A	0.2	0.1	0.4

Kindergarten ELA Growth

Sheridan-Grade0K - 18 Students



1st Grade ELA Performance



1st Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
25	100%	76%	0%	20%	8%	0%	36%

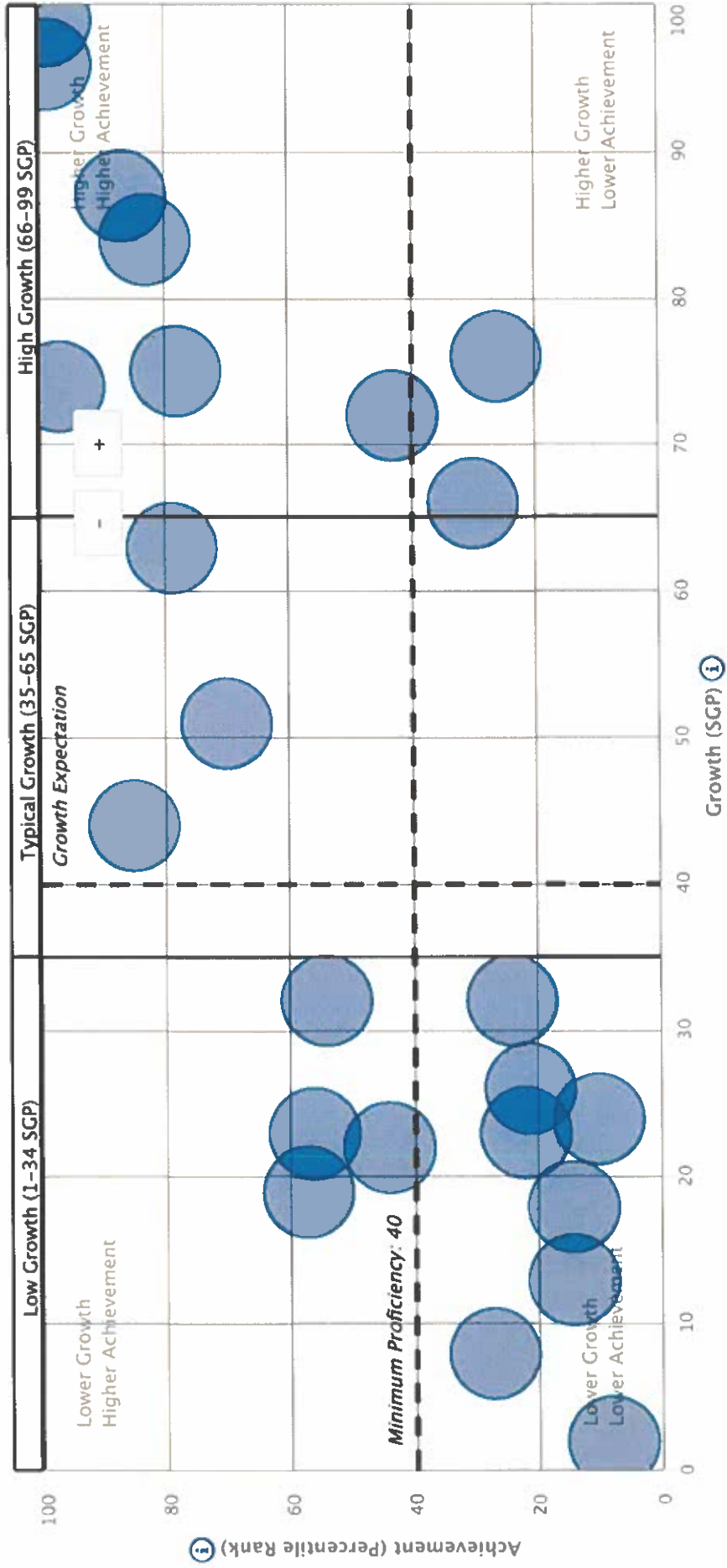
1st Grade Growth



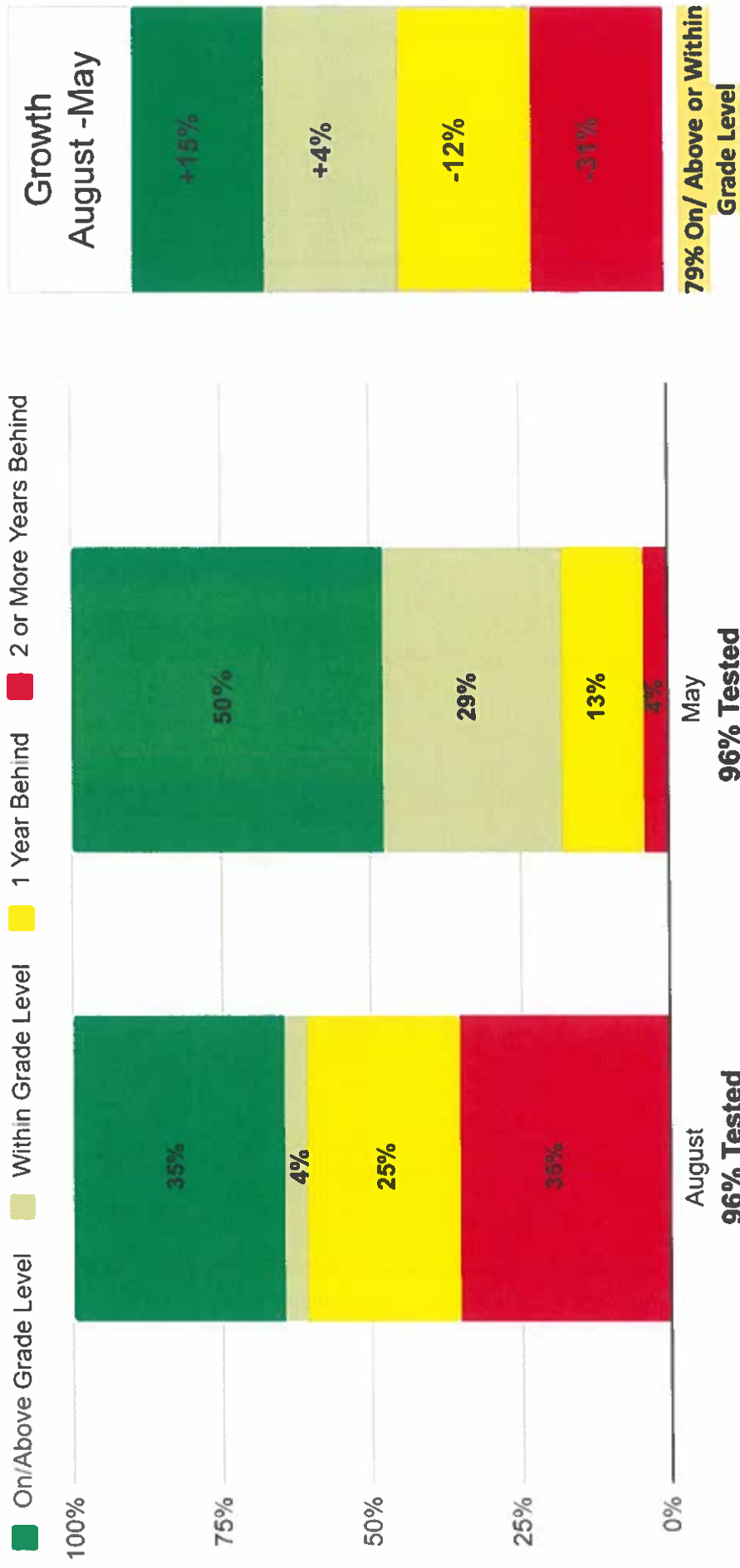
1st Grade	STAR		Lexia		IRLA	
	Aug.	May	Aug.	May	Aug.	May
All	0.9	1.9	0.5	1.4	0.7	1.6
English Only	1.0	2.2	0.7	1.7	0.9	1.9
English Learners	0.9	0.9	0.1	0.7	0.3	0.5
RFEP						
SPED	0.8	2.1	0.3	1.1	0.6	2.1
504	0.0	0.0	0.0	0.0	0.0	0.0
SED	0.5	1.7	0.3	1.2	0.4	1.2

1st Grade ELA Growth

Thibault-Grade1 - 24 Students



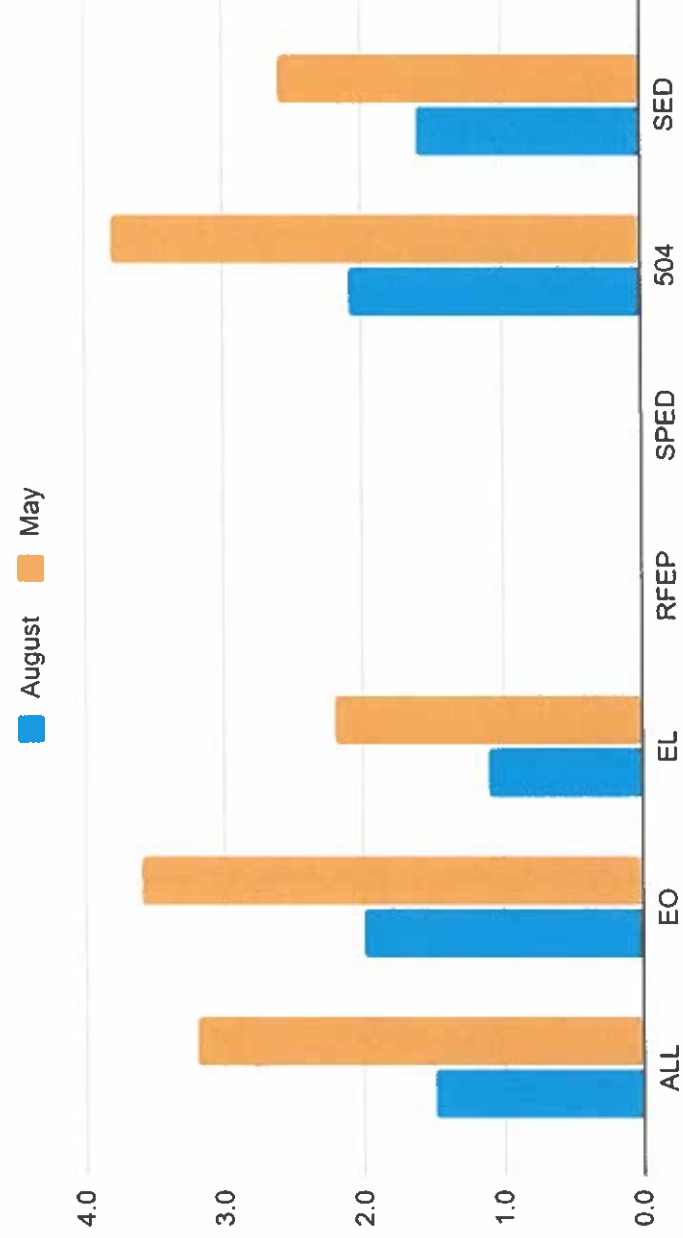
2nd Grade ELA Performance



2nd Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
24	100%	71%	0%	29%	4%	4%	50%

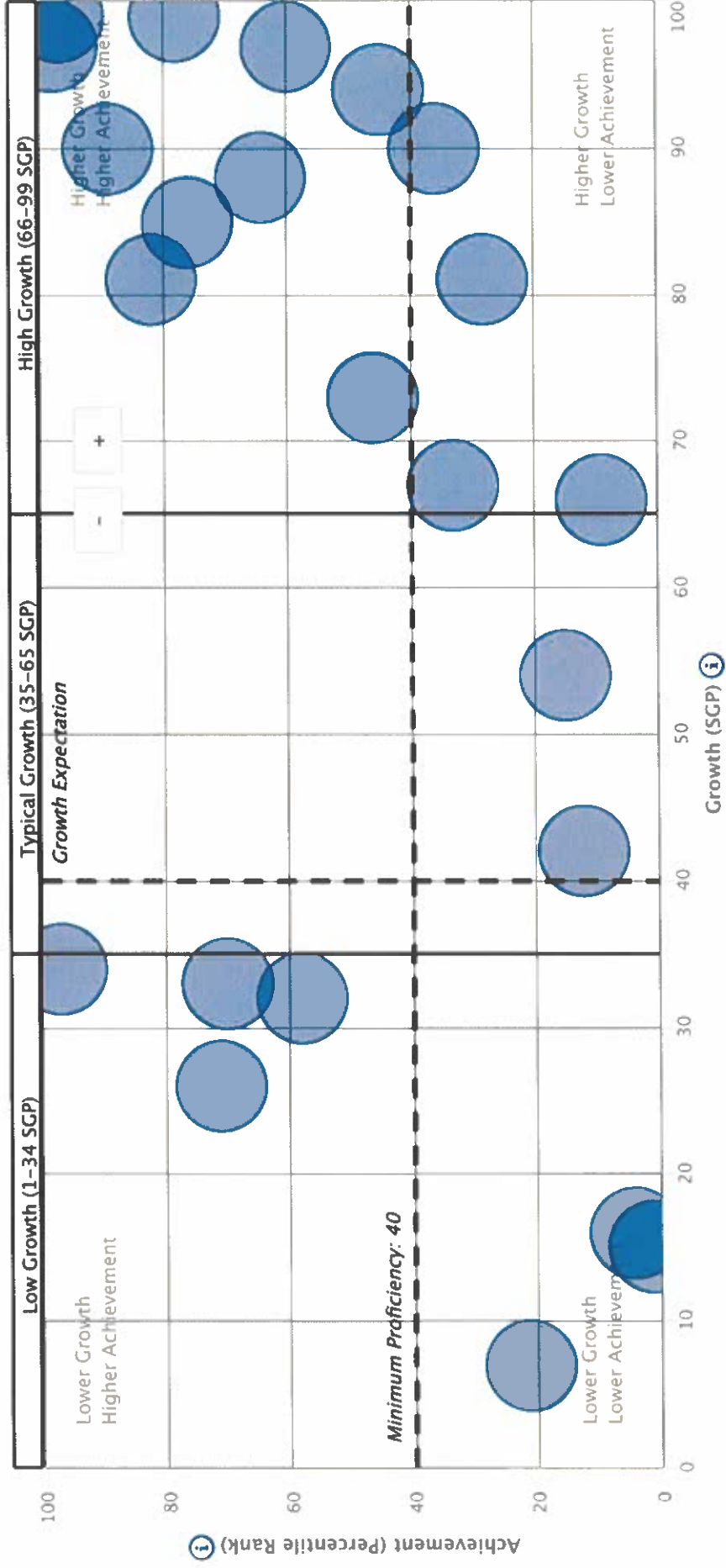
2nd Grade Growth



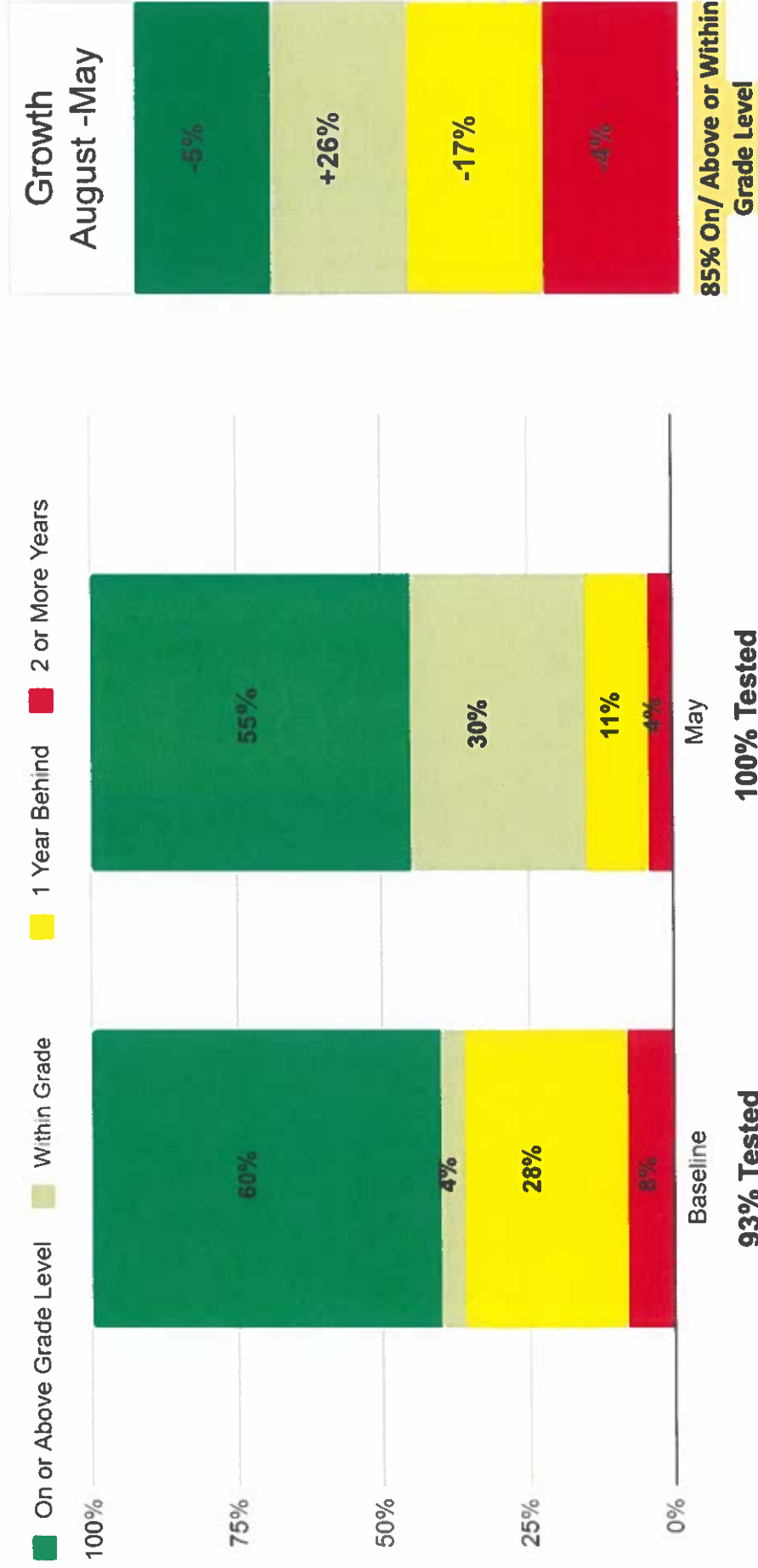
2nd Grade	STAR		Lexia		IRLA	
	Aug.	May	Aug.	May	Aug.	May
All	1.5	3.2	1.3	2.4	1.2	2.3
English Only	2.0	3.6	1.5	2.7	1.4	2.4
English Learners	1.1	2.2	0.6	1.6	0.8	1.9
RFEP						
SPED	0.5	N/A	0.6	0.8	0.3	0.2
504	2.1	3.8	1.2	2.5	2.0	2.5
SED	1.6	2.6	1.0	2.1	1.0	2.1

2nd Grade ELA Growth

Jones-Grade2 - 23 Students



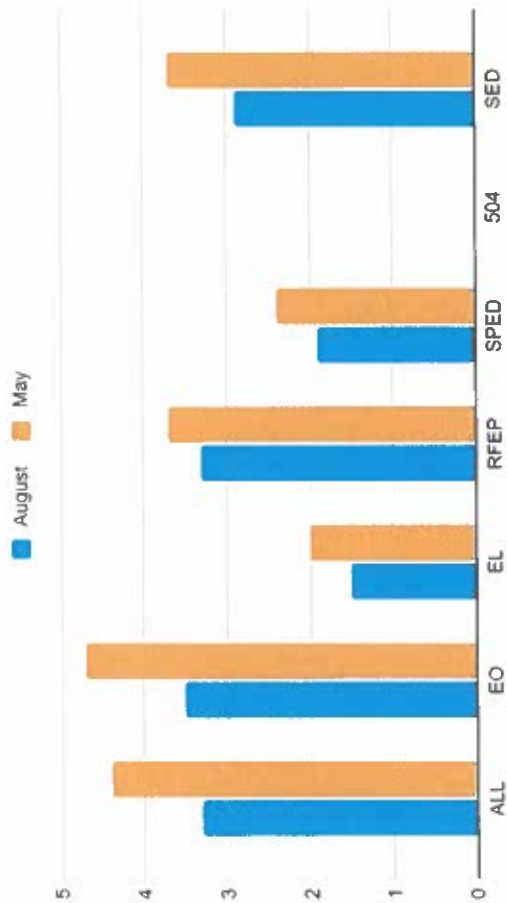
3rd Grade ELA Performance



3rd Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
27	100%	89%	4%	8%	8%	0%	37%

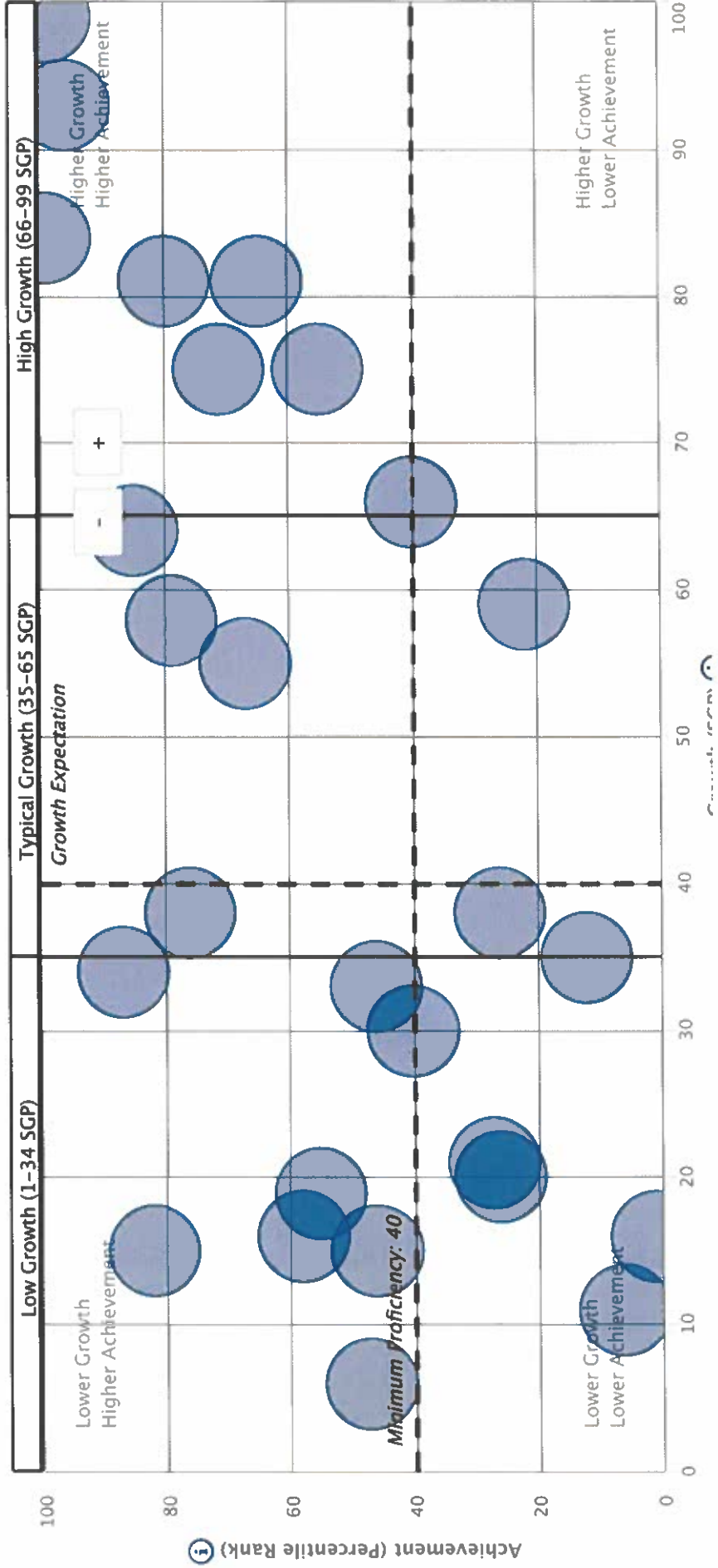
3rd Grade Growth



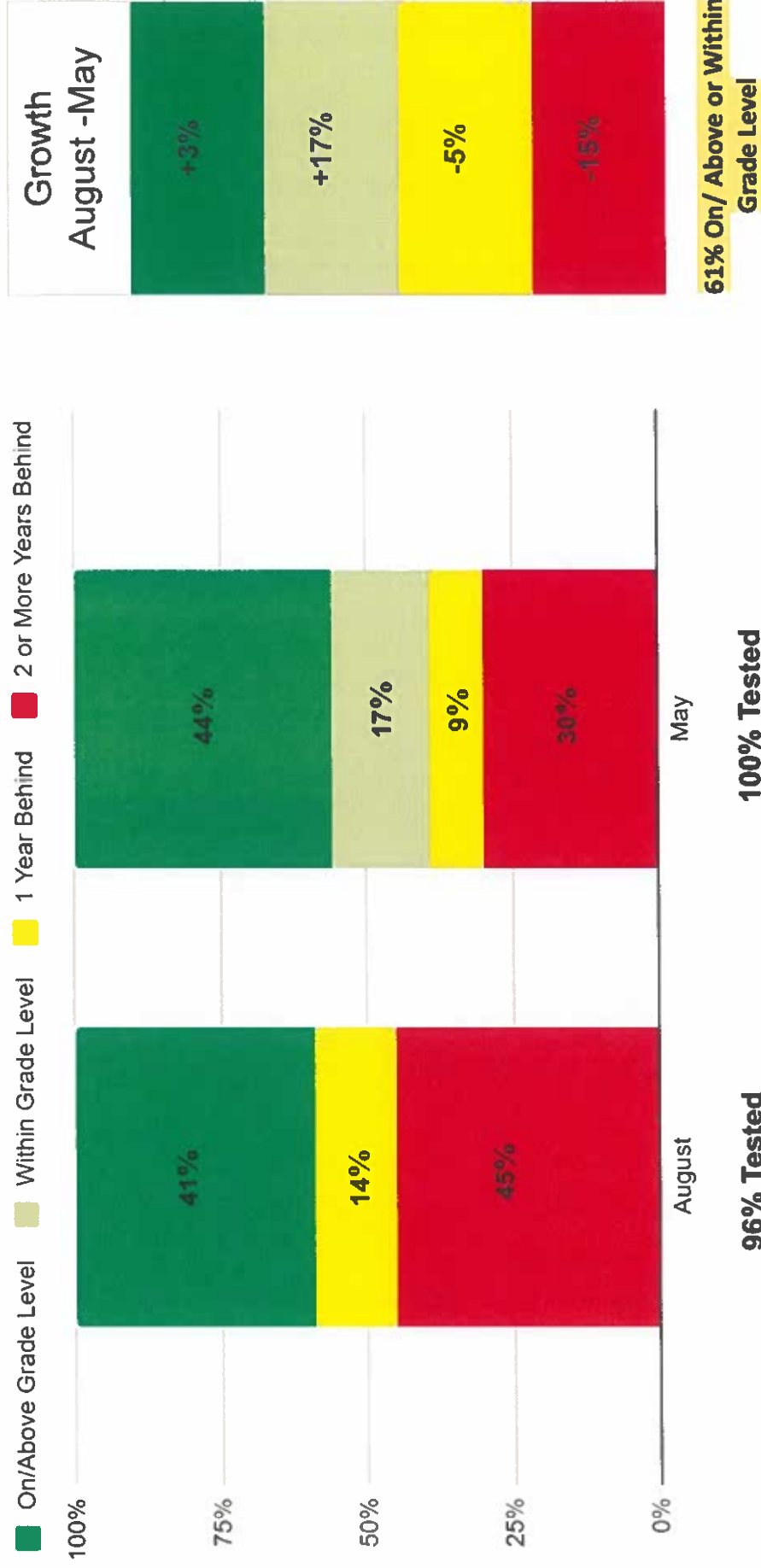
3rd Grade	STAR		Lexia		IRLA	
	BL	May	BL	May	BL	May
All	3.3	4.4	2.0	3.1	2.2	3.0
English Only	3.5	4.7	2.1	3.3	2.3	3.1
English Learners	1.5	2	0	0.9	0.8	1.4
RFEP	3.3	3.7	3.2	4.4	2.5	3.1
SPED	1.9	2.4	0.9	1.7	1.3	2.0
504						
SED	2.9	3.7	1.8	2.7	1.8	2.7

3rd Grade ELA Growth

Bissiri-Grade3 - 27 Students



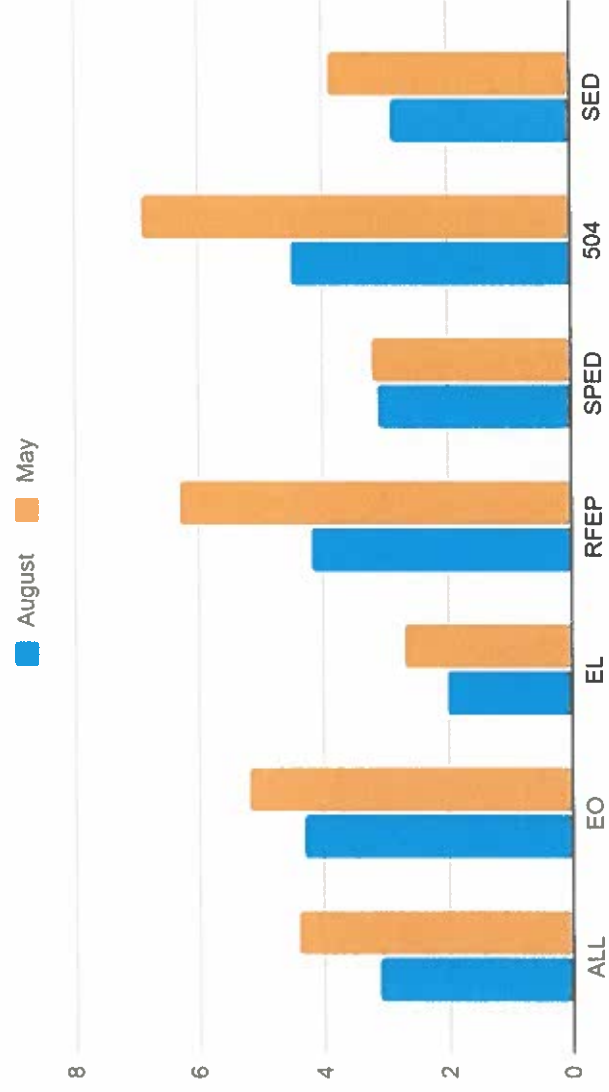
4th Grade ELA Performance



4th Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
23	100%	57%	9%	35%	22%	4%	52%

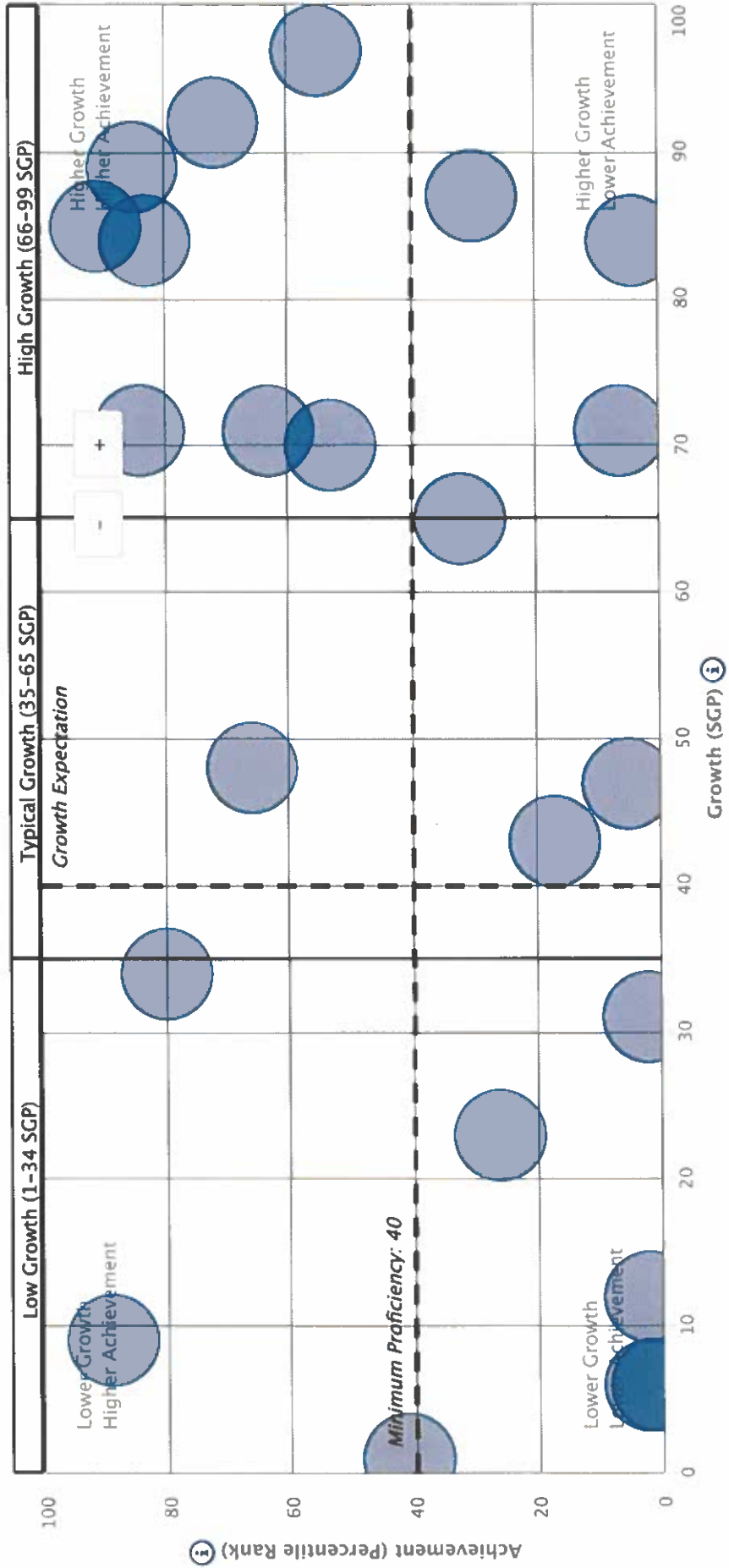
4th Grade Growth



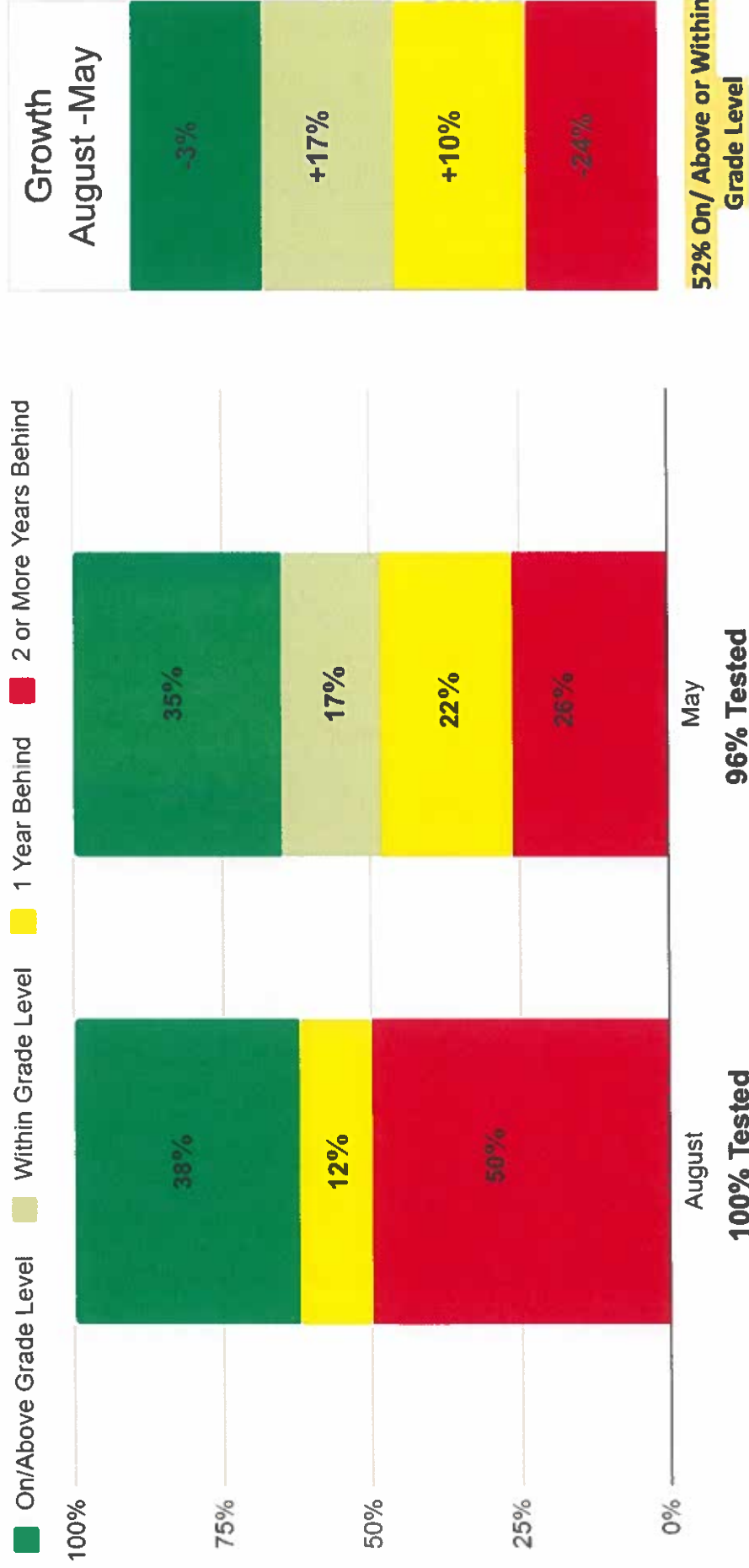
4th Grade	STAR		Lexia		IRLA	
	Aug.	May	Aug.	May	Aug.	May
All	3.1	4.4	2.2	3.9	2.7	4.4
English Only	4.3	5.2	3.0	3.5	3.0	4.1
English Learners	2.0	2.7	1.0	1.9	1.7	2.7
RFEP	4.2	6.3	2.8	4.1	4.0	4.3
SPED	3.1	3.2	1.2	1.9	1.8	2.7
504	4.5	6.9	4.1	4.9	3.0	4.3
SED	2.9	3.9	1.8	3.2	2.4	2.7

4th Grade ELA Growth

Sanchez-Grade4 - 23 Students



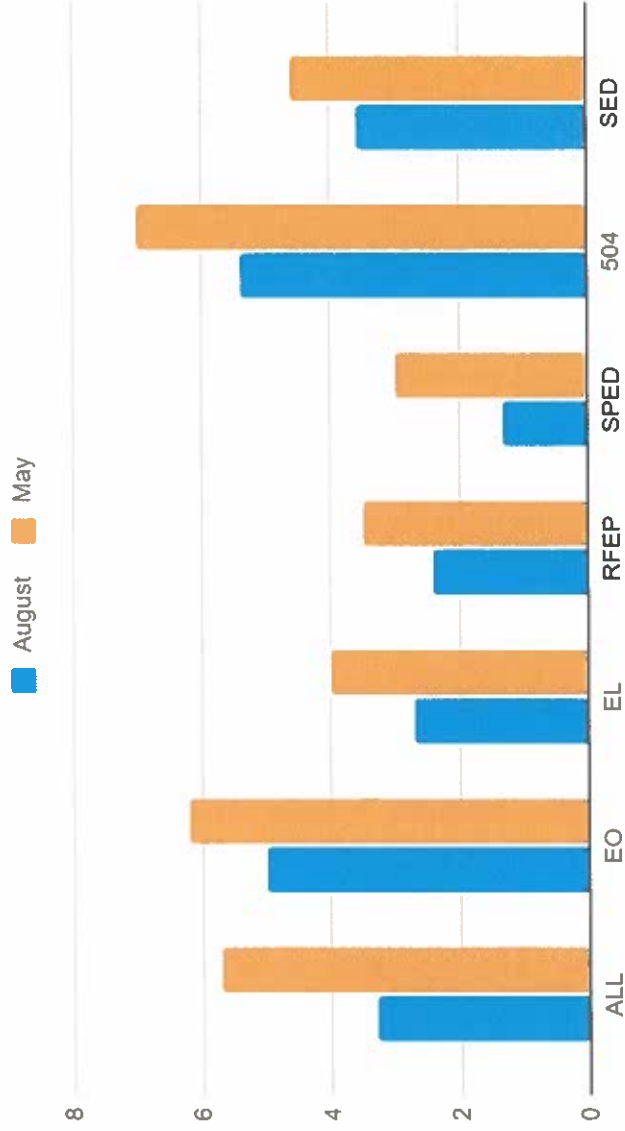
5th Grade ELA Performance



5th Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
24	96%	51%	4%	25%	8%	8%	50%

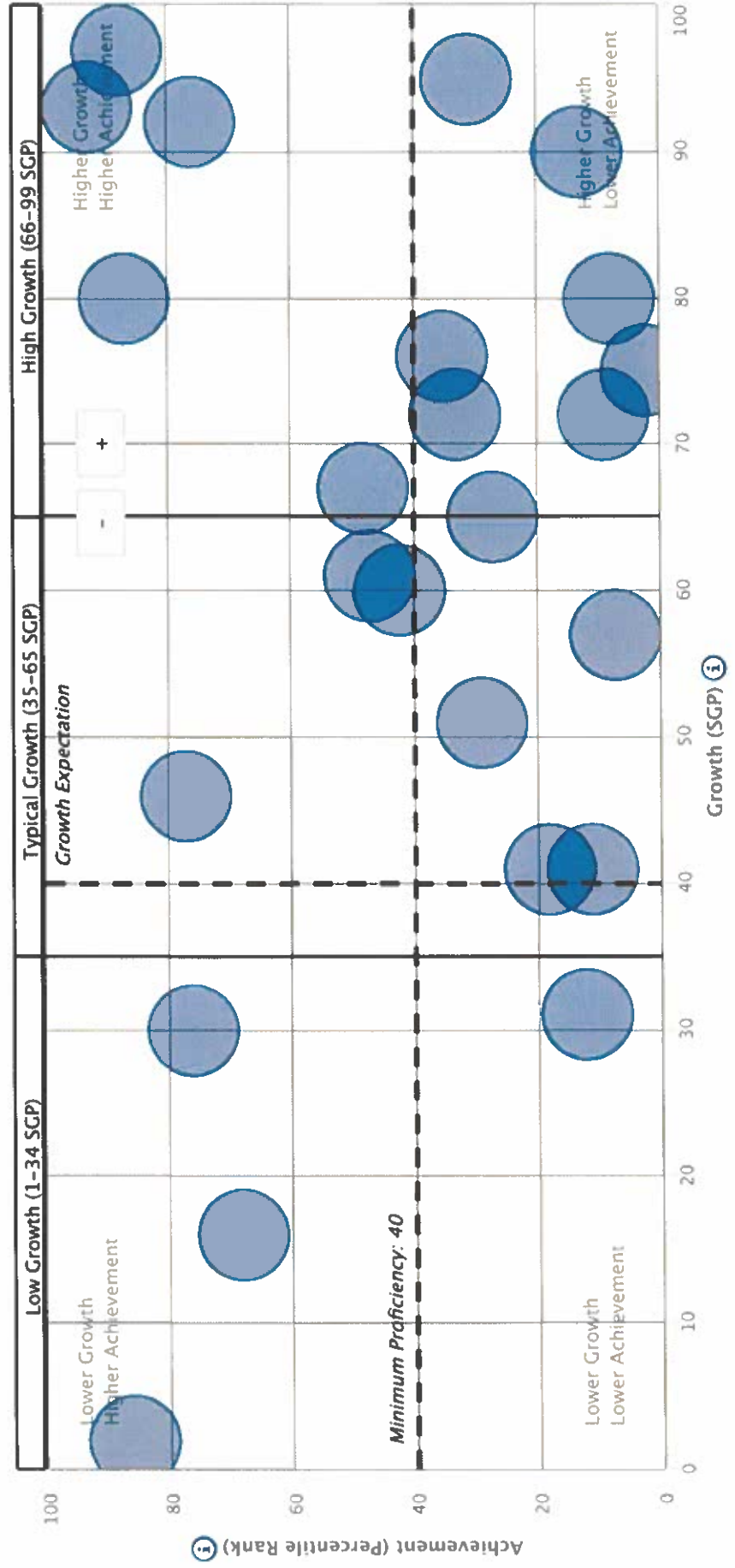
5th Grade Growth



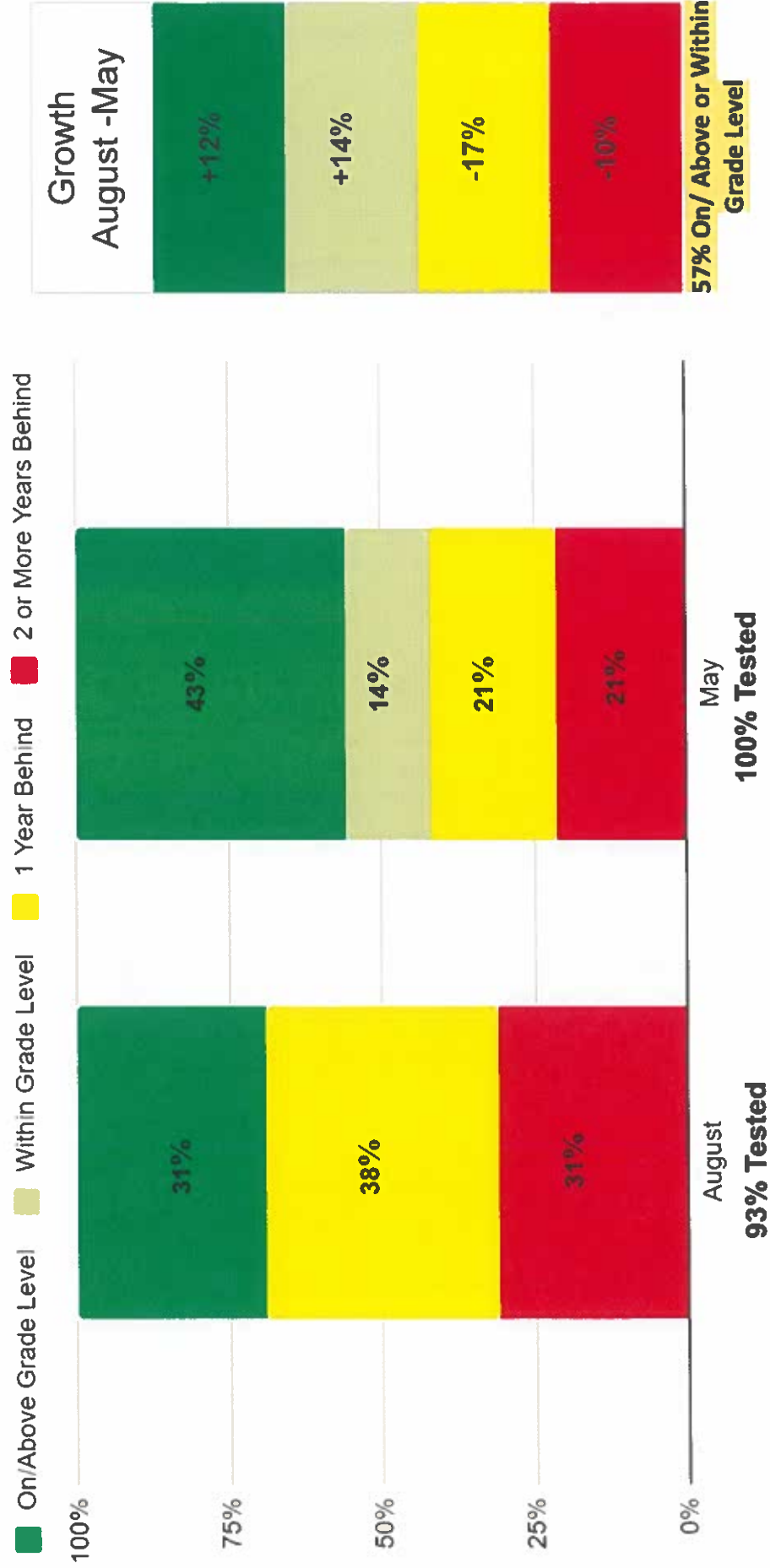
5th Grade	STAR		Lexia		IRLA	
	Aug.	May	Aug.	May	Aug.	May
All	3.3	5.7	3.0	4.1	3.5	4.4
English Only	5.0	6.2	3.4	4.3	4.0	4.8
English Learners	2.7	4.0	2.3	3.2	1.4	3.0
RFEP	2.4	3.5	5.1	5.3	2.5	4.1
SPED	1.3	3.0	0.9	1.9	2.0	2.4
504	5.4	7.0	3.6	4.3	3.5	4.1
SED	3.6	4.6	2.5	3.6	3.1	4.1

5th Grade ELA Growth

Gearing-Grade5 - 24 Students



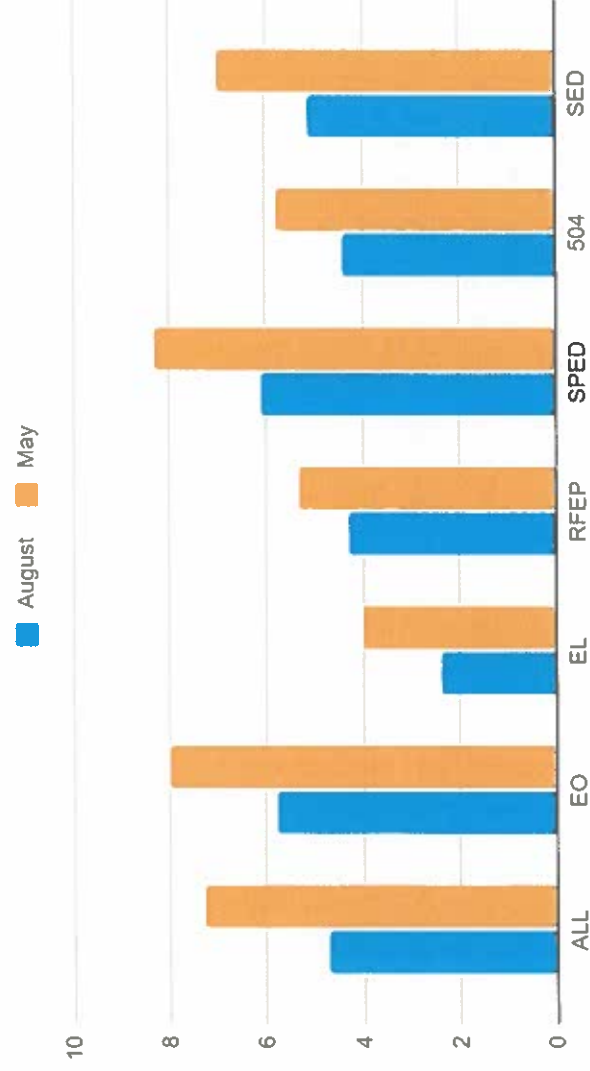
6th Grade ELA Performance



6th Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
14	100%	79%	14%	7%	7%	7%	36%

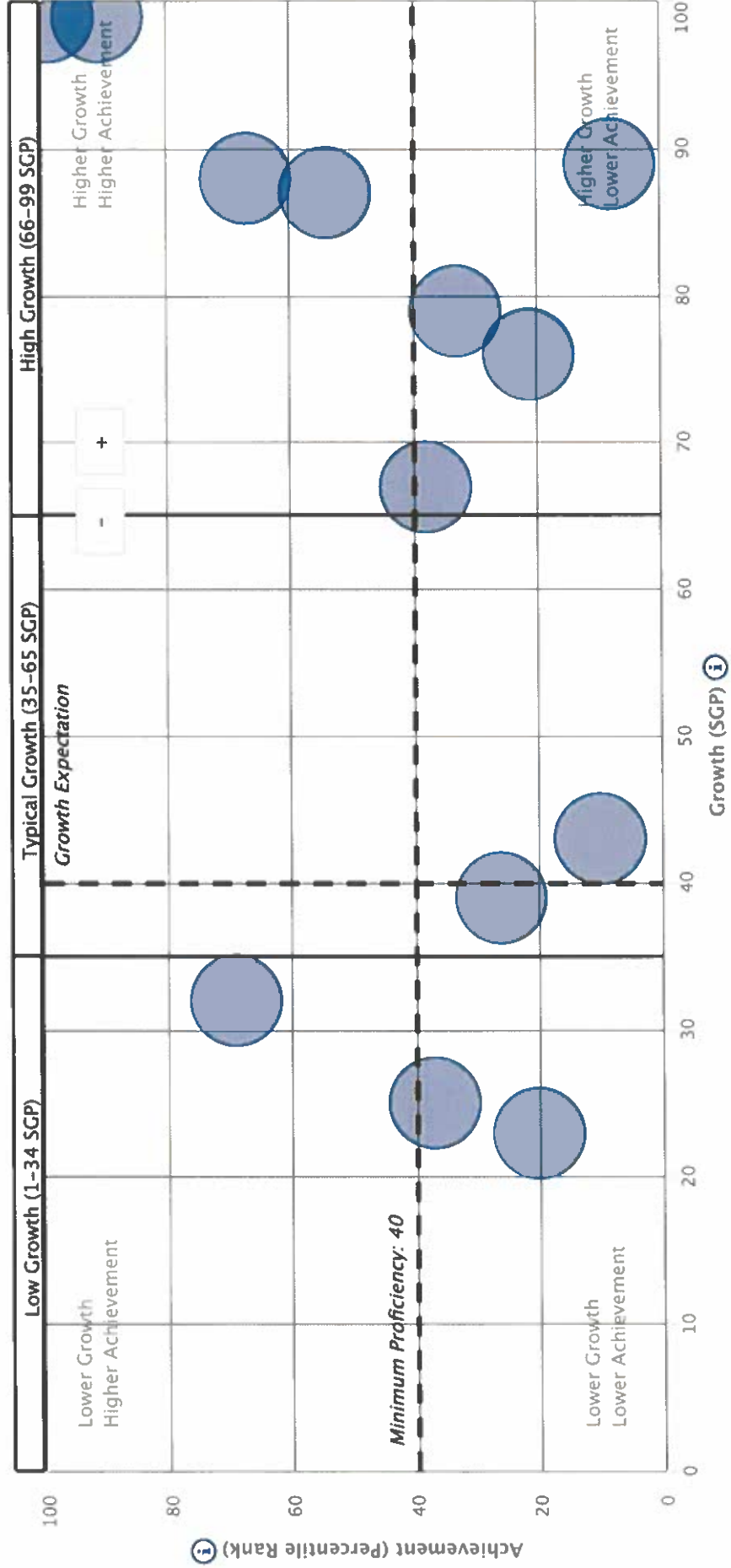
6th Grade Growth



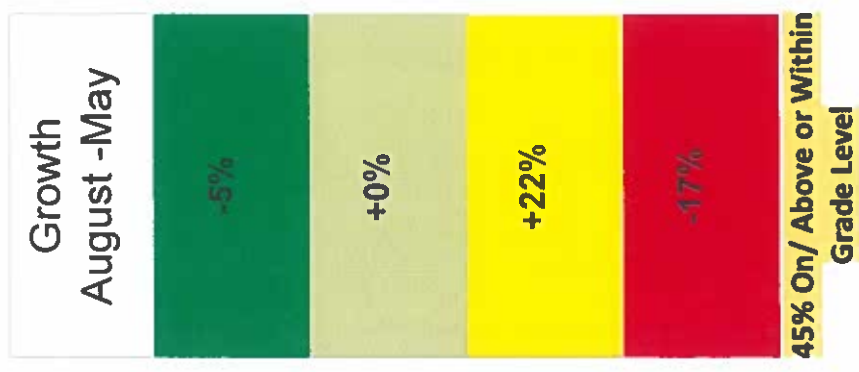
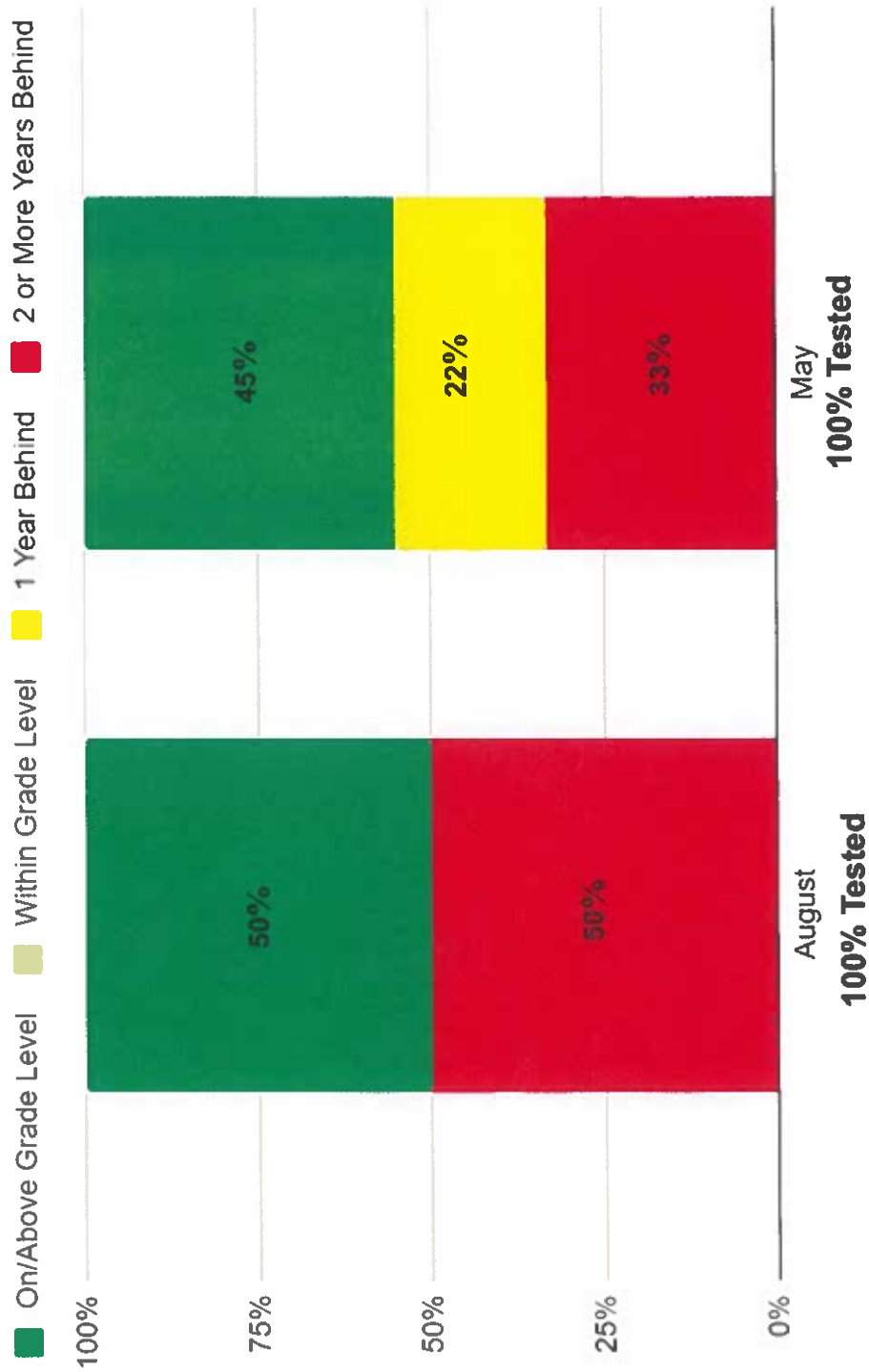
6th Grade	STAR		IRLA	
	Aug.	May	Aug.	May
All	4.7	7.3	4.5	5.9
English Only	5.8	8.0	4.7	6.0
English Learners	2.4	4.0	3.0	4.2
RFEP	4.3	5.3	4.0	5.3
SPED	6.1	8.3	3.0	3.0
504	4.4	5.8	4.0	5.0
SED	5.1	7.0	4.8	6.4

6th Grade ELA Growth

Hedley-Grade6 - 13 Students



7th Grade Reading Performance



7th Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
18	100%	78%	6%	16%	16%	0%	72%

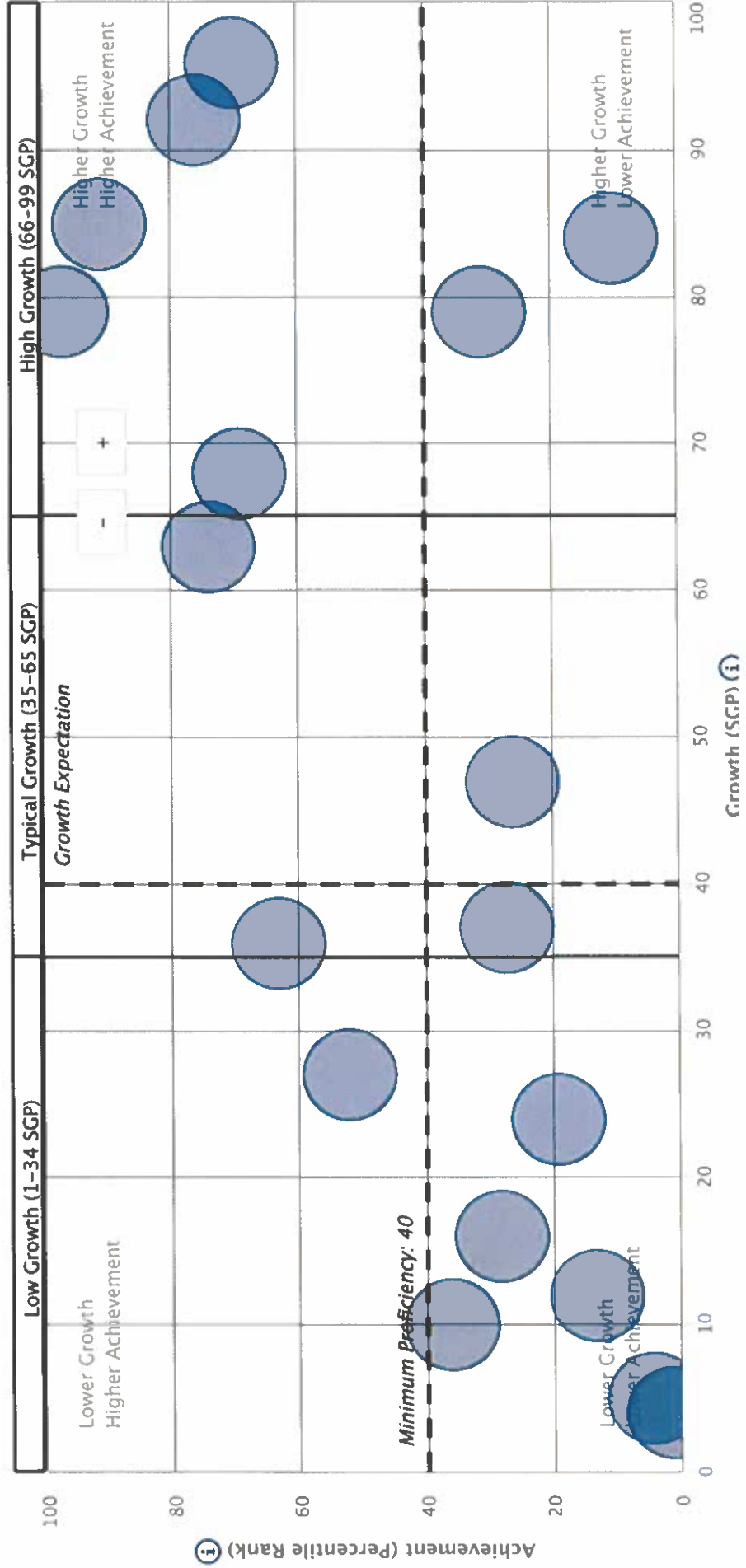
7th Grade Growth



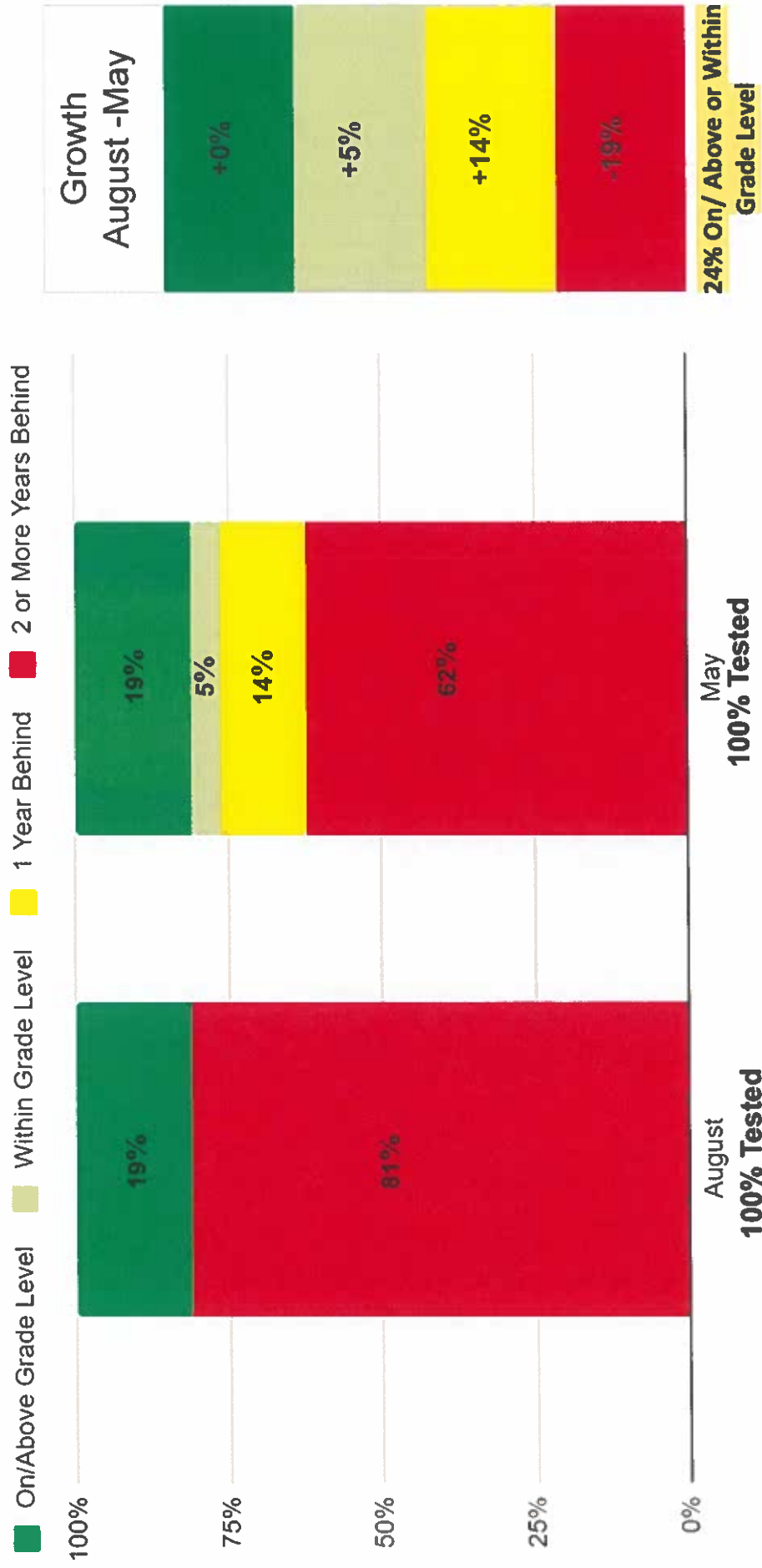
7th Grade	STAR		IRLA	
	Aug.	May	Aug.	May
All	6.7	7.5	5.4	6.5
English Only	7.3	8.5	6.0	7.3
English Learners	4.2	4.1	2.8	3.2
RFEP	5.9	5.2	5.0	6.3
SPED	4.3	4.2	3.5	4.7
504				
SED	6.1	7.0	5.1	6.1

7th Grade ELA Growth

Perkins-Grade7 - 18 Students



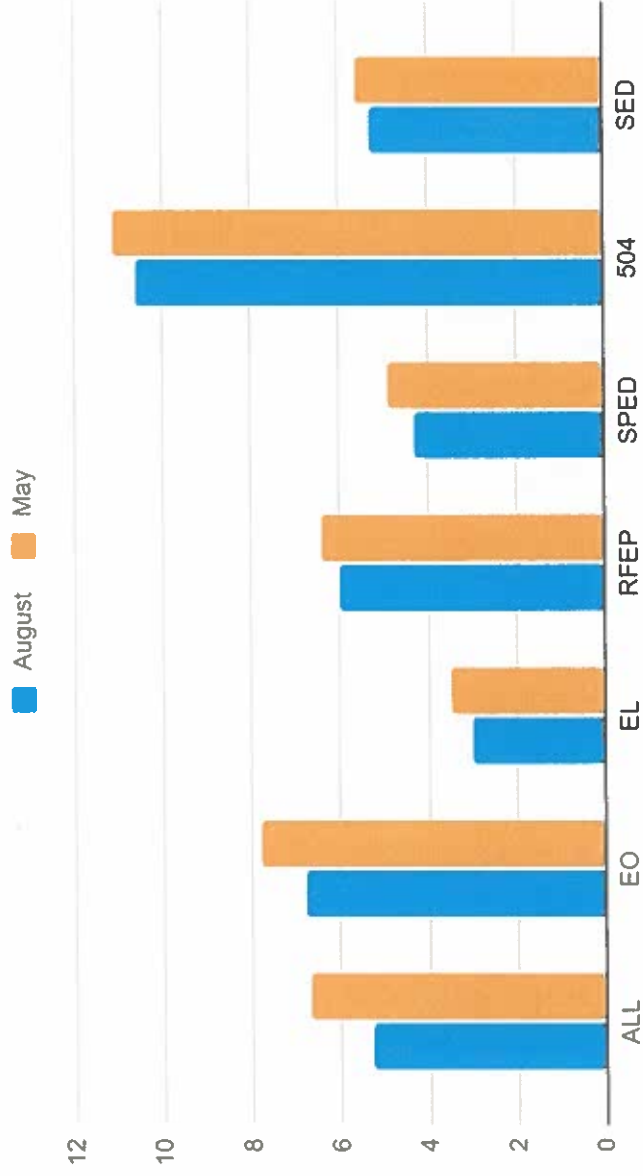
8th Grade ELA Performance



8th Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
21	100%	71%	5%	24%	24%	5%	29%

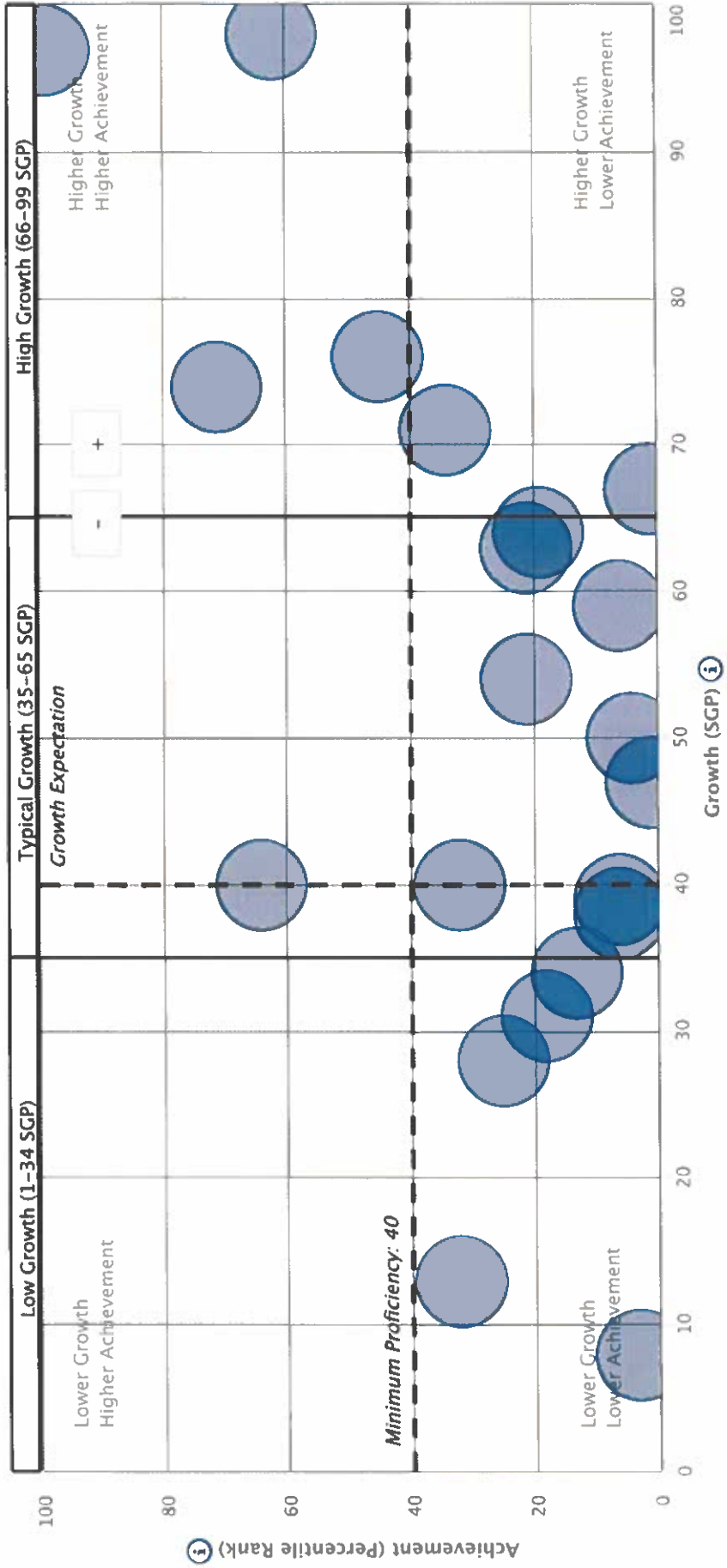
8th Grade Growth



8th Grade	STAR		IRLA	
	Aug.	May	Aug.	May
All	5.3	6.7	6.1	6.8
English Only	6.8	7.8	6.8	7.6
English Learners	3.0	3.5	4.1	4.3
RFEP	6.0	6.4	6.0	7.0
SPED	4.3	4.9	5.2	5.5
504	10.6	11.1	9.0	9.4
SED	5.3	5.6	5.4	6.0

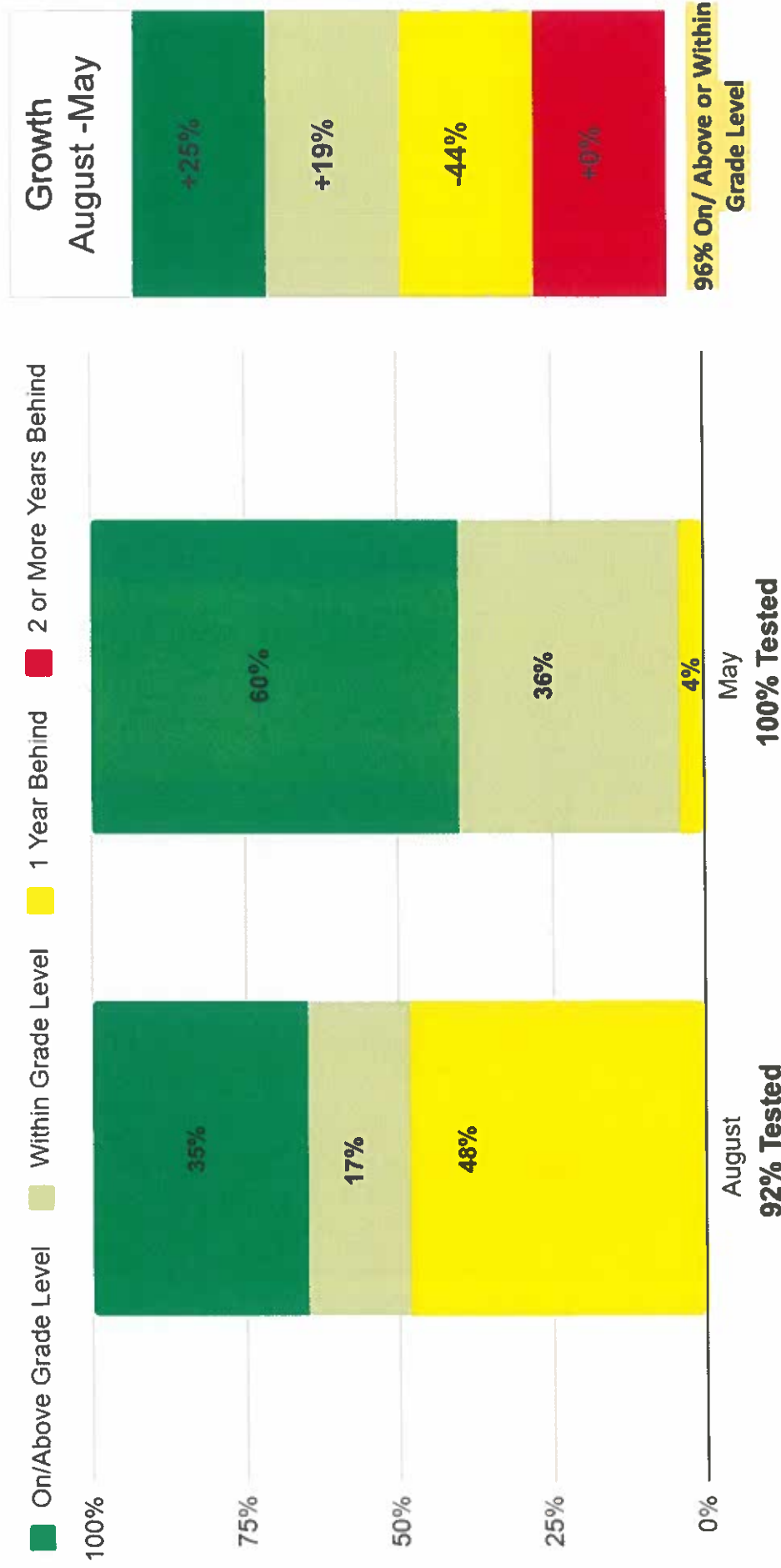
8th Grade ELA Growth

Page-Grade8 - 21 Students



Math Data

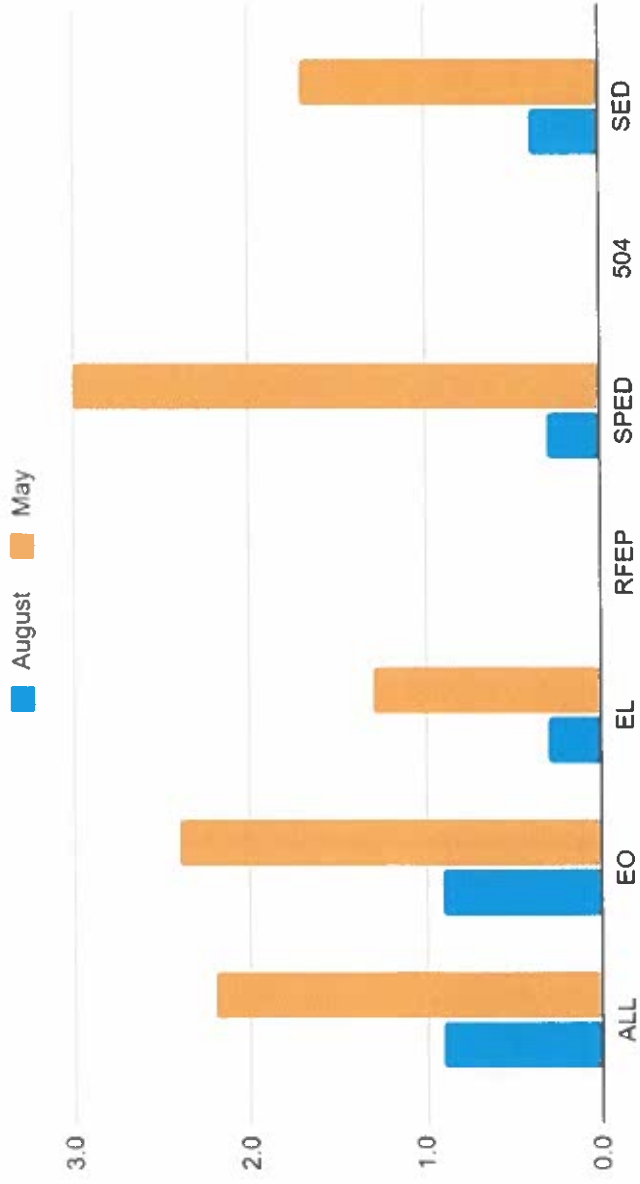
1st Grade Math Performance



1st Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
25	100%	76%	0%	20%	8%	0%	36%

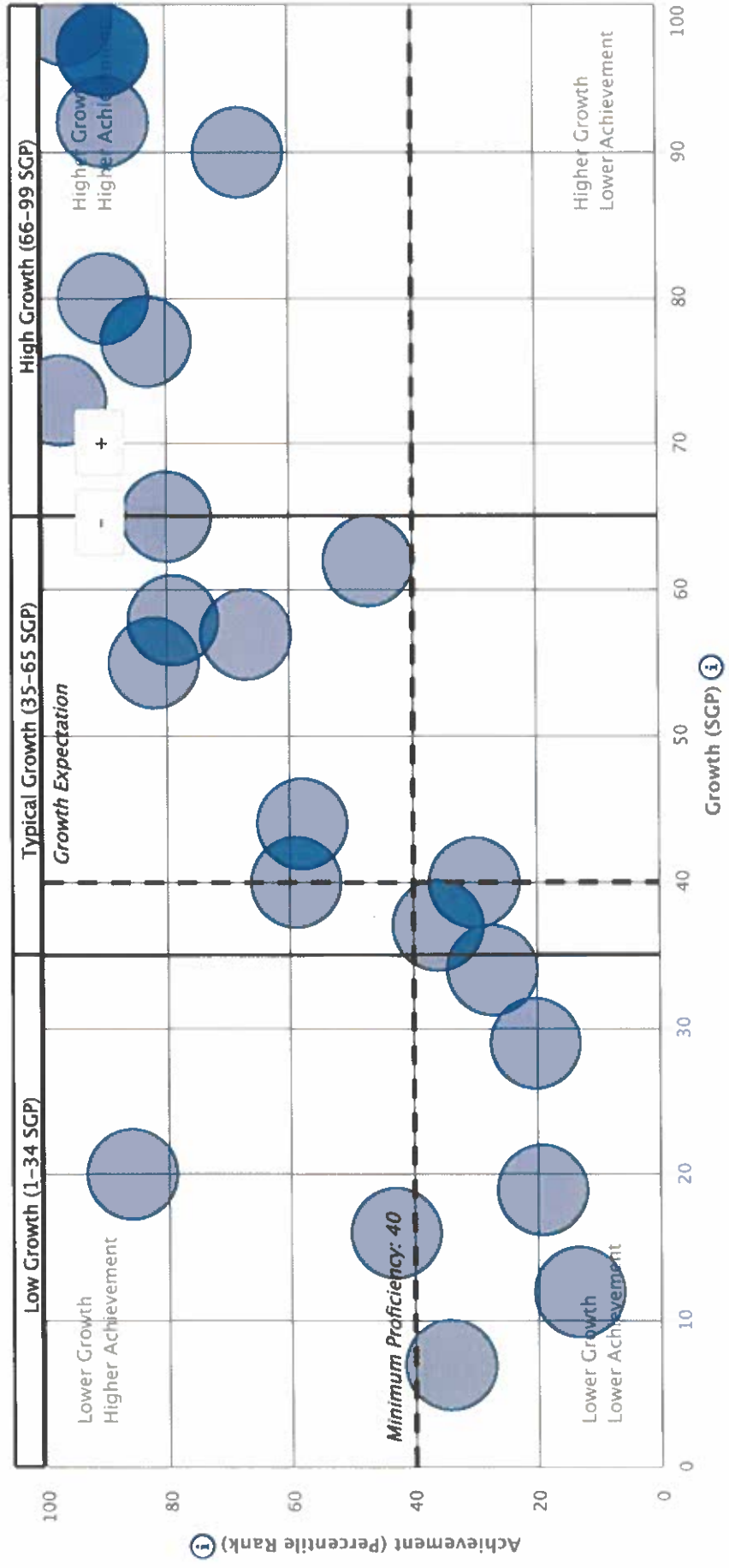
1st Grade Math Growth



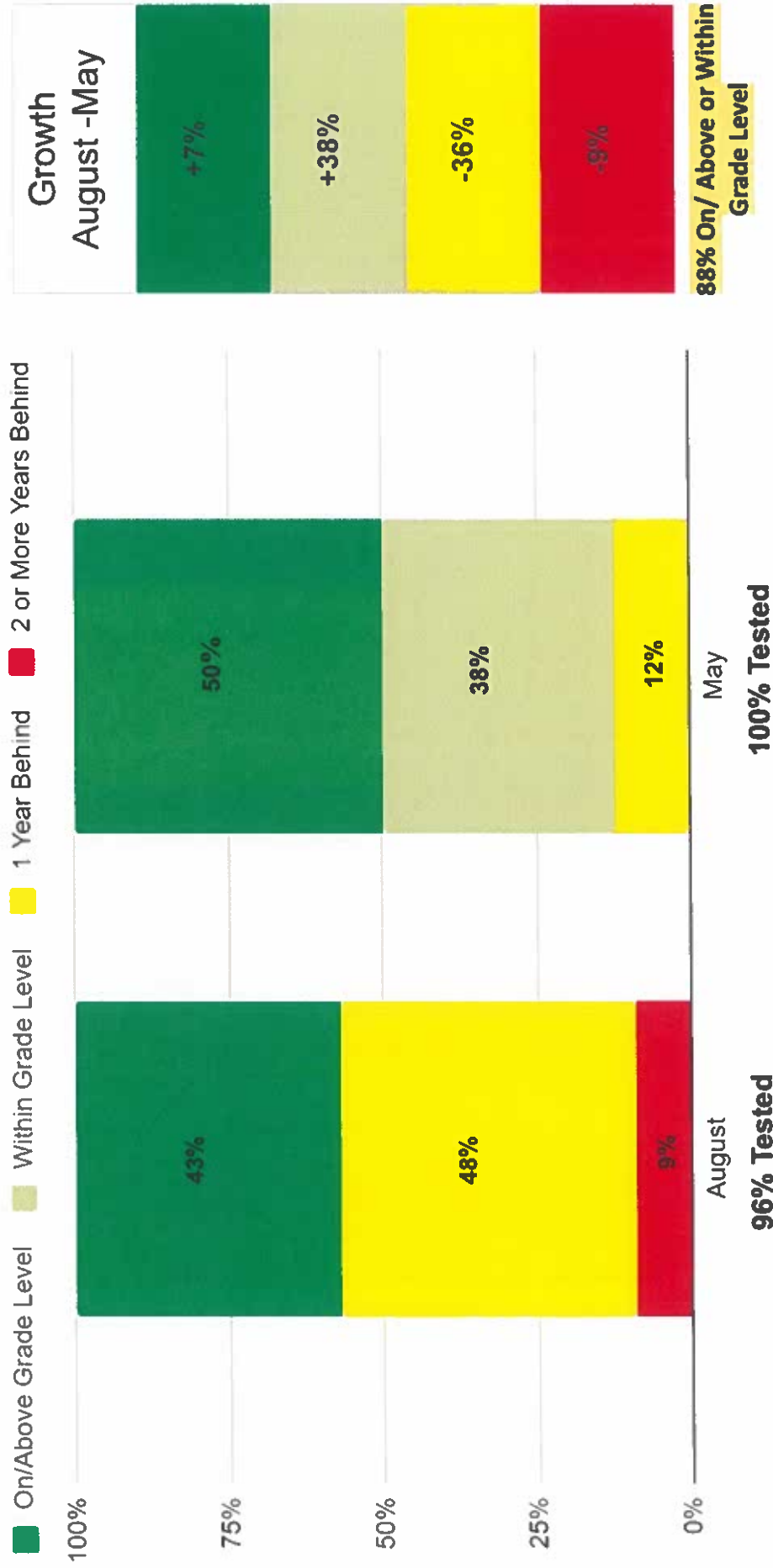
1st Grade	STAR		Dreambox	
	Aug.	May	Aug.	May
All	0.9	2.2		
English Only	0.9	2.4	0.5	1.3
English Learners	0.3	1.3	0.3	0.9
RFEP				
SPED	0.3	2.0	0.1	1.0
504				
SED	0.4	1.7	0.4	1.0

1st Grade Math Growth

Thibault-Grade1 - 24 Students



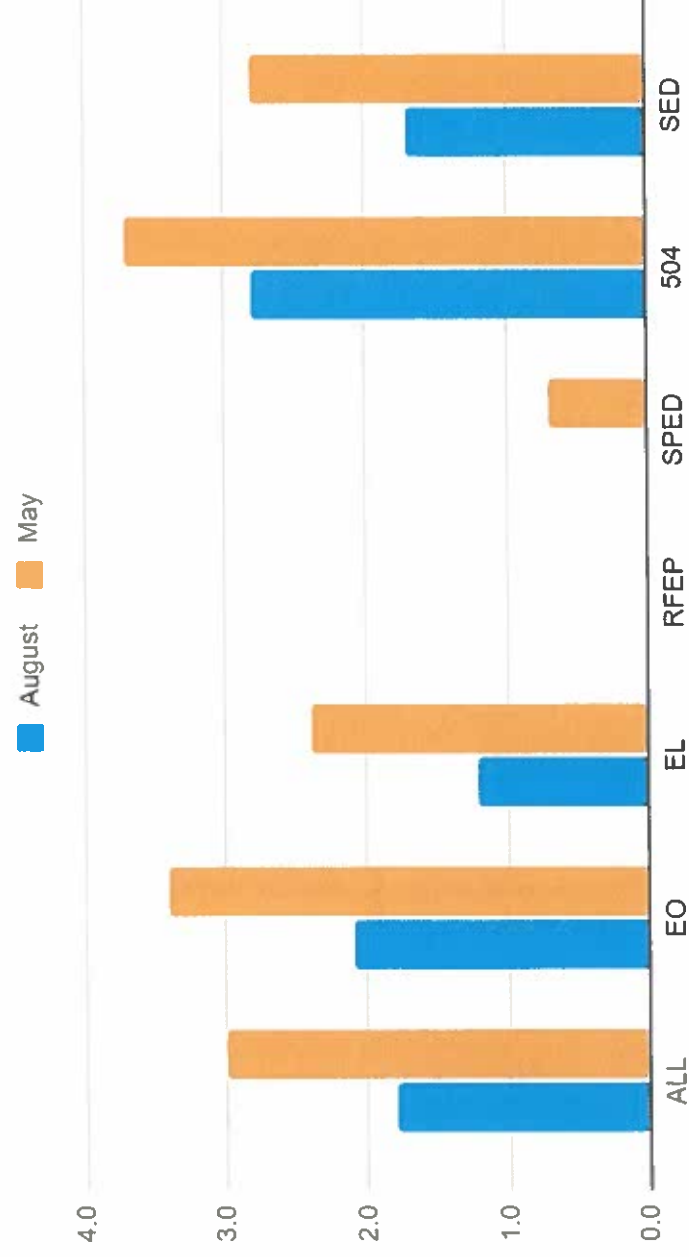
2nd Grade Math Performance



2nd Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
24	100%	71%	0%	29%	4%	4%	50%

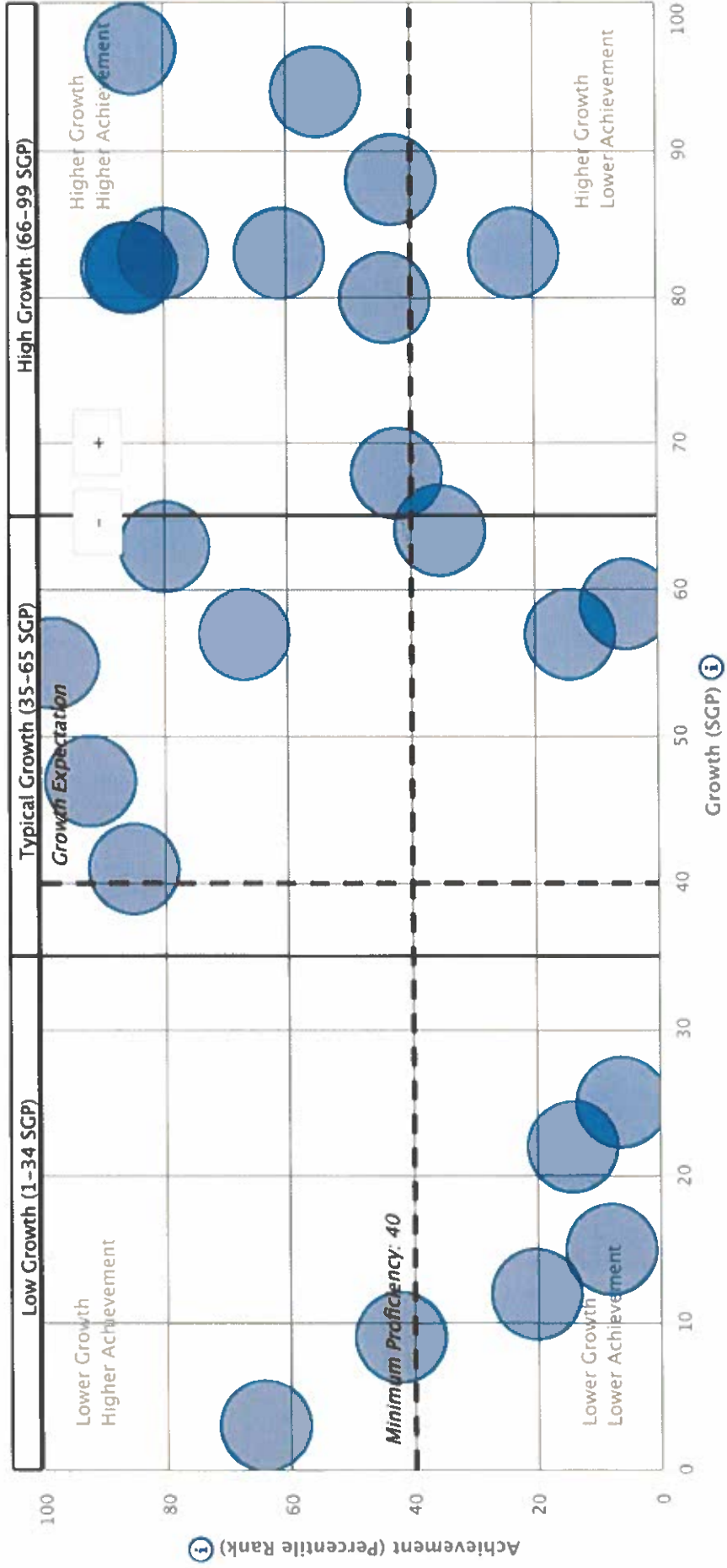
2nd Grade Math Growth



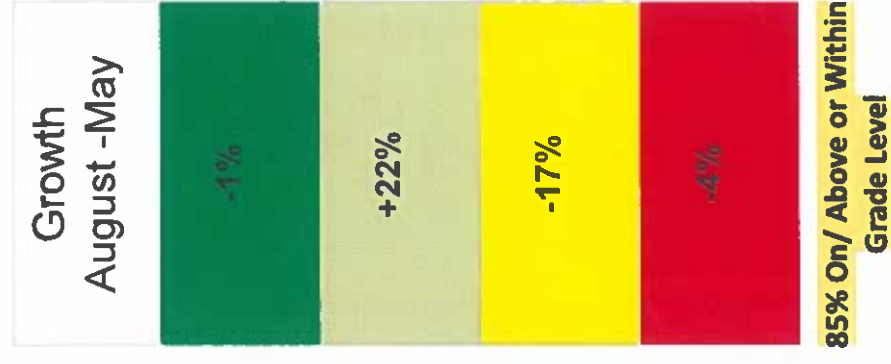
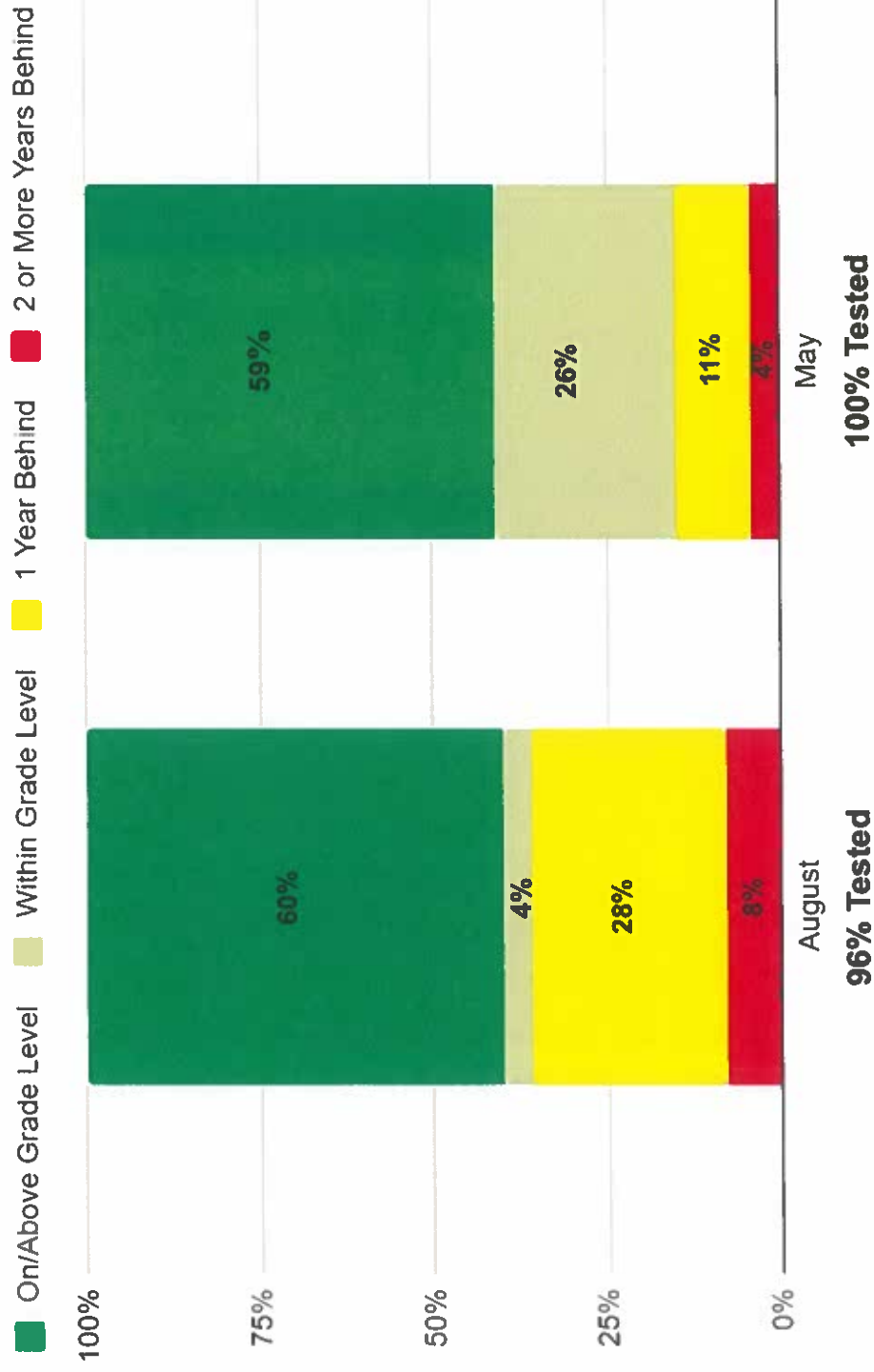
2nd Grade	STAR		Dreambox	
	Aug.	May	Aug.	May
All	1.8	3.0	1.3	2.0
English Only	2.1	3.4	1.4	2.3
English Learners	1.2	2.4	1.0	1.3
RFEP				
SPED	0.0	0.7	0.4	0.7
504	2.8	3.7	1.6	2.9
SED	1.7	2.8	1.3	1.8

2nd Grade Math Growth

Jones-Grade2 - 24 Students



3rd Grade Math Performance



3rd Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
27	100%	89%	4%	8%	8%	0%	37%

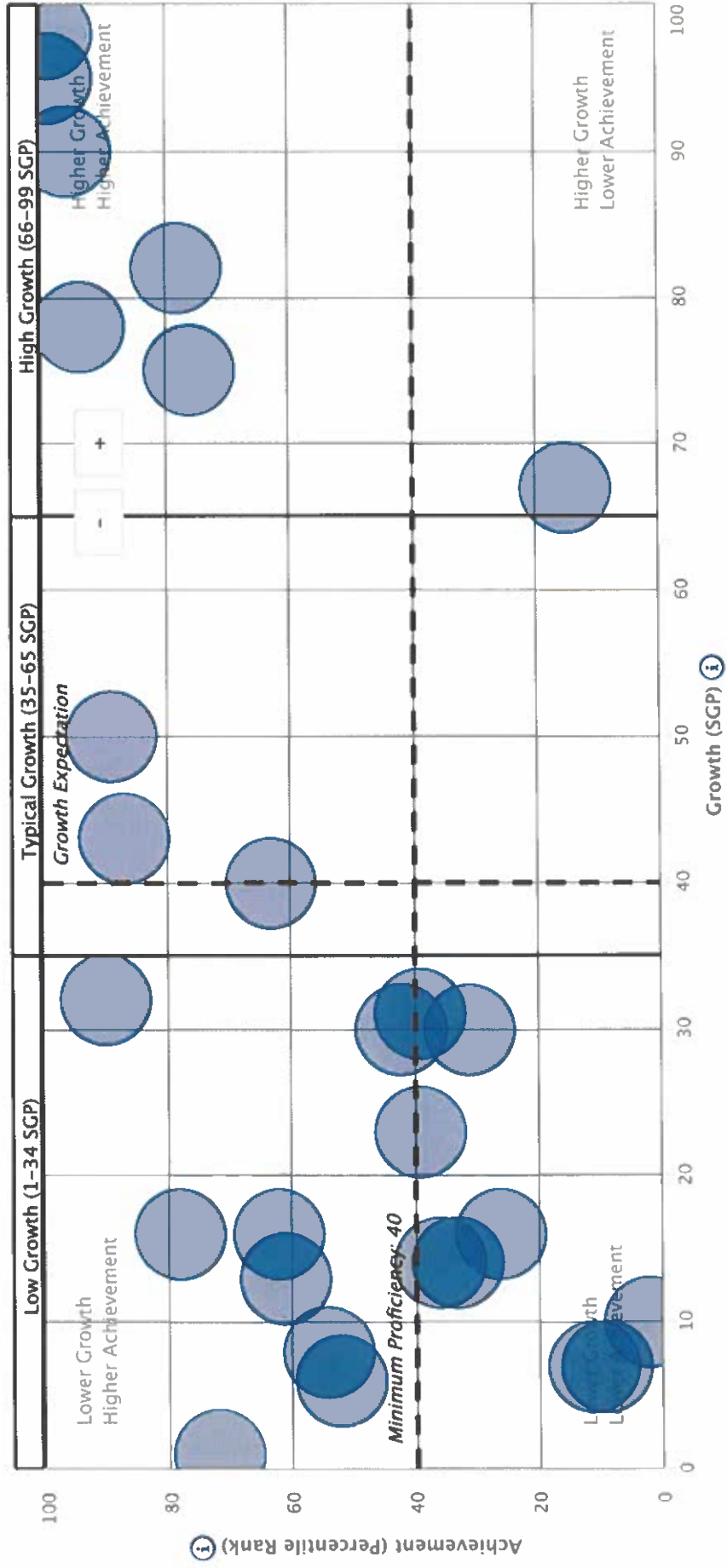
3rd Grade Math Growth



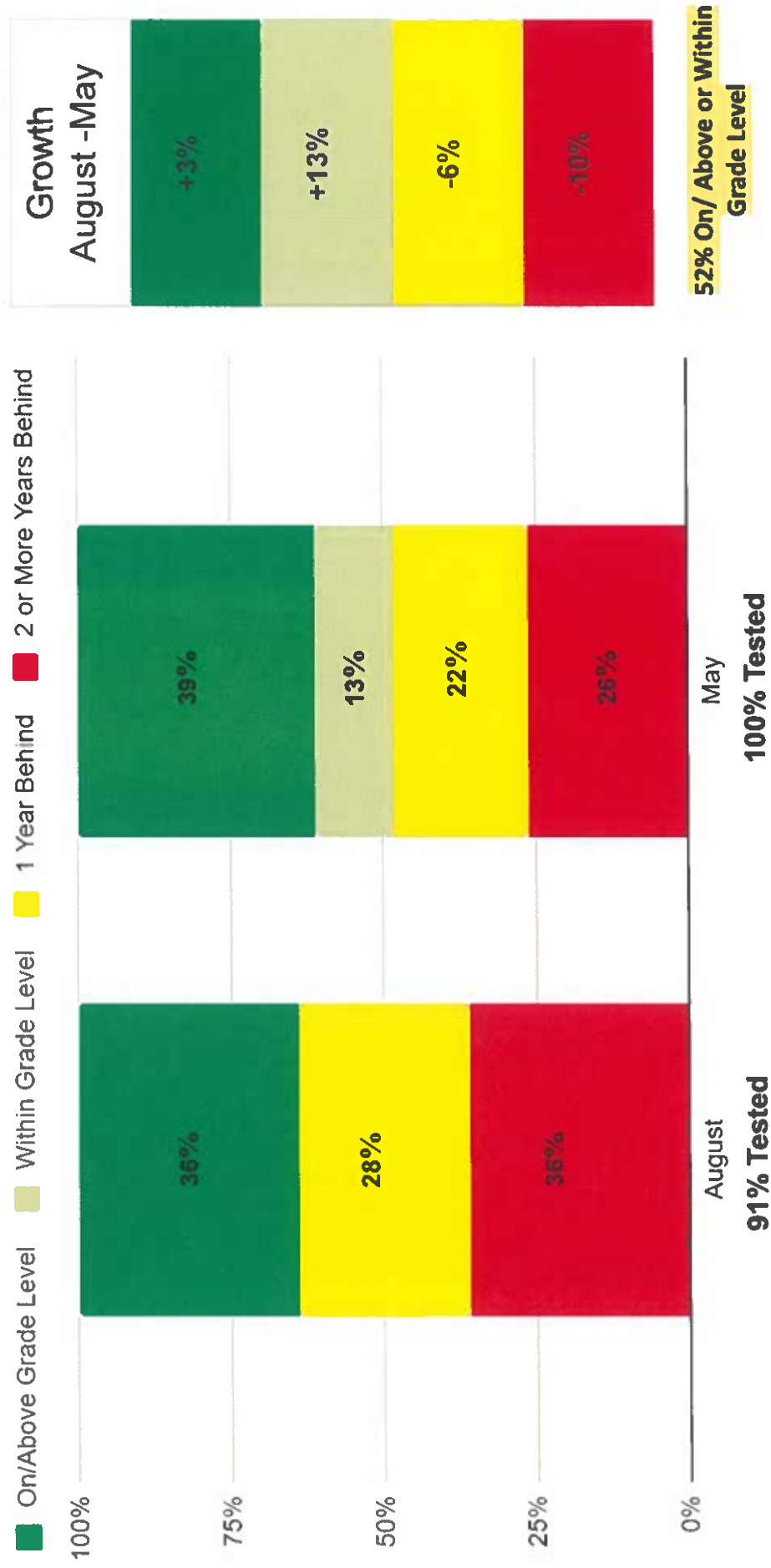
3rd Grade	STAR		Dreambox	
	Aug.	May	Aug.	May
All	3.2	4.2	3.0	3.2
English Only	3.4	4.3	2.7	3.2
English Learners	1.9	2.9	1.3	1.4
RFEP	4.0	5.1	3.0	3.5
SPED	1.8	2.2	1.3	1.6
504				
SED	2.8	3.6	2.4	2.7

3rd Grade Math Growth

Bissiri-Grade3 - 27 Students



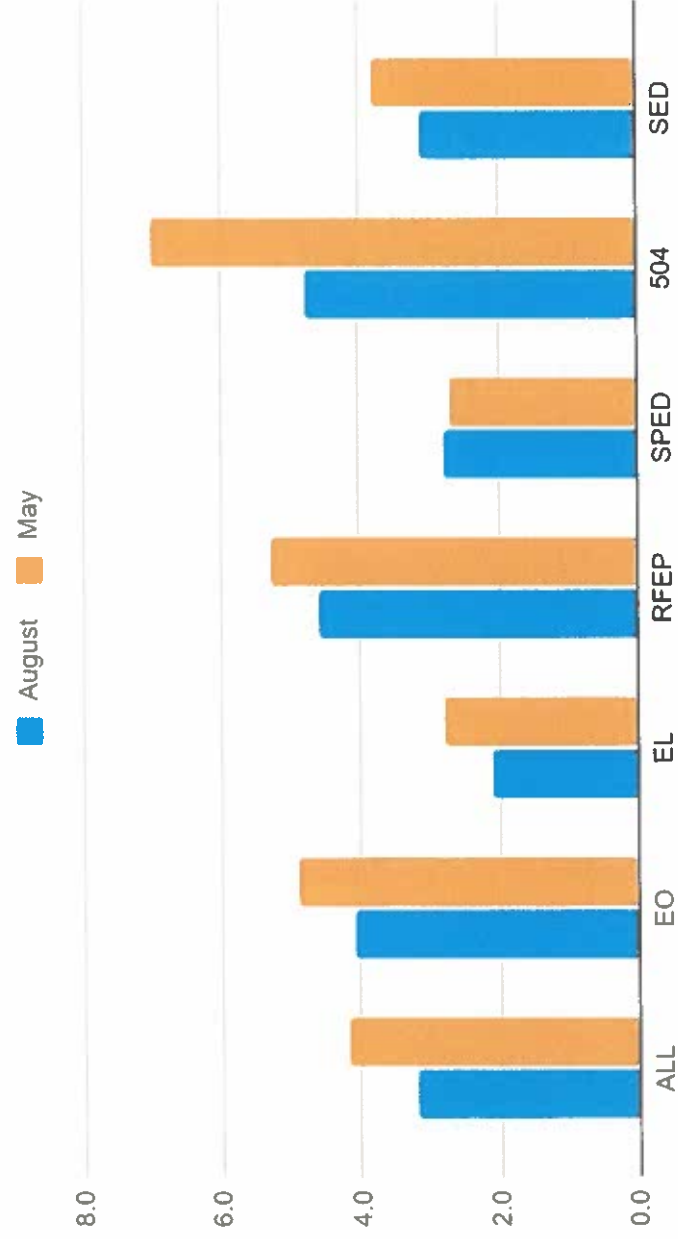
4th Grade Math Performance



4th Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
23	100%	57%	9%	35%	22%	4%	52%

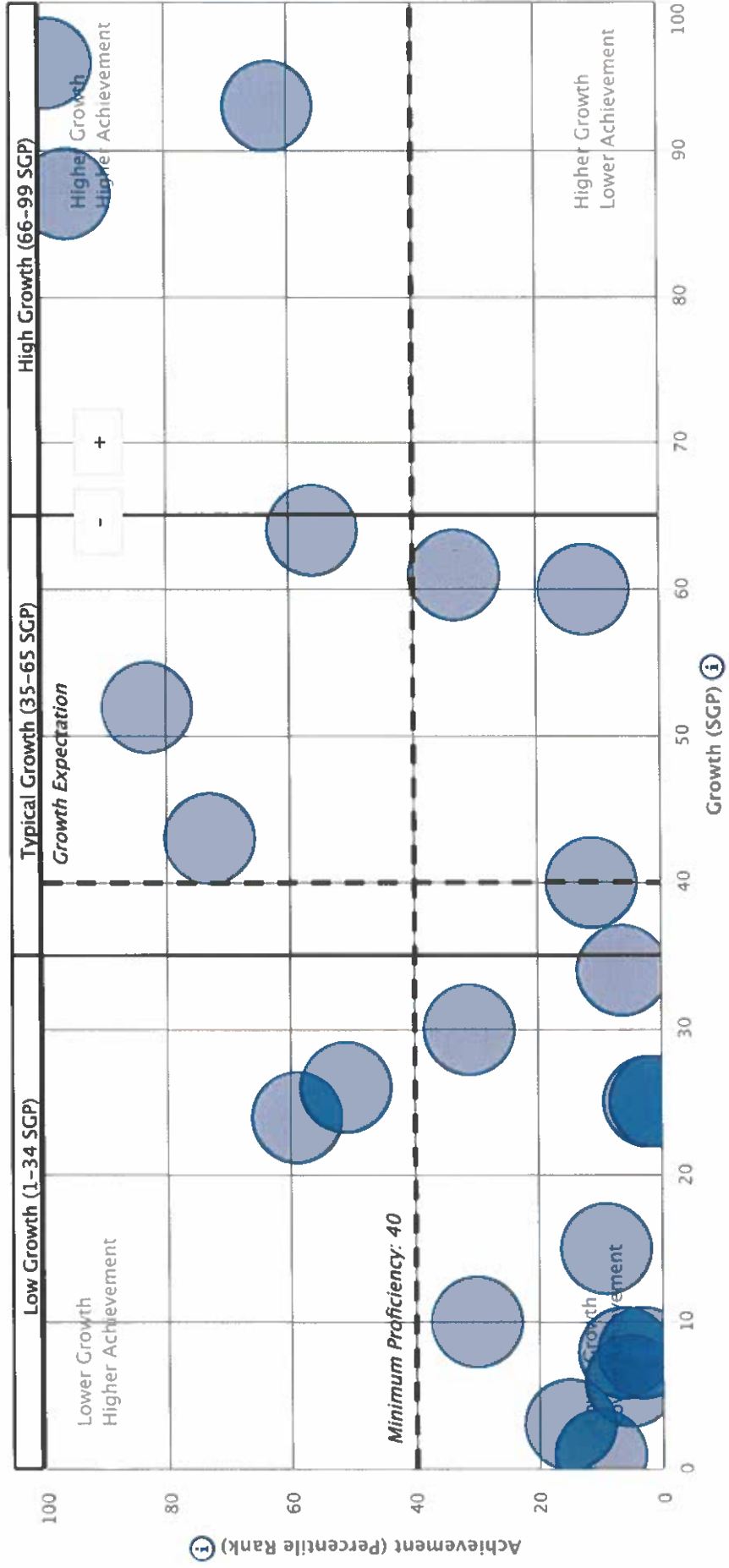
4th Grade Math Growth



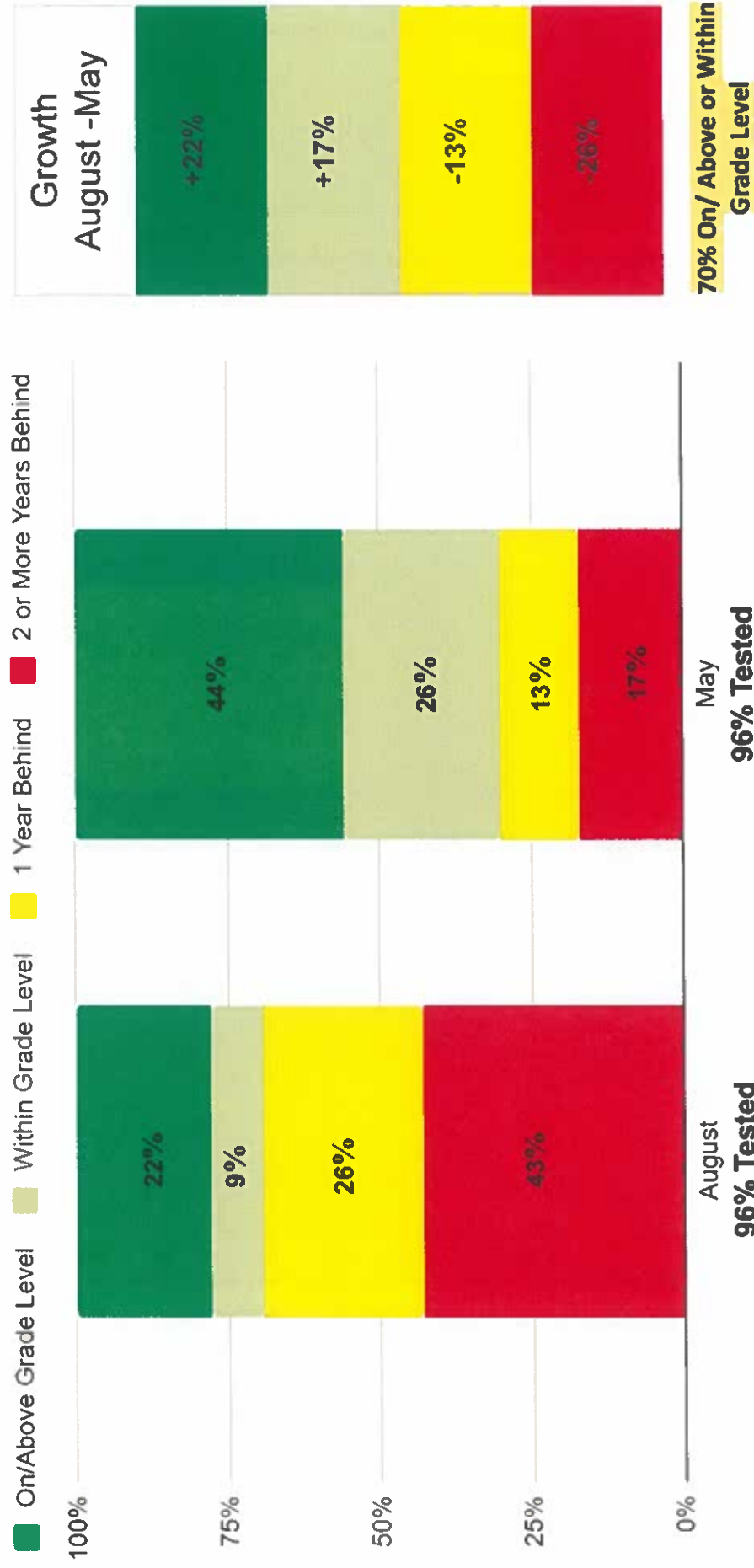
4th Grade	STAR		Dreambox	
	Aug.	May	Aug.	May
All	3.2	4.2	2.9	3.1
English Only	4.1	4.9	2.9	3.4
English Learners	2.1	2.8	2.7	2.7
RFEP	4.6	5.3	2.8	3.3
SPED	2.8	2.7	2.0	2.1
504	4.8	7.0	3.5	4.1
SED	3.1	3.8	2.7	2.9

4th Grade Math Growth

Sanchez-Grade4 - 22 Students



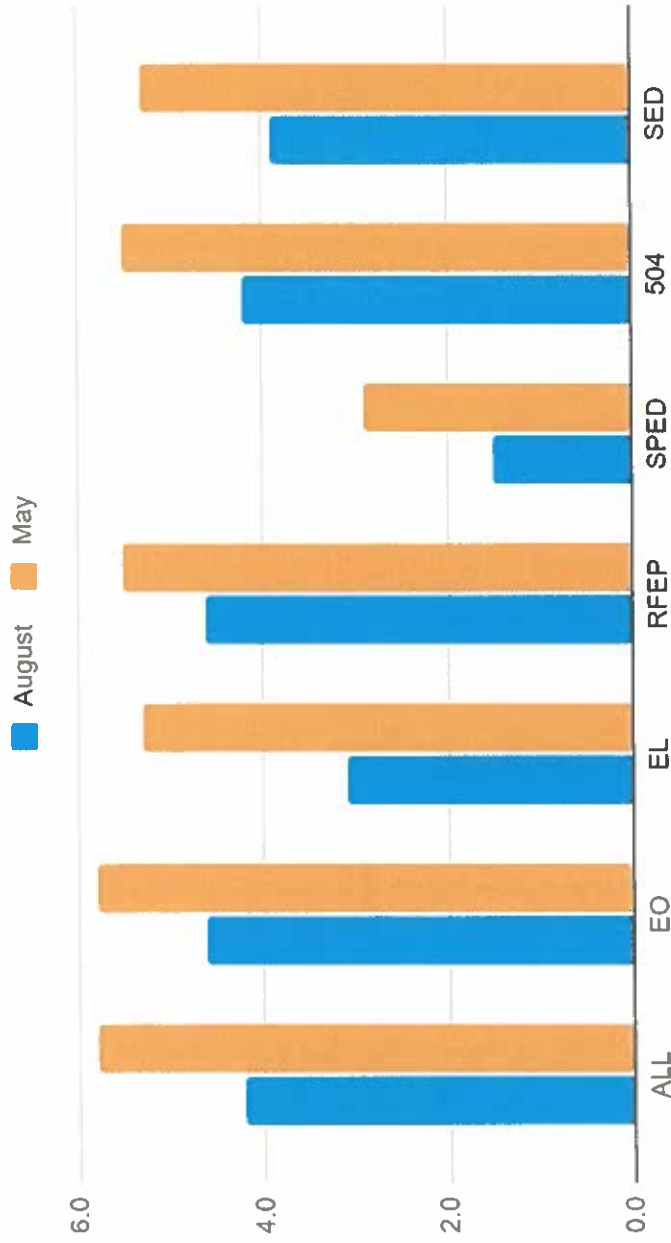
5th Grade Math Performance



5th Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
24	96%	51%	4%	25%	8%	8%	50%

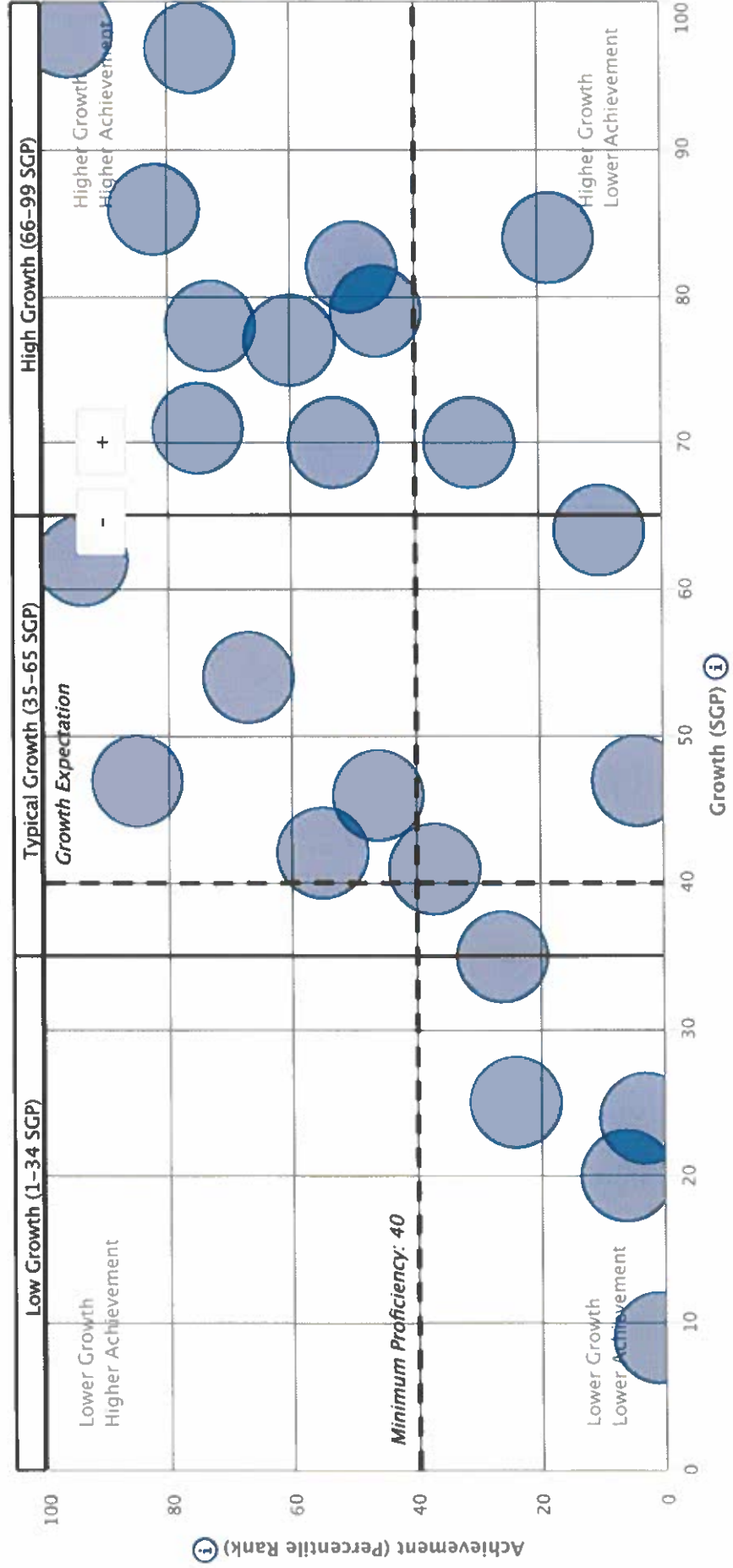
5th Grade Math Growth



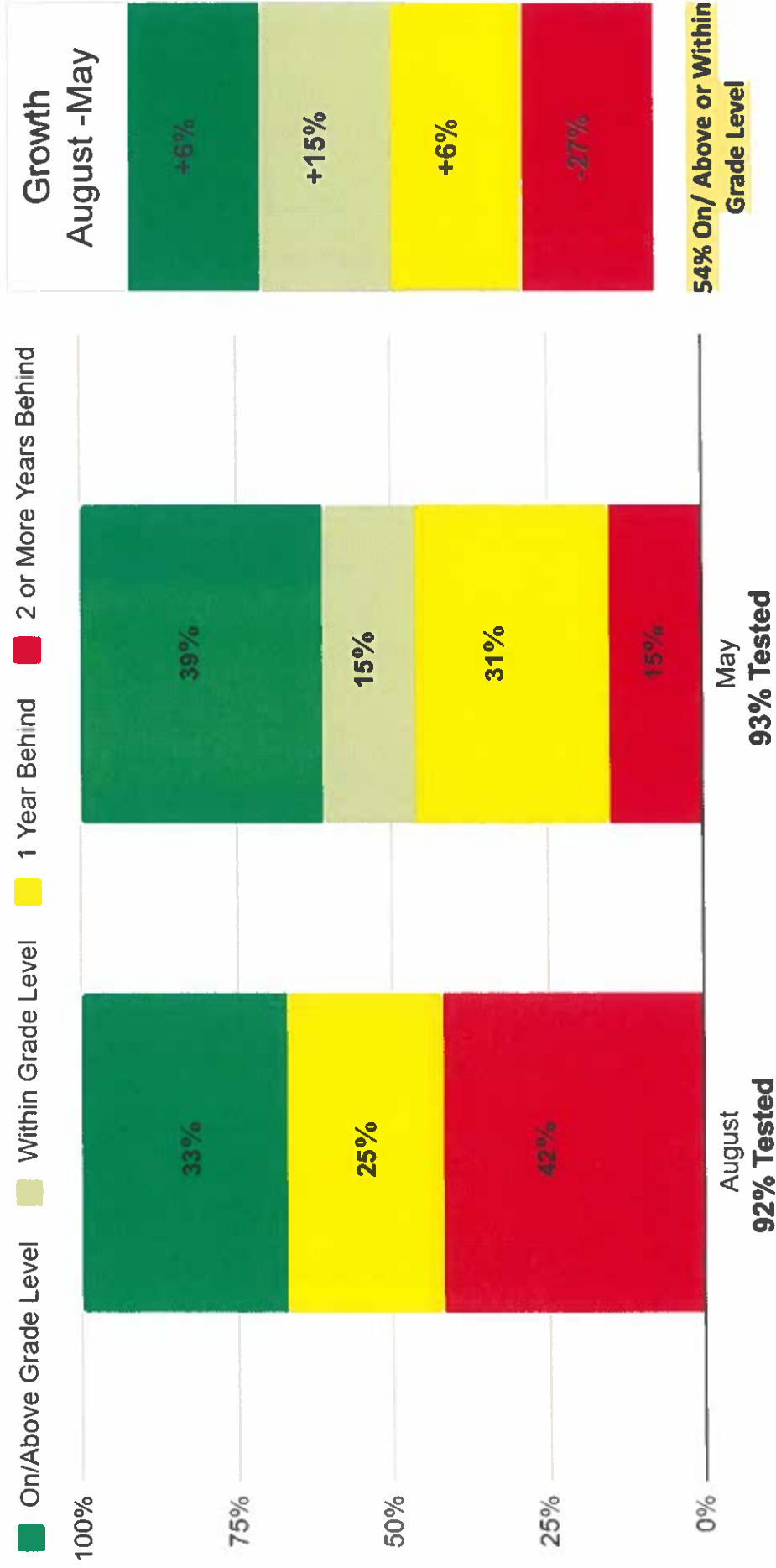
5th Grade	STAR		Dreambox	
	Aug.	May	Aug.	May
All	4.2	5.8	4.0	4.2
English Only	4.6	5.8	4.1	4.4
English Learners	3.1	5.3	3.5	3.7
RFEP	4.6	5.5	4.1	4.3
SPED	1.5	2.9	3.5	3.6
504	4.2	5.5	4.0	4.1
SED	3.9	5.3	3.9	4.4

5th Grade Math Growth

Gearing-Grade5 - 24 Students



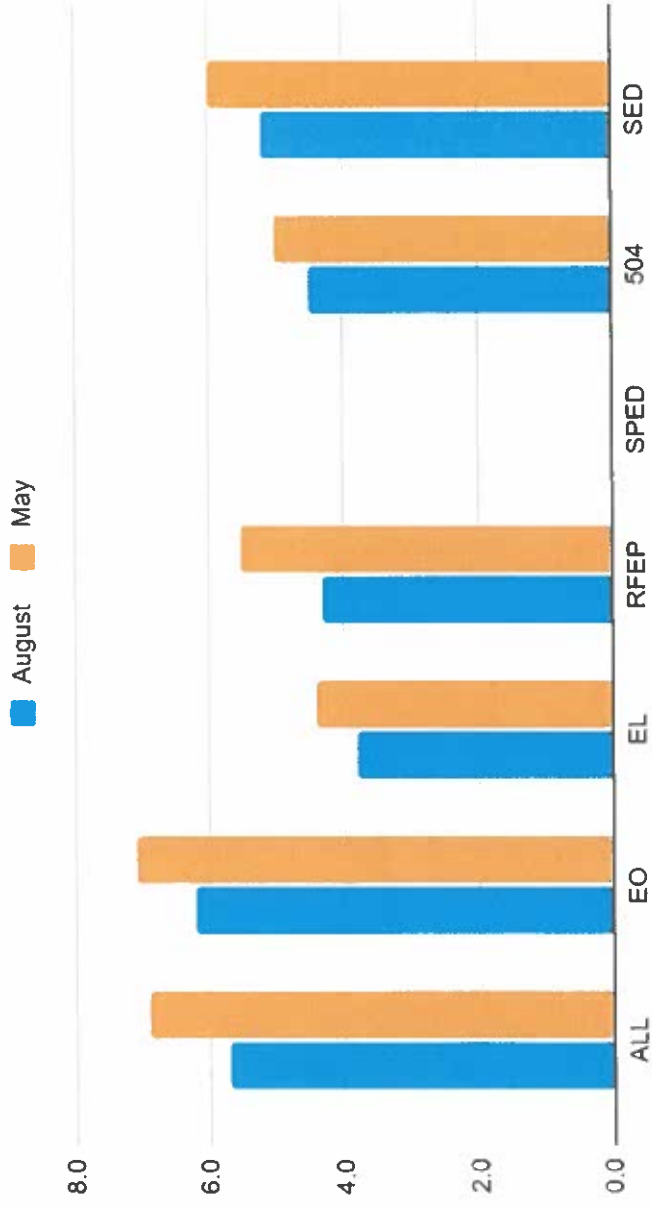
6th Grade Math Performance



6th Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
14	93%	79%	14%	7%	7%	7%	36%

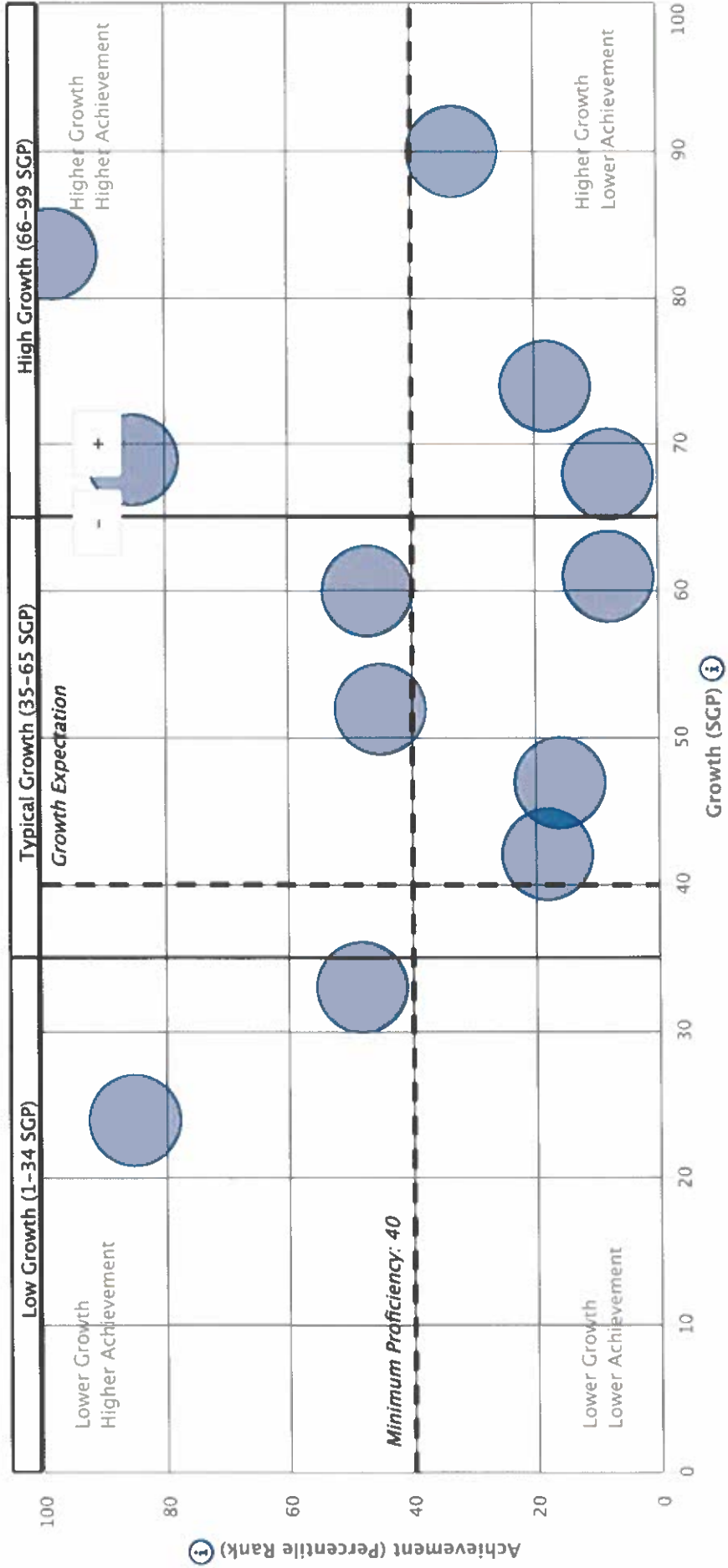
6th Grade Math Growth



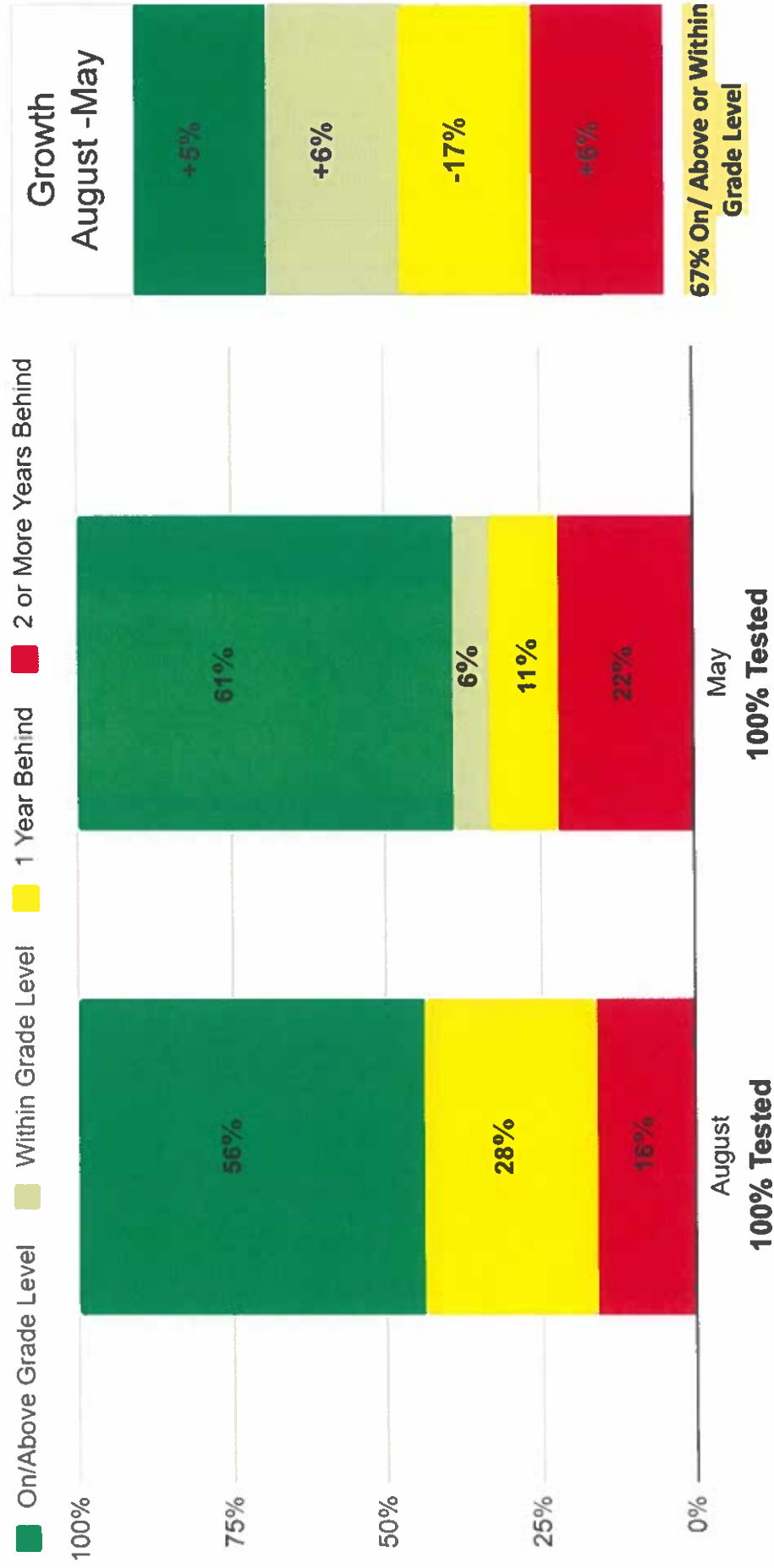
6th Grade	STAR		Dreambox	
	Aug.	May	Aug.	May
All	5.7	6.9	4.0	5.1
English Only	6.2	7.1	3.8	5.1
English Learners	3.8	4.4	5.0	5.0
RFEP	4.3	5.5	4.6	5.2
SPED	N/A	N/A	1.3	1.3
504	4.5	5.0	5.1	5.2
SED	5.2	6.0	3.5	4.4

6th Grade Math Growth

Hedley-Grade6 - 12 Students



7th Grade Math Performance



7th Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
18	100%	78%	6%	16%	16%	0%	72%

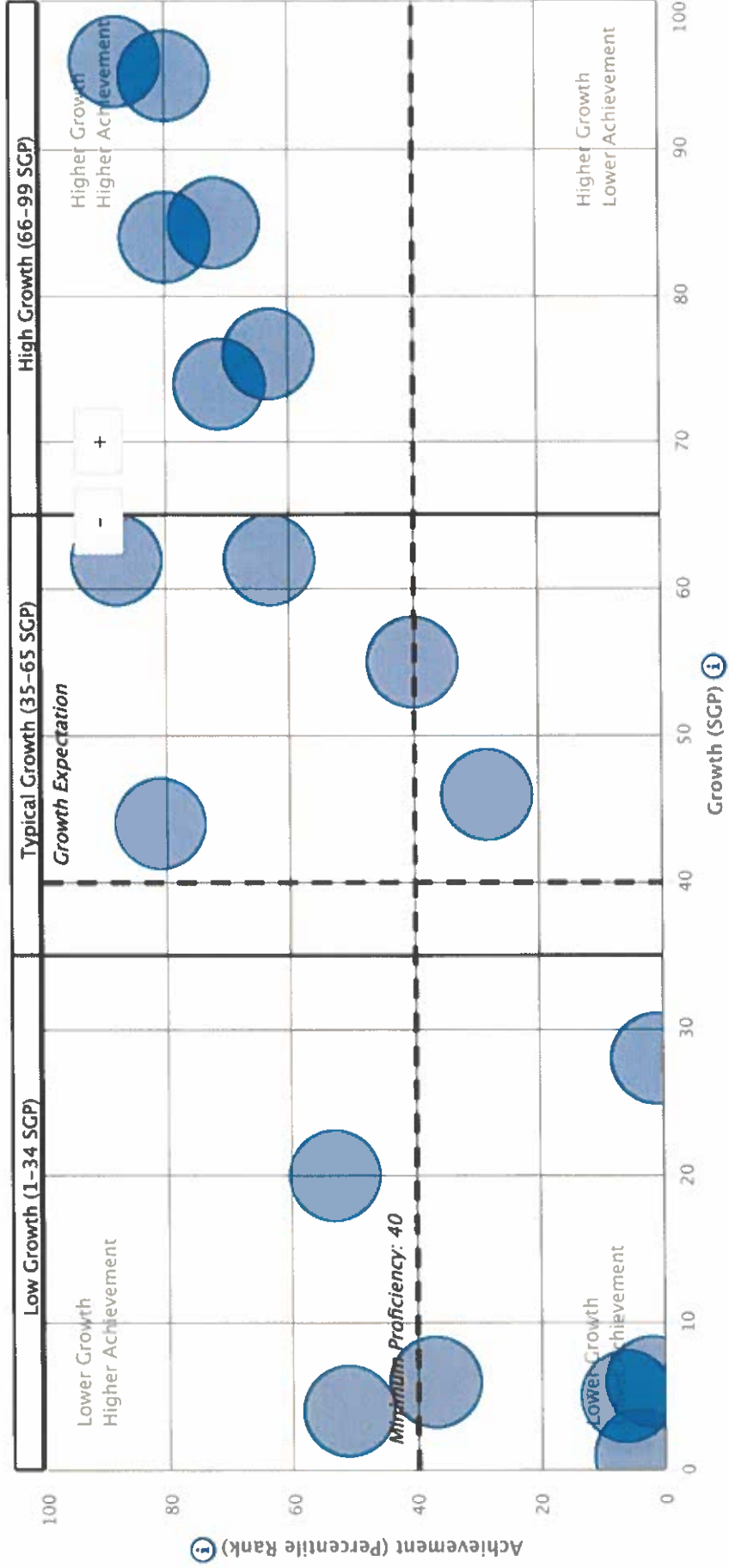
7th Grade Math Growth



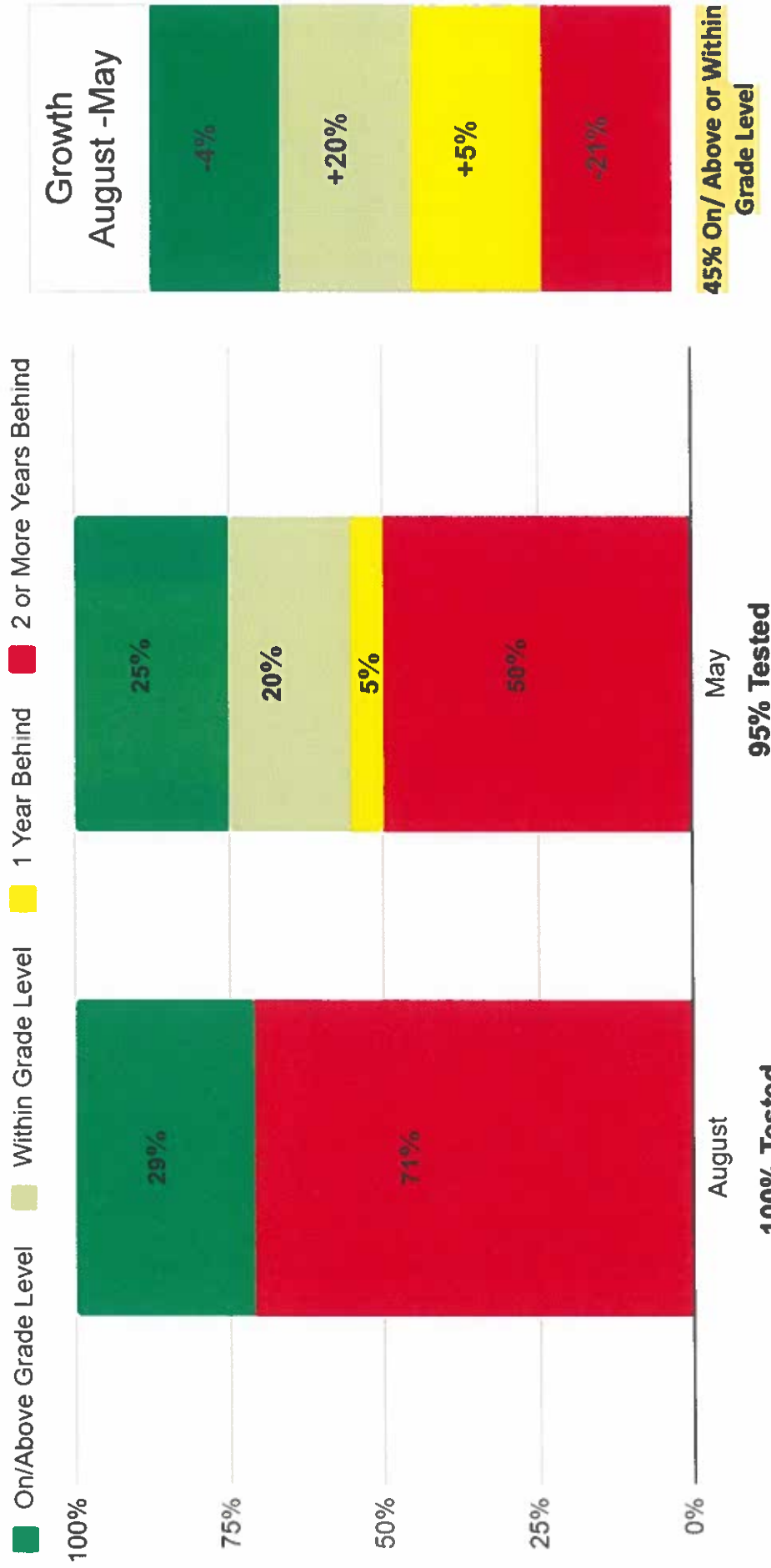
7th Grade	STAR		Dreambox	
	Aug.	May	Aug.	May
All	7.2	8.0	5.5	6.2
English Only	7.8	8.9	5.5	6.3
English Learners	4.7	4.5	5.5	5.5
RFEP	6.0	6.1	6.0	6.1
SPED	5.1	3.8	4.1	4.6
504				
SED	7.1	7.7	6.0	6.5

7th Grade Math Growth

Perkins-Grade7 - 18 Students



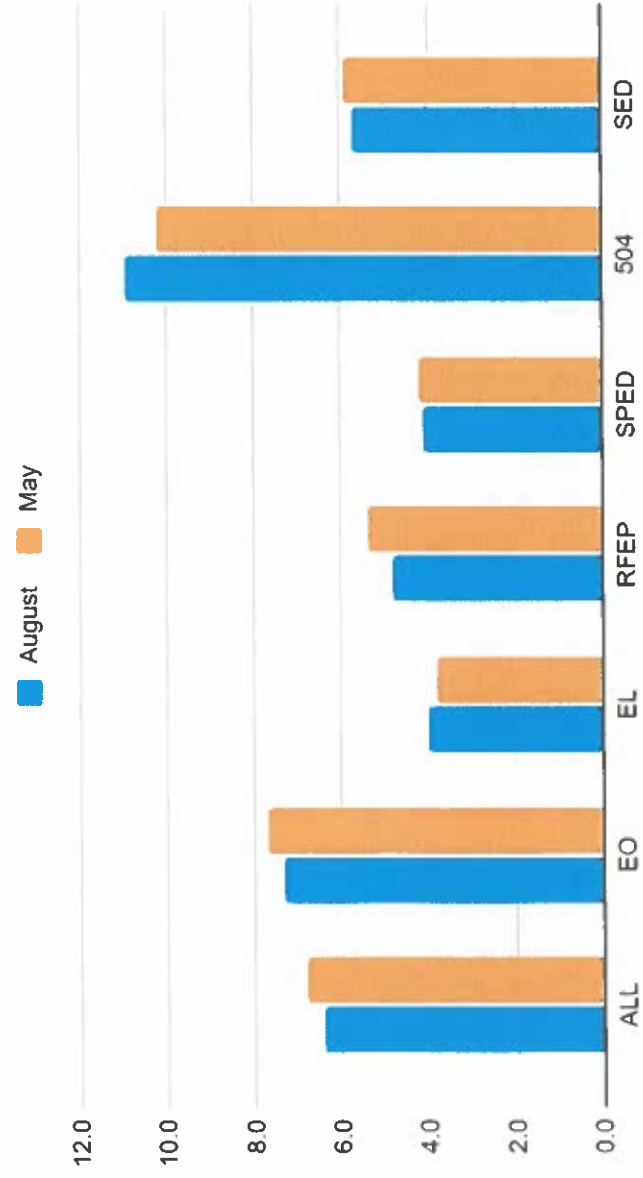
8th Grade Math Performance



8th Grade End of Year Demographics

Students	Tested	English Only	RFEP	EL	SPED	504	SED
21	100%	71%	5%	24%	24%	5%	29%

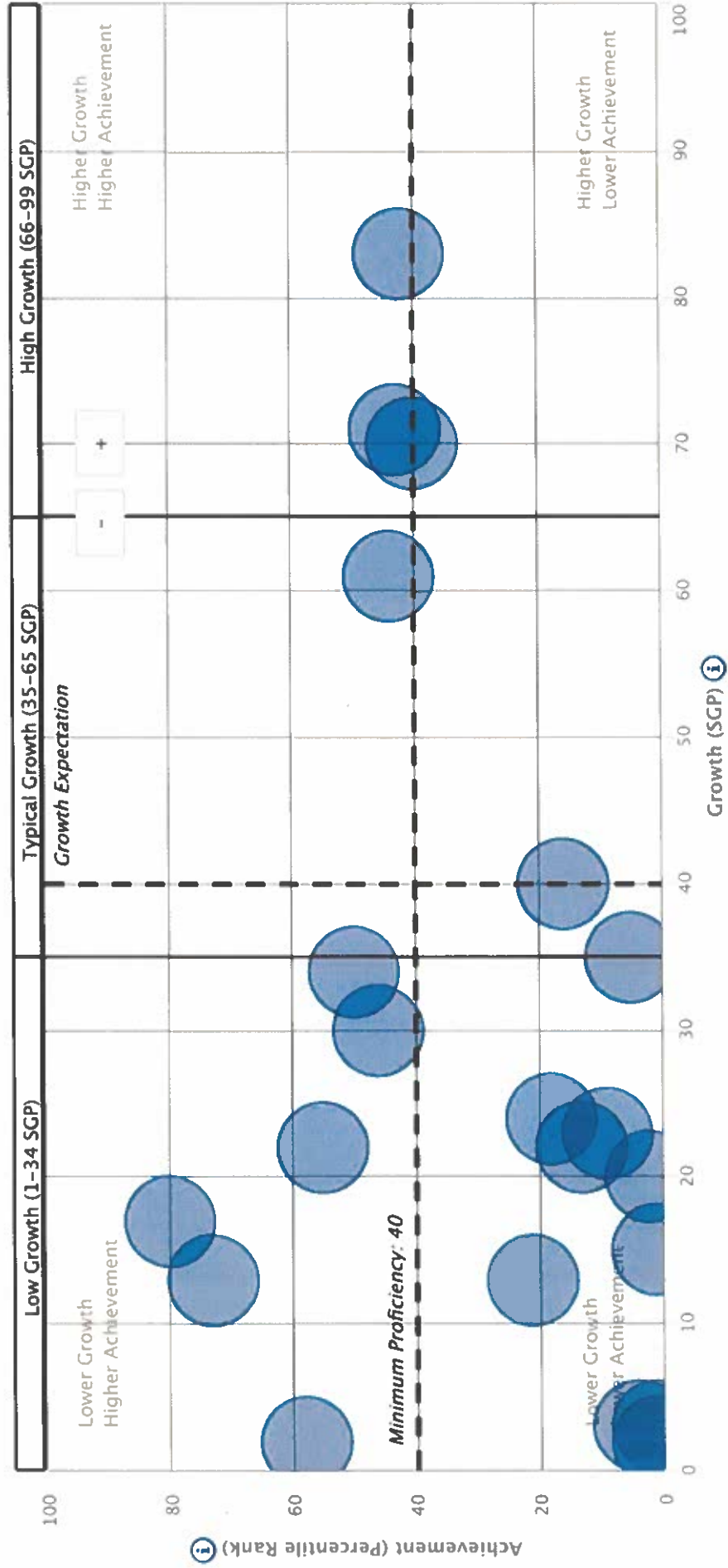
8th Grade Math Growth



8th Grade	STAR		Dreambox	
	Aug.	May	Aug.	May
All	6.4	6.8	5.4	5.8
English Only	7.3	7.7	5.7	6.1
English Learners	4.0	3.8	5.0	5.2
RFEP	4.8	5.4	3.4	3.9
SPED	4.1	4.2	5.4	6.0
504	10.9	10.2	6.0	5.7
SED	5.7	5.9	5.4	5.7

8th Grade Math Growth

Page-Grade8 - 21 Students



MEMORANDUM OF UNDERSTANDING

AGREEMENT FOR SERVICES Between Sonoma Charter School and Boys & Girls Clubs of Sonoma Valley

This agreement is between Sonoma Charter School (SCS) and the Boys & Girls Clubs of Sonoma Valley (Contractor) to fulfill the requirements of providing after school services to Sonoma Charter School funded through the California Department of Education's Extended Learning Opportunities Program (ELOP).

The intent of this agreement is to clarify the respective roles and responsibilities of Sonoma Charter School and the Boys & Girls Club of Sonoma.

Terms: The effective date of this agreement is July 1, 2023 through June 30, 2024.

Cancellations: This agreement may be terminated by either party with thirty (30) days written notice of the other party.

Amendments: The terms of this agreement shall not be amended in any manner except by written agreement signed by the parties.

Indemnification: Either of the Parties to this Agreement will defend, indemnify and hold harmless (the "Indemnifying Party") the other party and its officers, directors, shareholders and employees (the "Indemnified Party") from and against any third party claim, demand, suit, or other action alleging injury, loss, expense (including, but not limited to, reasonable attorney's fees) or damage of whatever nature and description arising directly and proximately out of the Indemnifying Party's negligence or willful misconduct or breach of a material provision of this Agreement, provided the Indemnifying Party is promptly notified, given assistance as reasonably requested, and permitted to direct the defense.

Force Majeure: In the event that any cause beyond the reasonable control of either party make it inadvisable, illegal, or impossible, either because of unreasonable increased costs or risk of injury, for either party to perform its obligations under this Agreement, the affected party's performance will be extended without liability for the period of delay or inability to perform due to such occurrence.

Entire Agreement: This Agreement is the entire agreement of the Parties and supersedes any prior written or oral agreements. This Agreement will be subject to modification through amendment at any time upon the mutual assent of the Parties. Any such amendment will be in writing, will identify the provisions of this Agreement that are to be amended, and will specify a date in effect, and will be signed by authorized representatives of the Parties. This Agreement is a negotiated document deemed to have

been drafted jointly by the Parties, and no rule of construction or interpretation will apply against either of the Parties based on a contention that the Agreement was drafted.

Governing Law: This Agreement and all of its amendments entered into after the date of this Agreement, no matter their place of negotiation, execution, or performance, will be governed by the laws, notwithstanding its choice of law principles, then in effect in the State of California. If one party asserts an action relating to or arising out of this Agreement or the breach thereof, that party will commence the action in the principal place of residence or business of the other party to this Agreement.

Independent Contractor: This Agreement will not be construed to establish an employee employer relationship by or between the Parties. We are not an agent of you, and, other than set forth in this Agreement, are not affiliated with you in any way. We retain the right to perform a similar Scope of Work for other clients at any time.

Severability Waiver: If any provision of this Agreement is held invalid by any law, rule order or regulation of any government, or by the final determination of any state or federal court of valid jurisdiction, such invalidity will not affect the enforceability of any other provisions not held to be invalid. No waiver by either of the Parties of any of its rights under this Agreement will be deemed to be a waiver of any future right under this Agreement.

Insurance Limits: Each party, at its sole expense, shall at all times maintain insurance or self-insure for commercial general liability using an occurrence policy for against personal injury and property damage that may arise from or in connection with their performance of this agreement in the amount not less than one million dollars (\$1,000,000) for any one person injured or killed, two million dollars (\$2,000,000) for injury or death of more than one person, or one million dollars (\$1,000,000) for property damage per occurrence.

Non-Discrimination: Contractor confirms that it has a non-discrimination policy in place in which it states that it does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender orientation, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

RESPONSIBILITIES OF CONTRACTOR:

- Serve average daily attendance (ADA) of 45 (including 3-5 members at BGCSV Maxwell Park site) students
- Serve members K-5 at Sonoma Charter School and members 6-8 at Maxwell Park Clubhouse
- Prioritize students of high need
- Provide a safe and engaging environment for our students
- Identify struggling students and communicate issues with parents and schools
- Assist students with schoolwork and academic concepts

- Provide daily active and recreation activities for all students
- Hire and manage all after-school staff. Including Full time Program Director, and 2 Program Assistants
- (IF NEEDED) Handle the needs of the students and families during distance learning and any movement to hybrid learning
- Collect and submit records and data-programing and fiscal reports as required by the California Department of Education to the SCS by the established deadlines.
- Contractor, at its sole cost, shall be required to assume responsibility for having any of its employees who are interacting or otherwise involved with the SCS, its employees or students, submit to fingerprinting and clearance through the Department of Justice, as well as submitting to a TB testing. Furthermore, Contractor shall ensure that its employees receive training in the area of mandated child abuse reporting. SCS may request verification from the Contractor of adherence to these requirements at any time during the term of the contract.

RESPONSIBILITIES OF SCS:

- Upon receipt of invoices, reimburse Contractor for approved expenditures for a total of \$104,893. If State funding for this program is reduced, the total paid to the Contractor will be reduced proportionately.
- SCS will pay BGCSV \$10,489.30 monthly (10 payments September 2023 through June 2024)
- Provide 3 classrooms/safe program spaces each day after school
- Submit required fiscal and programmatic reports to the California Department of Education by the established deadlines.

Hilary Sowers
 Director
 Sonoma Charter School

Date

Cary Snowden
 Chief Executive Officer
 Boys and Girls Clubs of Sonoma Valley

Date

Awaiting budget number for LCAP and budget update from Charter Impact. Will forward ASAP.

Local Control and Accountability Plan

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

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Sonoma Charter School	Catherine Stone, Interim Superintendent	cstone@scs.k12.ca.us 707-935-4232

Plan Summary 2023-2024

General Information

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

Sonoma Charter School (SCS) was founded in February, 1993 (state charter number #009), and opened in September, 1993 by a group of Sonoma Valley parents, teachers and community members who were seeking an alternative educational opportunity that could serve the families within Sonoma Valley and the surrounding areas.

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

Sonoma Valley Unified School District (SVUSD) is the authorizer of SCS' charter and has continued to provide use of a SVUSD school property as the SCS campus. Due to facility constraints, total enrollment is limited to 245 students with a public lottery used to select new enrollment each year. SVUSD has maintained a close and supportive working relationship with SCS through the years.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Dashboard from 2022 showed a decline from the 2019 Dashboard, which we attributed to the closing of schools due to COVID. The 2023 Dashboard is not available yet. Based on STAR data for the 2022-23 school year, our students are showing evidence of recovery from this gap in schooling. The average cohort growth from August, 2022 to May, 2023 is a year of growth. However, this year our students grew 1.4 years in English Language Arts and 1.1 years in Math.

Proficiency based on STAR data in ELA and Math went up in all grades.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Dashboard from 2022 showed a decline from the 2019 Dashboard, which we attributed to School closure due to COVID. While we are seeing whole cohort growth in ELA by more than a year since August (1.4 years), our English Learners grew 1.0 years, Special Education students grew 1.2 years, or Socioeconomically Disadvantaged students grew 1.0 years in ELA. While there is a small achievement gap, all student groups grew at least a year in ELA.

In Math, our students did not do quite as well. Overall, there was 1.0 year of growth for the whole cohort. Grades 1-5 averaged 1.2 years of growth, and 6-8 averaged 0.8 year of growth. English Learners grew 0.8 year, Special Education students grew 0.5 year, and Socioeconomically Disadvantaged students grew 0.9 year. However, many students in these populations started below grade level, so while they gained a year, they are still behind. We will be increasing our efforts with ELD next year, and closely tracking our SES students to ensure growth.

In Math, our 7th and 8th grade students performed very unevenly with some showing tremendous growth and others showing little growth in Math. We adopted new curriculum this year in an effort to increase learning for these students. We will be closely analyzing formative data for these students throughout the year and making adjustments as necessary to increase growth.

On last year's CAASPP data, there was a more marked achievement gap. While English Learners, Socioeconomically Disadvantaged, and Hispanic students scored in the Low category, White students scored in the High Category in ELA. In Math, English Learners scored in the Very Low category, Hispanic and Socioeconomically Disadvantaged scored in the Low Category, and White students in the High category.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The school remains committed to the four Goals established in past versions of the LCAP:

- Goal 1: Increase Academic Achievement for All Students
- Goal 2: Technology-Based Learning and Data Reporting
- Goal 3: Culture & Climate (Safe and Engaging Environments)
- Goal 4: Increase Parent Involvement and Communication

All stakeholder groups expressed desire to create a plan that included academic, arts, and social-emotional support for students and staff. The 2021-22 LCAP introduced a variety of support for the SCS community. This LCAP shows increased social emotional supports and continued academic support.

The school's instructional focus for 2021-24 is providing Multi-Tier Systems of Support (MTSS) during the school day for all students. Additional teacher specialists have been hired as part of a coordinated MTSS model that includes general education and special education staff. Specific intervention time blocks for elementary and secondary grades are built into the school's master schedule. Intervention and classroom teachers will work to identify and place all students into the appropriate level of intervention:

- Tier-1 intervention delivered by classroom teachers and support staff.
- Tier-2 intervention includes intervention teachers and support staff push into classrooms
- Tier-3 intervention features targeted remedial instruction in a pull-out model.

Monitoring intervention efforts for all student groups with performance data will be a critical component of the new MTSS model.

Additional forms of support in the 2022-23 LCAP, and carried forward, include:

- Classroom Teaching Assistants in grade TK-3
- Intervention Specialist (continuing position)
- Academic Specialist (new position)
- Bilingual Community Liaison (restored position)
- School Counselor (new position)
- Professional development (continued for all levels of staff)

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

COVID put a damper on SCS' ability to engage with our stakeholders in the last couple of years, but this year there was a revitalization of engagement by our educational partners. At all gatherings – staff, Charter Community Connection meetings, Board meetings, ELAC meetings, and school events - ideas, options, survey results, and concerns were reported and discussed. In addition, as budget reductions were necessitated by a drop in COVID recovery revenue, stakeholders were surveyed to identify priorities and concerns, and the Board held 3 special meetings to address this with our stakeholders.

A summary of the feedback provided by specific educational partners.

54% of the Charter community (stakeholders) responded to a survey that identified their priorities. The top priority by far was a strong academic program. Behind that was arts education followed by small class sizes. In descending order after that were social emotional learning and support, fieldtrips and other enrichment, and instructional technology.

Student behavior was brought up as a concern, particularly on the playground.

The Youth Truth Survey was administered to provide information for Goal #3 (Culture and Climate).

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Continued focus on strong academics and the arts program is reflected in LCAP goals #1 and #3.

Social emotional support via the Positive Behavior Intervention program and training was added based on specific input from stakeholders. Counseling services were restored and continued, and an Academic Specialist was added and continued.

Local Control and Accountability Plan (LCAP)

Four Goal Areas:

- 1) Increase Academic Achievement for All Students**
 - Intervention Staff \$115,000
 - ELOP After-School Intervention \$109,433
 - K-3 Teaching Assistants..... \$159,000
 - Professional Development..... \$ 50,000

- 2) Technology-based Learning and Reporting**
 - Computer Hardware (e-learning grant)..... \$ 94,000
 - Computer Software (renew licenses) \$ 35,000

- 3) Culture & Climate (Safe and Engaging Environments)**
 - Attendance & Welfare (portion of salary)..... \$ 15,000
 - School Counselor (contracted service) \$ 25,000
 - Student Support Coordinator..... \$ 40,000
 - Extra- & Co-Curricular including Arts Program..... \$117,000

- 4) Increase Parent Involvement and Communication**
 - Communication (enhance school website/parent outreach)..... \$ 5,000
 - Community Liaison Office Position..... \$ 36,000

Goal #	Description
Goal #1	Increase Academic Achievement for All Students

A description of what the LEA plans to accomplish.

Ensure incremental growth for all students with an emphasis on closing the achievement gap for all subgroups including English language learners, students from socioeconomically disadvantaged backgrounds, and students with exceptional needs. This will be measured by verified STAR test data administered 3 times each year, data from adaptive technology (Lexia, Dreambox, Waggle or similar), IRLA reading assessments, and CAASPP. This is an ongoing goal.

State Priorities: 1, 2, 4

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Reading – 3rd grade percent at grade level or above	2020-2021 73%	2021-2022 77%	2022-2023 85%	2023-2024 No data yet	86%
STAR Math – 3 rd grade percent at grade level or above	68%	76%	85%	No data yet	86%
English Learners – Percent Making Progress towards English Language Proficiency	N/A COVID-19 (No Dashboard)	47.3% of English Learners made progress toward proficiency and 28.9% maintained their level.	55%* of English Learners made progress towards Proficiency and 30% maintained their level. *(Estimated, not from Dashboard)	No data yet	60% of English Learners will make progress towards Proficiency
English Language Arts Proficiency per Dashboard (CDE) All students	N/A COVID-19 –(no Dashboard)	Medium	No data yet	No data yet	Growth of 10 points above 2022 level on Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Proficiency per Dashboard (CDE) All students	N/A COVID-19 (No Dashboard)	Low	No data yet, but we know 3 rd grade grew by almost 20%	No data yet	Growth of 10 points above 2022 level on Dashboard
ELA Proficiency per Dashboard (CDE) All Students	N/A COVID-19 (No Dashboard)	Low	No data yet, but we know that 3 rd grade grew by almost 20%	No data yet	Growth of 10 points above 2022 level on Dashboard

Goal #1 Actions for 2023-24

Action #	Title	Description	Total Funds	Contributing
1	Intervention Staff	0.5 FTE Certificated Intervention Teacher to provide targeted instruction to Tier 2 & 3 identified students. Academic Supervisor to oversee intervention, Grade Level Proficiency sustainability, use of data to inform instruction, coaching to teaching staff	\$119,000	Yes
2	After-School Intervention	Support Staff to provide after-school intervention. (ELOP)	\$109,433	Yes
3	Teaching Assistants (TK-3)	6.75 hour Teaching Assistants for primary grade classrooms (TK-K-1-2-3).	\$159,000	Yes

Action #	Title	Description	Total Funds	Contributing
4	Professional Development	<p>Professional Development to support:</p> <ul style="list-style-type: none"> • ELA, Math, Science • Social-Emotional Learning – training in Positive Behavior Intervention System • Data-informed practices that includes setting targeted performance goals, creating differentiated instructional plans, and targeted intervention designed to support all students. 	\$50,000	Yes

Goal Analysis for 2022-23

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 will continue with the above actions as we saw success with these actions.

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

An explanation of how effective the specific actions were in making progress toward the goal.

By increasing student support with intervention and instructional assistants, students increased learning and met the goals we set. By providing professional development to teachers and aides in reading, math, and instructional technology, students were further supported in achieving their goals.

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 increased the desired outcomes for the goal to higher levels for next year.

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.

Goal #2	Description
Goal #2	Technology-based Learning and Reporting

A description of what the LEA plans to accomplish.

- Equity, Access, and Mastery in digital learning environments for staff, students, and parents.
- Refinement in the use of supplemental online learning as part of the ELA and Math programs.
- Develop professional practices around use of technology for standards-based goal-setting and progress reporting.

State Priorities: 1, 2, 3, 4, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Equipment to student ratio of devices. Goal of 100% of students have a computing device (1 to 1 ratio).	2020-2021 100% of students have computing devices	2021-22 100% of students have computing devices	2022-23 100% of students have updated computing devices	2023-24 100% of students have computing devices	Maintain 1 to 1 ratio of students to computing devices.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students in 2 nd -8 th grades will be able to access and use supplemental online learning independently	100% of students in 2 nd -8 th grade are able to access and use supplemental online learning independently	100% of students in 2 nd -8 th grade are able to access and use supplemental online learning independently	100% of students in 2 nd -8 th grade are able to access and use supplemental online learning independently 80% of 1 st grade students are also able to access and use supplemental online learning independently.	100% of students in 2 nd -8 th grade are able to access and use supplemental online learning independently 80% of 1 st grade students are also able to access and use supplemental online learning independently.	100% of students in 2 nd -8 th grade are able to access and use supplemental online learning independently 80% of 1 st grade students are also able to access and use supplemental online learning independently.
Academic Specialist will meet with K-5 teacher monthly to review data and coach as needed in setting goals for students.	N/A	N/A	Academic Specialist met with K-5 teachers each month.	Academic Specialist met with K-5 teachers each month.	Academic Specialist met with K-5 teachers each month.

Goal #2 Actions for 2023-24

Action #	Title	Description	Total Funds	Contributing
1	Technology: <u>Hardware</u>	<p>Equity & Access through Technology:</p> <ul style="list-style-type: none"> Maintain high-speed Internet access through the SCOE consortium (\$6,000) and purchase additional computing devices to maintain a 1:1 environment for all learners. Technology assistance to promote equity/access will be made available for students and families. Outreach efforts to include option for students to take computing device home should family not have home-based technology access. 	\$94,000	Yes

Action #	Title	Description	Total Funds	Contributing
2	<p>Technology:</p> <p><u>Software</u></p>	<p>School will continue its ongoing commitment to providing all students access to supplemental online learning programs. The programs are now used for Local Assessment Universal Assessment Screener (STAR Reading and Adaptive Diagnostic Assessment of Mathematics) to establish grade-level proficiency scores as well as programs to build concepts/skills in English (Lexia Reading for grades K-6) and math (DreamBox/Waggle for all grades and Reflex Math for grades 2-4). Use of the online learning software is supplementary to the core curriculum in ELA and math.</p>	\$35,000	Yes

Goal Analysis for 2022-23

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

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

There were no substantive differences in planned actions or implementation of these actions.

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

An explanation of how effective the specific actions were in making progress toward the goal.

No material differences

An explanation of how effective the specific actions were in making progress toward the goal.

We replaced a large number of Chromebooks that were no longer able to be updated, so all students were provided with a usable laptop. Instructional software was used every day in every classroom, most of it adaptive so that it increased student achievement.

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 do not need to replace as many Chromebooks this year, so the budget for that has been reduced.

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.

Goal #	Description
Goal #3	Culture & Climate (Safe and Engaging Environments)

A description of what the LEA plans to accomplish.

Provide a safe learning environment that meets the intellectual, social, emotional, and physical needs of all students and staff. Ongoing.

State Priorities: 1, 3, 5, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Attendance Rate	2020-21 <i>pandemic adjustment</i>	2021-22 <i>pandemic adjustment</i>	2022-23	2023-24	93%
Counselor on-site 2 days per week	0.0 FTE <i>Unable to hire Counselor</i>	0.0 FTE <i>Unable to hire Counselor</i>	0.3 FTE	0.2 FTE	Counselor on-site 2 days per week
Student Support Coordinator provides daily service for all students	Student Support Coordinator provides daily service for all students until shutdown.	Student Support Coordinator provides daily service for all students	Student Support Coordinator discontinued due to providing counseling services.		
Extra- and Co-Curricular	Art was provided in the online learning environment due to COVID-19 N/A	Fine arts, music, drama, and athletics provided N/A	Fine arts, music, drama, leadership, and athletics provided	Fine arts, music, drama, leadership, and athletics will be provided	Fine arts, music, drama, leadership, and athletics will be provided
Positive Behavior Intervention System			Preliminary training completed, matrix of	First year implementation of PBIS campuswide	First year implementation of PBIS campuswide

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
			expected behaviors developed		

Goal #3 Actions for 2023-24

Action #	Title	Description	Total Funds	Contributing
1	Attendance and Welfare	<p>Student Attendance & Engagement Promote opportunities and incentives to increase attendance rates.</p> <ul style="list-style-type: none"> • Independent Study Opportunities • Attendance Letters Mailed Home • School Attendance Review Team (SART) • School Attendance Review Board (SARB) • Family intervention efforts through the school's Community Liaison 	\$15,000	Yes
2	School Counselor	School Counselor (2 days per week)	\$25,000	Yes
3	Extra- and Co-Curricular	<p>Extra-Curricular Programs includes Athletics and Student Leadership Activities.</p> <p>Co-Curricular Programs include Fine Arts, Music, and Performing Arts. Related costs for these programs include coaching stipends, athletic league fees, Athletic Director stipend, Arts Director salary, music and performing arts Coaches, materials and supplies</p>	\$117,000	No

Action #	Title	Description	Total Funds	Contributing
4	Positive Behavior Intervention System	Training for administrator and key staff in PBIS, release time for training	\$4,000.00	YesOur Student Support Coordinator

Goal Analysis for 2022-23

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.

Our Student Support Coordinator left, so we added counselling services from an outside agency. The Positive Behavioral Interventions and Supports program was implanted to offset the loss off the Student Support Coordinator as well.

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.

TBD

An explanation of how effective the specific actions were in making progress toward the goal.

The addition of counselling services was very effective as measured by positive feedback from our stakeholders.

The implementation of measures for increasing attendance didn't impact overall attendance as much as we had hoped, as we experienced the "triple-demic" in the first and second trimesters. However, some habitually truant students' attendance markedly improved with implementation of attendance measures.

Extra- and co-curricular programs were fully implemented this year. The programs rated highly in our stakeholder survey this year.

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 eliminated the student support coordinator position as we replaced it with a counseling program. We added PBIS as well.

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.

Goal #	Description
Goal #4	Increase Parent Involvement and Communication

A description of what the LEA plans to accomplish.

- To improve communication among all employees within the school.
- To increase parent knowledge and participation in their child's education.
- To increase participation of the business community to support school programs.
- To increase the awareness in the community of the foundations and organizations that support student programs.

State Priorities: 3, 5, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Community Liaison hired to improve communication with families	2020-21 1.0 FTE	2021-22 0.5 FTE	2022-23 0.5 FTE	2023-2024 0.5 FTE	0.5 FTE
School Website	Website improved for accessibility and increased communication	Website maintained	Website maintained and expanded	No data yet	Website will be enhanced to provide more easily accessible information.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Publishing newsletters and updates for parents.</p> <p>Use of SIS (SchoolWise) to communicate attendance and grades.</p>	Continued with online communication of essential information during COVID-19 shutdown	Color newsletter continued online along with COVID-19 related essential information.	Parent Square used successfully to communicate with parents every week. Weekly communications also sent home in Monday packets. Principal's report at every Board meeting. SchoolWise use expanded.	No data yet	Continue to use Parent Square to communicate with parents every week. Weekly communications also sent home in Monday packets. Principal's report at every Board meeting. SchoolWise use expanded.
Daily Updates for Staff	Communicated electronically due to shutdown	Left in classroom before school	Weekly update provided Monday mornings for all staff via e-mail	No data yet	Weekly update will be provided Monday mornings for all staff via e-mail

Goal #4 Actions for 2023-24

Action #	Title	Description	Total Funds	Contributing
1	Communication	Maintaining active school communication with appropriate resources and support that includes online school links (ParentSquare), SCS Website, SchoolWise, and hosting parent/community events.	\$ 5,000	No

Action #	Title	Description	Total Funds	Contributing
2	Community Liaison	<p>Community Liaison is a support staff position designed to assist all families in all languages (English & Spanish) become more engaged and successful in the varied functions of school.</p> <p>The Community Liaison position plays an important academic support role in assisting parents in becoming home literacy coaches as part of the school's new language arts program.</p> <p>In addition, the Liaison helps manage intervention efforts with families related to school attendance, welfare, academic progress, and social-emotional behavior.</p>	\$36,000	Yes

Goal Analysis for 2022-23

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.

No substantive differences in planned actions or implementation.

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

TBD

An explanation of how effective the specific actions were in making progress toward the goal.

Communications improved this year as measured by usage of Parent Square, having a bilingual office assistant, and weekly folders. The website also improved this year with a lot more information than in past years.

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.

No changes

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.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
[\$[Insert dollar amount here]]	[\$[Insert dollar amount here]]

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
[Insert percentage here]%	[Insert percentage here]%	[\$[Insert dollar amount here]]	[Insert percentage here]%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The increased services for these targeted subgroups include additional staffing, supplemental program and services, training/coaching for staff in supporting targeted subgroups, and increased assistance for parents/caregivers of English learners, foster youth, and low income. Since Dashboard data were not available due to the pandemic and suspension of Spring 2020 CAASPP, Sonoma Charter identified alternative metrics including STAR Math and Reading scores, ELPAC scores, and results from the Youth Truth Survey.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Our primary means of supporting unduplicated students (foster youth, English learners, and low-income) is through our Multi-tiered Systems of Student Support (MTSS) in academics, behavior, and social emotional learning. Through MTSS we focus specialized and personalized services for unduplicated pupils with enriched certificated and classified staffing. Programs and services using supplemental grant funding support the academic achievement, attendance, positive behavior, engagement needs of our most at-risk student groups: student groups with a significant achievement gap (FY, EL, low-income). Through MTSS, struggling learners are provided interventions at increasing levels of intensity to accelerate the rate of learning. These services may include supplemental general education teachers, special educators, and

specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for use when making decisions in both general education and special education for foster youth, English learners, and low-income students, creating a well-integrated system of instruction and intervention guided by child outcome data.

Research has demonstrated that adopting prevention-based practices can reduce student problem behavior, improve academic achievement, and contribute to the establishment of a safe environment for staff and students. SCS has increased funds to support the social-emotional issues that EL, homeless, foster youth, and students experiencing poverty may exhibit in the school environment as described in Goal 3. Counseling services are provided to support students by recognizing their strengths, understanding their needs, and using the resources in the system to maximize their potential.

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.

- Classroom Teaching Assistant in grade K-3 (expanded to all-day)
- Intervention Specialists (new positions)
- Student Support Coordinator (new position)
- Bilingual Community Liaison (restored position)
- School Counselor (continued position)
- Professional development (continued for all levels of staff)

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	[Provide ratio here]	[Provide ratio here]

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 certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]

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 (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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school-site-level advisory groups, as applicable (e.g., school-site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/ic/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the school(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the **most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

Action Tables

Complete the Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **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 + 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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