LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Old Adobe Union School District-Sonoma Mountain Elementary Charter School
CDS Code: 49-70847-6114755
School Year: 2022-23
LEA contact information:
Kris Cosca
Superintendent
(707) 765-4322

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

Budget Overview for the 2022-23 School Year
This chart shows the total general purpose revenue Old Adobe Union School District-Sonoma Mountain Elementary Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Old Adobe Union School District-Sonoma Mountain Elementary Charter School is $4,330,613, of which $3,952,622 is Local Control Funding Formula (LCFF), $284,516 is other state funds, $33,095 is local funds, and $60,380 is federal funds. Of the $3,952,622 in LCFF Funds, $111,694 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Old Adobe Union School District-Sonoma Mountain Elementary Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Old Adobe Union School District-Sonoma Mountain Elementary Charter School plans to spend $3517310 for the 2022-23 school year. Of that amount, $2896027 is tied to actions/services in the LCAP and $621,283 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Maintenance, some custodial, and administration are not included in this LCAP
- Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Old Adobe Union School District-Sonoma Mountain Elementary Charter School is projecting it will receive $111694 based on the enrollment of foster youth, English learner, and low-income students. Old Adobe Union School District-Sonoma Mountain Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Old Adobe Union School District-Sonoma Mountain Elementary Charter School plans to spend $152743 towards meeting this requirement, as described in the LCAP.
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

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

The text description of the above chart is as follows: In 2021-22, Old Adobe Union School District-Sonoma Mountain Elementary Charter School's LCAP budgeted $186,868 for planned actions to increase or improve services for high needs students. Old Adobe Union School District-Sonoma Mountain Elementary Charter School actually spent $124,433.00 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-62,435 had the following impact on Old Adobe Union School District-Sonoma Mountain Elementary Charter School's ability to increase or improve services for high needs students:

The difference in planned versus actual expenditures did not impact the actions and services to increase or improve services for high needs students.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

<table>
<thead>
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<td>Kris Cosca Superintendent</td>
<td><a href="mailto:kcosca@oldadobe.org">kcosca@oldadobe.org</a> 707-765-4305</td>
</tr>
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</table>

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

All educational partner engagement on the use of funds provided through the Budget Act of 2021 is reflected in the 2021-22 Local Control and Accountability Plan (LCAP). Sonoma Mountain created a comprehensive engagement process that solicited input from all educational partners in a variety of meaningful ways. This included:

- Staff meetings discussions: 9/1/21, 10/6/21
- Parent surveys via Youth Truth: October 2021 and January 2022
- Board presentation with the opportunity for input: 10/28/21

Sonoma Mountain will continue partner engagement in staff meetings on 3/2/22, 4/20/22, and 5/4/22.

LCAP Advisory Council meetings were conducted on 2/9/22, 3/16/22, and 4/25/22.
A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Sonoma Mountain did not receive a concentration grant or the concentration grand add-on for funding year 2021-2022.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Sonoma Mountain has used a variety of ways to engage all educational partners in a meaningful input process. Listed below are some of the ways, to date, in which Sonoma Mountain has specifically engaged its educational partners on one-time funds to support recovery from the COVID pandemic and the impacts of distance learning.

Site and district meetings were held over the year to collect input from the community including staff and family education partners. Discussions were conducted at staff meetings to discuss how funds should be used. Parents provided input via a survey, at LCAP Advisory Council and PTA meetings, and informally which was used to help direct current and future funding.

Staff meetings discussions: 9/1/21, 10/6/21
Parent surveys via Youth Truth: October 2021 and January 2022
Board presentation with the opportunity for input: 10/28/21

Sonoma Mountain will continue partner engagement in staff meetings on 3/2/22, 4/20/22, and 5/4/22
LCAP Advisory Council meetings were conducted on 2/9/22, 3/16/22, and 4/25/22.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Sonoma Mountain is using and/or has used the ESSER III funds in multiple ways as adopted by the board on October 28, 2021. Listed below are specific successes and challenges, to date, that we have experienced in each area.

To address the academic impact of lost instructional time:
Provide on-going collaboration and planning time for certificated staff members to focus on best first instruction, differentiation, and student progress towards student learning goals.
Provide professional development opportunities such as O-G, Write Tools, and VTS for certificated staff members; focus on instructional practices, social-emotional development, curricular areas, etc.
Allow for teachers and grade-level teams to prioritize areas of professional growth in practice.
Increase RtI teacher support to provide 1:1 and small group targeted instruction to students in all grade levels in reading, math, and writing.
Utilize and increase paraprofessional(s) to work under the supervision of the RTI teachers, and in collaboration with classroom teachers, to provide small group intervention in reading, math, and writing before, after, and during the school day.
Expand CICO Program to include additional students, if possible.
Provide professional development for classified staff that includes academic as well as social/emotional support.

Successes -
Additional Instructional Assistants greatly help target and differentiate instruction to meet the needs of students. The collaboration between the RtI Teachers and support personnel has been instrumental in providing systematic, effective, targeted instruction. Teacher collaboration was effective in providing time for teachers to evaluate student needs upon return to full-time in-person instruction, share instructional ideas and best practices, as well as prioritize focus on essential standards.

Challenges -
Staffing shortages and substitutes have been challenging. It has been challenging to create dedicated, uninterrupted time to focus and implement learned practices from professional development.

Implement strategies for continuous and safe in-person learning (students and staff):
School improvements that allow students to eat outside more safely and comfortably that are in compliance with CDPH food services guidelines to accommodate the number of students enrolled. This includes - shade structures, more outdoor seating/tables, and permanently installed water dispensers to fill water bottles.
Hire additional staff to provide COVID-19 contact tracing.
Additional HEPA Air Purifiers will be purchased put in classrooms and other high traffic areas to mitigate the spread of COVID -19 and facilitate continuous and safe in-person learning.
Provide Independent Study to students that elect this instructional option.

Successes -
The site consistently maintained safety protocols and effectively provided PPEs to students, staff, and families, and safely mitigated the spread of Covid-19. Weekly pooled testing continues to help us be informed of positive cases and monitor the health of students and staff on site.

Challenges -
Challenges include staffing to support contact tracing, the amount of time that is needed to support communicating during surges, and working with families to help them understand the guidance and process for returning to school after becoming symptomatic or Covid +.
Mental health support (additional actions):
School-wide implementation of the SEL curriculum, Second Step
Offer integrated support services such as Mental Health Counseling and Social-Emotional Learning services
Provide small group counseling support for students on topics including self-regulation, Habits for Academic Success, peer relationships, mindfulness, and Social and Emotional Learning
Provide resources and support related to Tier-1 and Tier-2 MTSS Interventions to address academic needs, mental health, and well-being (Care Solace, CALM).

Successes -
Consistent, weekly delivery of SEL curriculum, Second Step, helped students build self-regulation and social skills.

Challenges -
Care Solace services have sometimes not been able to provide support providers in proximity to where families live.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Use of fiscal resources received for the 2021-22 school year has been in a manner that is consistent with the plans and is aligned with OAUSD’s 2021-22 LCAP and Annual Update.

Sonoma Mountain is using the fiscal resources received for the 21-22 school year and is aligned with our LCAP. Below is how the additional funding is used to support LCAP goals:

ELO
Increase of .5 FTE RtI Teacher for intervention in ELA and math which supports LCAP Goal #1
Addition of 6 Instructional Assistants increase small group ELA and math intervention and support small group instruction within the whole class which supports LCAP Goal #1

ESSER III
Staff training both certificated and classified which supports LCAP Goal #1
Purchase of additional PPE, safety, and other pertinent safety supplies which supports LCAP Goal #4
Implementation of new SEL curriculum which supports LCAP Goal #4
Additional resources and time for SST meetings, tutoring, trainings that supports LCAP Goal #1
Purchase chromebooks to better integrate digital learning platforms for both In-person and distance learning which supports LCAP Goal #1
EBGB
Extended Instructional Learning time (summer programs) which supports LCAP Goal #3
Induction coaching and mentoring which supports LCAP Goal #1
School Climate training with Welcoming Schools which supports LCAP Goal #4.
PBIS and Equity training for Paraprofessional training which supports LCAP Goal #4

Instructions for the Supplement to the Annual Update for the 2021–22 Local
Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local
Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local
educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering
from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs
to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a
regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

• The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
• All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
• Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best
suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational
partners.
The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included
with the LCAP as follows:

• The 2022–23 Budget Overview for Parents
The 2021–22 Supplement
The 2022–23 LCAP
The Action Tables for the 2022–23 LCAP
The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021
Local Control Accountability Plan

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

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Plan Summary [2022-23]

General Information

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

Sonoma Mountain Elementary Charter School opened in 1997, and the mission statement states that all stakeholders of the school shall work in partnership to create a learning environment where the joy of discovery and learning may be attained through active, child-centered learning, while building on the strengths and uniqueness of each child. All partners will help provide a safe, caring, and respectful environment for every student to meet the challenges of individual and cultural diversity, as children play and learn together. A hands-on pathway to knowledge will be implemented, while teaching responsibility, cooperation, and respect for others. Students obtain skills in social participation, critical thinking and basic study skills.

With the expertise of very talented teachers, we meet our goals to teach writing daily, using programs such as Write Tools and Writing by Design; teach reading and language arts daily, making sure students meet benchmark proficiency several times a year; improve our math skills, both conceptual and computational, using programs such as Bridges and CPM; and teach social studies and science with state-adopted curriculum (FOSS Science). In addition to academic subjects our students are taught music and art weekly at each grade level with the help of several talented music and art teachers and an art program called Arts Attack. Our students participate weekly in learning 21st Century Skills in our Mini Computer Lab and in-class devices such as ChromeBooks and iPads (1:1 in all grades). Because of the enormous support of our very active PTA, LCAP Advisory Council, and classified personnel, the teacher can excel at teaching the aforementioned subjects. These groups assist teachers either in the classroom or library, fund supplies, our charter focus, and technology which all make the students more successful.
We assess student academic success with a variety of state or district assessments several times a year. We also administer two state-mandated tests yearly, the SBAC (grades three through six) and the ELPAC (given to English Language Learners). Finally, our charter focus is exceptional. Art is integrated into all subject areas, and we host an Artist Instructor who teaches our students about various mediums, styles, and artists and utilize the Visual Thinking Strategies Program into classroom instruction. Our music instructor teaches singing and basic instruments to students in grades TK-2, recorders and song flutes to students in grades 3-4, and instrumental band to our students in grades 5-6. In addition, our focus includes a movement/dance component featuring an Artist in Residence who creates a rich, cultural experience for our students.

**Reflections: Successes**

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

Mathematics instruction continues to be an area of great pride for our school. We have successfully implemented the Common Core State Standards in Math. Teachers have been adequately trained in our two math curriculum programs, Bridges and CPM. They have collaborated with colleagues on the mathematical practices, instructional shifts, and student engagement strategies to enhance concept development. Perhaps the greatest success is that these curriculum programs are fully implemented in TK-6th grade providing a rigorous, comprehensive scope of math instruction and discussion resulting in successful student outcomes.

There is no recent data available via the California School Dashboard as the CAASP has not been administered since the 2018-19 school year. However, according to our local self-assessment tool, the STAR Math Benchmark Assessment, 81% of our 2nd through 6th grade students scored within grade level proficiency (above the 40th percentile) on the STAR Math Spring benchmark. This is an incredible percentage of students, on average, that are at grade level proficiency in math.

We will continue to utilize staff collaboration time to analyze student work and assessments and target instruction for learning in the area of mathematics. In addition, teachers will continue to focus on the number talk discussions and conceptual understanding through hands-on experiences; these are essential strategies that we know specifically help our English Learners and low-income students. We will hopefully be able to continue to offer support in math to students through out Student Success Model. This support may include 1:1 and small group instruction for students in grades 3-6 focusing on the reinforcement, differentiation, and hands-on application of concepts taught in the classroom. We believe that by building on the successful implementation of our math programs, continued support for teachers and support staff, a deep focus on best instructional practices that support differentiated learning, and effective student supports, our students will continue to achieve at high levels in math.
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.

No subgroups need significant improvement. We will continue to monitor this to ensure that all subgroups are making progress on the state indicator and local assessment measures.

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

The Sonoma Mountain Elementary Charter School LCAP funds four main areas all related to student achievement, support, engagement, and well-being.

Our extensive Student Success model begins with engaging, differentiated best first instruction as part of Tier 1 support for all learners. Certificated teachers provide instruction with research based, effective curriculum and instructional strategies that engage and support learners. Teachers implement the Common Core State Standards and Next Generation Science Standards. In addition, teachers implement strategies to develop students’ critical thinking skills through integration in curricular areas and the Visual Thinking Strategies Program.

This model also includes our Response to Intervention/EL Program. Our RTI/EL Program includes support via certificated RtI Teachers and classified Academic Intervention Paraprofessionals. These staff members deliver targeted instruction four days per week via a before school tutorial, in-class, and pull-out support during the school day, and an after school tutorial program. This support is provided to students who are below benchmark in reading, math, and writing, and progress is monitored throughout the school year.

Our Student Success model also includes a Check In/Check Out students for students to develop their Habits for Academic Success. Students have specific goals to focus on as part of the program. They meet with a staff member at the beginning of the school day to strategize for success towards the goal area. They monitor progress throughout the day with the assistance of their teacher, then they reflect at the end of the day with the same staff member from the morning.

Counseling services are provided three days per week. Our counselors provide individual counseling sessions and group sessions covering topics such as friendship/social skills, divorce, special interest groups, etc. In addition, our counselor coordinates the Mentor Me Program, partnering students at-risk with an adult mentor.

Our Computer Lab Technician provides students with instruction in the Technology Standards as part of the Common Core State Standards. The technician also provides assistance to certificated staff in the classroom in integrating technology into curriculum instruction and units, manages the site Computer Lab, and most importantly, provides support in differentiation of curriculum through the use of the IXL Program and Lexia.
Finally, a strong school community and family relationships are valued at Sonoma Mountain Elementary Charter. School to home connection includes strong communication tools, a Meet the Teacher day held before school begins, Open House, and conferences throughout the school year. In addition, SoMo University is conducted in order to provide parents and caregivers with the necessary information and tools to support their child in their own development as a learner. Parents and caregivers are invited to volunteer in class and school activities, and many family events are conducted in the evenings or via Zoom for community building purposes.

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.

OAUSD did not have any schools identified.

**Support for Identified Schools**

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

OAUSD did not have any schools identified.

**Monitoring and Evaluating Effectiveness**

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

OAUSD did not have any schools identified.
## Engaging Educational Partners

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

Sonoma Mountain has been working to expand engagement processes to involve stakeholders in all significant decision-making. Stakeholder input is actively solicited via a variety of channels such as surveys, social media, Robocalls, emails, site meetings, and activities, etc. Stakeholders are invited to virtual and, when appropriate, in-person meetings. Input from students and families is frequently solicited formally through surveys and planned meeting such as LCAP Advisory Council and PTA, and informally in ad hoc meetings and even when students are interacting with their teachers and other staff members in academic settings.

PTA meetings were held monthly and staff meetings were conducted twice a month - these included ongoing discussions of strengths and improvements of our school.

Staff meetings discussions: 9/1/21, 10/6/21  
Parent surveys via Youth Truth: October 2021 and January 2022  
Board presentation with the opportunity for input: 10/28/21

Sonoma Mountain will continue partner engagement in staff meetings on 3/2/22, 4/20/22, and 5/4/22  
LCAP Advisory Council meetings were conducted on 2/9/22, 3/16/22, and 4/25/22.

As Stakeholder input and feedback meetings were offered to staff and parents information regarding the LCAP goals and actions were shared and feedback noted as described below:

### A summary of the feedback provided by specific educational partners.

<table>
<thead>
<tr>
<th>Goal 1: Increasing Student Achievement</th>
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</thead>
<tbody>
<tr>
<td>Offer small group supports in ELA for grades K-6 via certificated and classified staff members</td>
</tr>
<tr>
<td>Offer CICO Program for grades 3-6 and expand CICO Program to include additional students, if possible</td>
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<td>Offer small group math support before school, during the school day, and after school</td>
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<td>Provide Professional Development opportunities for teachers based adopted district curriculum and on site goals and including teacher input/choice</td>
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<td>Provide Professional Development opportunities for classified staff on site goals and academic supports</td>
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<td>Provide release days for teachers and support personnel for Student Success Check ins</td>
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<th>Goal 2: Fostering Meaningful Parent Engagement</th>
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<td>Reinstate SoMo U (Family Education Nights) with funding for teacher presentations and child care services (classified team)</td>
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<tr>
<td>Plan more Principal/Parent Coffee Chats and Town Hall style meetings for on-going information sharing and parent/caregiver input</td>
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2022-23 Local Control Accountability Plan for Old Adobe Union School District-Sonoma Mountain Elementary Charter School  
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Goal 3: Increase and Enrich Student Engagement
Offer student leadership opportunities to include student voice and service opportunities
Explore ideas to offer more field trips, enrichment real-life experiences
Continue to offer whole-child learning opportunities via the charter focus, PE, technology, library, etc.
Expand performing arts offerings

Goal 4: Provide a Safe and Secure Learning Environment
Continue implementation and expansion of PBIS
Continue to offer and expand base social-emotional learning with Second Step Program - include education for parents/caregivers
Provide am/pm campus aides to support the successful and safe student drop off and pick up

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

Sonoma Mountain stakeholders possess valuable perspectives and insights about the District's programs and services. We incorporated these perspectives and insights in order to identify potential goals and actions to be included in this year's LCAP. A breakdown of the congruence of stakeholder input with the LCAP goals are as follows:

Goal #1: Increasing Student Achievement
Offer small group supports in ELA for grades K-6 via certificated staff members
Offer CICO Program for grades 3-6
Provide Professional Development opportunities for teachers based adopted district curriculum and on site goals and including teacher input/choice
Provide Professional Development opportunities for classified staff on site goals and academic supports
Provide release days for teachers and support personnel for Student Success Check ins

Goal #2: Fostering Meaningful Parent Engagement
Reinstate SoMo U (Family Education Nights) with funding for teacher presentations and child care services (classified team)
Plan more Principal/Parent Coffee Chats and Town Hall style meetings for on-going information sharing and parent/caregiver input

Goal 3: Increase and Enrich Student Engagement
Offer student leadership opportunities to include student voice and service opportunities
Explore ideas to offer more field trips, enrichment real-life experiences
Continue to offer whole-child learning opportunities via the charter focus, PE, technology, library, etc.

Goal 4: Provide a Safe and Secure Learning Environment
Continue implementation and expansion of PBIS
Continue to offer and expand base social-emotional learning with Second Step Program - include education for parents/caregivers
Provide am/pm campus aides to support the successful and safe student drop off and pick up
Goals and Actions

Goal

<table>
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<tbody>
<tr>
<td>1</td>
<td>Increase student achievement through the implementation of high quality teaching and learning and researched-based instructional strategies to eliminate barriers to student success.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Acquiring academic skills and increasing student achievement aligns with the District's mission to create an equitable learning environment where each student achieves their greatest potential to learn with curiosity, think creatively, communicate effectively, and act responsibly in a diverse and ever changing world. Increasing student achievement is the central focus as we work to close the access, opportunity, and achievement gap to ensure each and every student is prepared to leave our system on the path to be college, career, community and life ready.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS Next Middle of Year Composite Scores</td>
<td>DIBELS Next Middle of Year Composite Scores (2019/20 school year) 2nd 63% at benchmark 1st 56% at benchmark K 47% at benchmark</td>
<td>Due to the pandemic, this assessment was not given during the 2020/21 school year. 2021/22 DIBELS Next Middle of Year Composite Scores 2nd 64% at benchmark 1st 58% at benchmark K 46% at benchmark</td>
<td></td>
<td></td>
<td>DIBELS Next Middle of Year Composite Scores 2nd increase benchmark by 5% 1st increase benchmark by 7% K increase benchmark by 11% Increase use of assessment at each each grade level: K - 2nd: 95%</td>
</tr>
<tr>
<td>District Spring STAR Reading Benchmarks</td>
<td>District Spring STAR Reading Benchmarks, District Spring STAR Reading Benchmarks, District Spring STAR Reading Benchmarks,</td>
<td>District Spring STAR Reading Benchmarks, District Spring STAR Reading Benchmarks, District Spring STAR Reading Benchmarks,</td>
<td>District Spring STAR Reading Benchmarks, District Spring STAR Reading Benchmarks, District Spring STAR Reading Benchmarks,</td>
<td>District Spring STAR Reading Benchmarks, District Spring STAR Reading Benchmarks, District Spring STAR Reading Benchmarks, District Spring STAR Reading Benchmarks,</td>
<td></td>
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</tr>
<tr>
<td>Grades 2-6 scoring within grade level proficiency</td>
<td>Grades 2-6 scoring within grade level proficiency (2020/21 school year) 6th - 41% at benchmark 5th - 48% at benchmark 4th - 52% at benchmark 3rd - 50% at benchmark</td>
<td>Grades 2-6 scoring within grade level proficiency (2021/22 school year) 6th - 61% at benchmark 5th - 65% at benchmark 4th - 90% at benchmark 3rd - 85% at benchmark 2nd - 78% at benchmark</td>
<td></td>
<td></td>
<td>Grades 2-6 scoring within grade level proficiency 6th increase benchmark by 6% 5th increase benchmark by 8% 4th 2 increase benchmark by 6% 3rd increase benchmark by 6% 2nd 1 increase benchmark by 10%</td>
</tr>
<tr>
<td>District Spring STAR Math Benchmarks, Grades 2-6 scoring within grade level proficiency</td>
<td>District Spring STAR Math Benchmarks, Grades 2-6 scoring within grade level proficiency (2020/21 school year) 6th - 58% at benchmark 5th - 57% at benchmark 4th - 62% at benchmark 3rd - 18% at benchmark</td>
<td>District Spring STAR Math Benchmarks, Grades 2-6 scoring within grade level proficiency (2021/22 school year) 6th - 75% at benchmark 5th - 86% at benchmark 4th - 87% at benchmark 3rd - 76% at benchmark 2nd - 79% at benchmark</td>
<td></td>
<td></td>
<td>District Spring STAR Math Benchmarks, Grades 2-6 scoring within grade level proficiency 6th increase benchmark by 6% 5th increase benchmark by 8% 4th 2 increase benchmark by 6% 3rd increase benchmark by 6% 2nd 1 increase benchmark by 10%</td>
</tr>
<tr>
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</tr>
<tr>
<td>ELPAC Data</td>
<td>In 2020-2021, 7% of ELL students scored Level 4 on the ELPAC summative.</td>
<td>In 2020-2021, 10% of ELL students scored Level 4 on the ELPAC summative.</td>
<td></td>
<td></td>
<td>Increase number of students scoring Level 4 on the ELPAC by 2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2021-2022 ELPAC summative is in progress.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reclassification (RFEP) data</td>
<td>In the 2019-2020 school year, 7% of ELLs were RFEP'd.</td>
<td>In the 2020-2021 school year, students were not RFEP'd due to the pandemic and subsequent lack of data.</td>
<td></td>
<td></td>
<td>Increase number of students RFEP'd by 2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the 2021-2022 school year, 10% of ELLs were RFEP'd.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd to 6th grade CAASPP Tests results ELA, Math and 5th grade Science</td>
<td>2018-2019 Distance from Standard Met in ELA: 3rd: +1 4th: -2 5th: +17 6th: +6</td>
<td>CAASPP testing was not administered during the 2019-2020 and 2020-2021 school years due to the COVID-19 pandemic.</td>
<td></td>
<td></td>
<td>CASSPP positive increase of at least 2 points in distance from Standard Met in grades 3-6.</td>
</tr>
<tr>
<td>Metric</td>
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</tr>
<tr>
<td></td>
<td>4th: -1</td>
<td>All students have access to state adopted CCSS textbooks and/or Common Core supplemental Instructional Materials 100% access (Williams Act)</td>
<td>All students have access to state adopted CCSS textbooks and/or Common Core supplemental Instructional Materials 100% access (Williams Act)</td>
<td>All students have access to state adopted CCSS textbooks and/or Common Core supplemental Instructional Materials 100% access (Williams Act)</td>
<td>All students have access to state adopted CCSS textbooks and/or Common Core supplemental Instructional Materials 100% access (Williams Act)</td>
</tr>
<tr>
<td></td>
<td>5th: -22</td>
<td>100% teachers appropriately assigned (2020/21)</td>
<td>100% teachers appropriately assigned (2021/22)</td>
<td>100% teachers appropriately assigned</td>
<td>100% teachers appropriately assigned</td>
</tr>
<tr>
<td></td>
<td>6th: -26</td>
<td>According to the 2019 Dashboard for EL Students making progress towards English Proficiency: 26.7%</td>
<td>The Dashboard was suspended due to the COVID-19 pandemic.</td>
<td></td>
<td>Dashboard for EL Students making progress towards English Proficiency: increase by 5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2019-2020 Full implementation in using instructional materials that are aligned to the State Standards in ELA, ELD, NGSS and mathematics</td>
<td>2020-2021 Full implementation in using instructional materials that are aligned to the State Standards in ELA, ELD, NGSS and mathematics</td>
<td></td>
<td>Maintain full implementation in using instructional materials that are aligned to the State Standards in ELA, ELD, NGSS and mathematics</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Initial stage of implementing programs to</td>
<td>Initial stage of implementing programs to support staff in delivering ELD</td>
<td>Initial stage of implementing programs to support staff in delivering ELD</td>
<td>Move to full implementation of programs to support staff in delivering ELD</td>
<td>Move to full implementation of programs to support staff in delivering ELD</td>
<td>Move to full implementation of programs to support staff in delivering ELD instruction</td>
</tr>
<tr>
<td>Exploring and researching phase of History</td>
<td>Exploring and researching phase of History textbook adoption</td>
<td>Exploring and researching phase of History textbook adoption</td>
<td>Move to beginning development of a history textbook adoption</td>
<td>Move to beginning development of a history textbook adoption</td>
<td>Move to beginning development of a history textbook adoption</td>
</tr>
<tr>
<td>Access to and Enrollment in Broad Course</td>
<td>For the 2019-2020 school year, 100% of Old Adobe Union School District’s</td>
<td>For the 2021-2022 school year, 100% of Old Adobe Union School District’s</td>
<td>Maintain</td>
<td>Maintain</td>
<td>Maintain</td>
</tr>
<tr>
<td>of Study</td>
<td>students had full access to a broad course of studies as defined by</td>
<td>students had full access to a broad course of studies as defined by California</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>California Education Code 51210 and 51220(a)-(i). All students in grades</td>
<td>Education Code 51210 and 51220(a)-(i). All students in grades TK – 6 are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TK – 6 are enrolled in a broad course of study, and all schools offer</td>
<td>enrolled in a broad course of study, and all schools offer access and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>access and enrollment in the seven areas identified as a broad course of</td>
<td>enrollment in the seven areas identified as a broad course of study for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>study for grades 1-6. Students can access courses, such as visual and</td>
<td>grades 1-6. Students can access courses, such as visual and performing arts,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>performing arts, both</td>
<td>both</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<tr>
<td></td>
<td></td>
<td>within and outside of the regular school day.</td>
<td>within and outside of the regular school day.</td>
<td></td>
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</tr>
</tbody>
</table>

## Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Assessment</td>
<td>Implement new benchmarks and monitor and adapt as needed</td>
<td>$34,564.00</td>
<td>No</td>
</tr>
<tr>
<td>1.2</td>
<td>Access to IXL</td>
<td>Provide students IXL for English language and mathematics skill building and assessment monitoring</td>
<td>$3,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.3</td>
<td>North Coast Teacher Induction</td>
<td>North Coast Teacher Induction - mentor program for new teachers</td>
<td>$7,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.4</td>
<td>Committees</td>
<td>Implement Curriculum Leadership Committee to lead curriculum discussions district-wide</td>
<td>$10,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.5</td>
<td>Data Management</td>
<td>Continue Contract for Illuminate for student data management</td>
<td>$1,963.00</td>
<td>No</td>
</tr>
<tr>
<td>1.6</td>
<td>Accelerated Reader</td>
<td>Monitor Reading progress with Accelerated Reader</td>
<td>$7,309.00</td>
<td>No</td>
</tr>
<tr>
<td>1.7</td>
<td>Teaching Staff</td>
<td>Assure that all regular and special education teachers are Highly Qualified and appropriately assigned</td>
<td>$2,047,764.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
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</tr>
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</tr>
<tr>
<td>1.8</td>
<td>Provide instructional materials</td>
<td>Provide instructional materials to support RTI, counselors, and intervention</td>
<td>$7,896.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.9</td>
<td>Certificated Stipends</td>
<td>Stipends, student council, SST Coordinator, VTS Committee, TIC</td>
<td>$1,250.00</td>
<td>No</td>
</tr>
<tr>
<td>1.10</td>
<td>Professional Development</td>
<td>Provide staff development opportunities that will help instruction for all students</td>
<td>$45,671.00</td>
<td>No</td>
</tr>
<tr>
<td>1.11</td>
<td>Provide support for CCSS Technology Standards</td>
<td>Maintain the Computer Lab Technician to provide students with instruction in the Technology Standards as part of the Common Core State Standards; Technician to provide assistance to certificated staff in the classroom in integrating technology into curriculum instruction and units: manage the site Media lab and provide support in differentiation of curriculum through the Student Success Program</td>
<td>$44,699.00</td>
<td>No</td>
</tr>
<tr>
<td>1.12</td>
<td>VTS Training for New Teachers</td>
<td>VTS training for new teachers</td>
<td>$7,365.00</td>
<td>No</td>
</tr>
<tr>
<td>1.13</td>
<td>Provide students with targeted instruction</td>
<td>Provide targeted instruction to students below benchmark in ELA in the Student Success Model; Check In/Check Out Program for building the Habits for Academic Success for students in grades 3-6; targeted instruction to be provided in grades K-6 by RtI Teacher and Academic Intervention Paraprofessionals before school, during the school day, and after school; instruction, communication, and progress to be monitored by the RtI Teacher; teachers to provide input and analyze student progress in planning meetings with Student Success Team</td>
<td>$113,750.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
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</tr>
<tr>
<td>1.14</td>
<td>Provide instructional materials for early literacy and intervention</td>
<td>Provide needed instructional materials in reading and math for Student Success Program (RtI) for grades 2-6 and Success for All Program for grades K-1</td>
<td>$7,500.00</td>
<td>No</td>
</tr>
<tr>
<td>1.15</td>
<td>Yoshimoto Orton-Gillingham Structured Literacy Training</td>
<td>Yoshimoto Orton-Gillingham Structured Literacy training for teachers in grades K-3</td>
<td>$8,515.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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 are no differences in the planned actions and actual implementation of these actions for the 21-22 school year. All actions have been fully implemented due to the funding allocated with supplemental funds and the increased one-time ELO and ESSER funds.

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.

There were no 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.

We have successfully implemented the Common Core State Standards in Language Arts and Math. Professional development opportunities continue to be offered to teachers for curricular programs essential in teaching the Common Core State Standards specifically in early literacy instruction as all teachers in grades TK-3 received Orton-Gillingham training this past year. These professional development opportunities have been the best tools in making sure that our teachers and support staff are able to meet the needs of all learners. Targeted, systematic Tier 1 instruction ensures that all learners are accessing grade level standards.

Our Student Success Model has been fully implemented to provide targeted instruction to students below benchmark in reading and math. Through informative data and discussion, our classroom teachers in collaboration with our RtI Teachers and Academic Intervention Paraprofessionals determined target areas of instruction for students; goals were set for students who need extra support. Extra resources, support, and personnel are used through our Student Success Model (RtI) to provide help to our students who are not at grade level or making progress towards reading and writing standards. These identified students work one-on-one or in small groups before school, during
the school day, or after school with our Student Success Team. The instruction is via push in, pull out, or a combination of both, and the curriculum and lessons are connected to the Tier 1 instruction occurring in the classroom.

Our Student Success Model also includes a Check In/Check Out system for students in grades 3-6 who need specific support in developing their Habits for Academic Success.

Our Computer Lab Technician provides support with differentiated curriculum through the use of the IXL Program, Accelerated Reader, and Lexia. In addition, our Computer Lab Technician has been able to provide students with instruction in the Technology Standards as part of the Common Core State Standards.

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

All goals remain the same. Action items are the same for the 22-23 school year but the number of students served in the Tier 2 Student Success model will change due to the number of staff members. At this point in time, the Computer Lab Technician (Goal 1.1) and Academic Intervention Paraprofessionals (Goal 1.13) will not be a part of the Student Success Team as these positions have been eliminated due to funding. These positions may be reinstated should additional funds be allocated.

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

#### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Implement student-centered programs, services and supports that foster thriving and meaningful parent, family and community engagement.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal. We define parent engagement in schools as: ‘parents and school staff working together to support and improve the learning, development and well-being of students, including students with IEPs. Fostering meaningful parent engagement can lead to increased support for student’s learning at home, empowered parents, and improved family well-being. This can lead to students benefits like improved cognitive development and academic performance, better social-emotional development, and improved health/well-being.

#### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Attendance at Family</td>
<td>20/21 Attendance at Family Education/Community</td>
<td>21/22 Attendance at Family Education/Community</td>
<td></td>
<td></td>
<td>Increase attendance by 10 %</td>
</tr>
<tr>
<td>Education/Community nights.</td>
<td>nights. 25 average on Zoom</td>
<td>nights (approximately 50% of families)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTO membership</td>
<td>20/21 PTO membership: 198 members</td>
<td>21/22 PTO membership: 188 members</td>
<td></td>
<td></td>
<td>Increase membership by 10 %</td>
</tr>
<tr>
<td>Youth Truth parent</td>
<td>20/21 Youth Truth parent survey results:</td>
<td>21/22 Youth Truth parent survey results:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>survey results</td>
<td>63% Positive Rating 3.68 Average Rating</td>
<td>64% Positive Rating 3.69 Average Rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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</tr>
<tr>
<td>2.2</td>
<td>School/family communication systems</td>
<td>Utilize website, social media, and Robocall system for school/family communication</td>
<td>$0.00</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Parent Surveys</td>
<td>Use a parent survey twice per year to measure parent participation in educational and community events as well as parent overall satisfaction with events. Use the district Youth Truth survey for parents to compare results including results of parents of students with IEPs.</td>
<td>$0.00</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Provide multiple ways to communicate to families of low income students.</td>
<td>Provide multiple ways to communicate to families of low income students without internet access/devices</td>
<td>$1,000.00</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Attendance tracking system</td>
<td>Track attendance at ELAC and PTA meetings using a tracking system</td>
<td>$0.00</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Provide translation and childcare</td>
<td>Provide translation and childcare at school meetings and special events</td>
<td>$3,000.00</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>Enhanced communications</td>
<td>Strengthen parent engagement through enhanced communication with the school website and monthly newsletters</td>
<td>$0.00</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2.9</td>
<td>Provide SoMo University</td>
<td>Provide SoMo University for parents/caregivers; 3 sessions throughout the school year, providing informational sessions based on grade level learning scope, curriculum, and needs; will provide parents with additional resources to support children from school to home; Childcare will be provided</td>
<td>$5,000.00</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
### Goal Analysis [2021-22]

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

The only difference in the planned actions and actual implementation of these actions for the 21-22 school year was that the SoMo U Parent Nights were not implemented due to Covid restrictions.

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.

There were no 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.

There was successful implementation of the actions and services to achieve the goal of fostering thriving and meaningful parent engagement. We utilized the Parent Square system, school website, and social media to share our school story and include all stakeholders in school events, updates, and changes. Besides being the vehicle of keeping our families informed, most importantly, these systems kept the school community connected while parents/caregivers were not allowed on campus due to Covid restrictions.

The focus on parent connectivity and engagement ultimately supported our students in increased proficiency in academic areas and engagement in school.

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.

A great success of previous years that was missed this school year due to Covid restrictions was our SoMo U/Parent Nights.

This will be fully implemented in the 22-23 school year. Parents, extended family members, and community members will be invited to our SoMo University sessions - three evening sessions held within the school year with the goal to provide parents with tools, strategies, and information to support their child with their learning and work throughout the school year (sessions will focus on grade level curriculum, previews of upcoming curricular concepts and topics, social-emotional learning, and tricks of the trade including parenting tips). The focus on
parent connectivity and family relationships to increase parent engagement in our students' learning. This will include a shift in the Back to School Night format to a “Meet the Teacher” held the day before school.

These additional services and supports will be successfully implemented.

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

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Increase and enrich student engagement and well-being to ensure an equitable opportunity to learn in a culturally responsive, healthy and safe environment.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Our goal is to ensure each learner is challenged and enthused in the learning process in order to maximize the potential of every student including students with disabilities. Increasing student engagement supports the whole child, creates a climate of inclusivity and equitable learning, and provides a roadmap of social emotional learning and well-being to ensure safe and supportive school communities.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Attendance Rate</td>
<td>2020/21 Attendance Rate: 97%</td>
<td>2021/22 Attendance Rate: 95%</td>
<td></td>
<td></td>
<td>Attendance Rate: Increase to 98%</td>
</tr>
<tr>
<td>Chronic Absenteeism rate</td>
<td>2020/21 Chronic Absenteeism Rate: 12%</td>
<td>2021/22 Chronic Absenteeism Rate: 31%</td>
<td></td>
<td>Reduce Chronic Absenteeism Rate: 4%</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>2020/21 Enrollment: 460</td>
<td>2021/22 Enrollment: 443</td>
<td></td>
<td>Enrollment: Increase enrollment by 5%</td>
<td></td>
</tr>
</tbody>
</table>
## Metric

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Truth Survey</td>
<td>2020/21 YouthTruth Survey Results:</td>
<td>2021/22 Youth Truth Survey Results:</td>
<td></td>
<td></td>
<td>Youth Truth Student survey:</td>
</tr>
<tr>
<td></td>
<td>63% Positivity Rating</td>
<td>64% Positivity Rating</td>
<td></td>
<td></td>
<td>Increase Positive Rating by 2 %</td>
</tr>
<tr>
<td></td>
<td>3.68 Average Rating</td>
<td>3.69 Average Rating</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>Physical Education</td>
<td>Provide comprehensive and connected Physical Education Program to all students</td>
<td>$52,000.00</td>
<td>No</td>
</tr>
<tr>
<td>3.4</td>
<td>Library</td>
<td>Provide literacy opportunities and support via the school Library Program</td>
<td>$32,152.00</td>
<td>No</td>
</tr>
<tr>
<td>3.5</td>
<td>Equity Professional Learning</td>
<td>Provide Educational Equity and Social Justice professional learning, community outreach and engagement and staff resources including equity for SWDs.</td>
<td>$6,000.00</td>
<td>No</td>
</tr>
<tr>
<td>3.6</td>
<td>Resources and Materials for PD</td>
<td>Breakout EDU breakout boxes - one online subscription for all 5 sites, 4 boxes per site for use in K-6.</td>
<td>$535.00</td>
<td>No</td>
</tr>
<tr>
<td>3.7</td>
<td>Fine arts charter focus, including TK-6 music</td>
<td>Provide students with an enriching experience through the fine arts charter focus including a foundation in music, pre-written music experience, and instruments in TK-6th; Visual Thinking Strategies Program, museum visit, and Art Instructor; Artist in Residence program for dance/movement; music and art instructional materials and supplies</td>
<td>$165,000.00</td>
<td>No</td>
</tr>
</tbody>
</table>
Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The only difference in planned actions and actual implementation of the action was due to Covid restrictions. We were not able to provide the Summer Bridge Library time.

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.

There were no 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.

Our charter focus in the arts is a central part of the learning experience of every child attending Sonoma Mountain Elementary Charter. The instruction in our school features the arts, and explicit instruction in the three main areas, music, art, and movement. It includes the following:

- Music instruction for all students with a foundation in music with an emphasis on singing, simple rhythm instruments, prewritten music experience in grades TK-2; song flutes and recorders in grades 3-4, and instrumental band in grades 5-6
- Art instruction utilizing the Visual Thinking Strategies Program, museum visits, Arts Attack, and an Art Instructor for explicit art instruction
- Dance/Movement instruction utilizing an Artist in Residence program for a 8-week intensive study

All students learn about the importance of healthy lifestyle, regular exercise, and sportsmanship. They receive this experience via a Physical Education Technician Paraprofessional. All students participate in the program 2-3 times per week to meet their physical education requirements.

We have a comprehensive, school-wide reading program. Our Library, facilitated by our Library Manager, always makes sure that students always have books to read at their instructional reading level. Our library is always open and open from bell to bell for students to have complete access to the books and resources.

Our charter programming, physical education, and library programs were fully reinstated this school year as we returned to in-person learning.
Our goal was not met for our chronic absenteeism as it was at a rate of 31%. During this school year, the Chronic Absenteeism rate increased significantly due to the COVID pandemic and local quarantine protocols for students.

There was a great focus on educating the whole child. Students are engaged and excited about learning, and our focus on educating the whole child with our charter focus, physical education program, integration of technology, and enrichment opportunities provide every child with an opportunity to thrive.

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

We will focus on regular student attendance through parent education, PBIS expectations, and school to home communication. Our goal will be for our chronic absenteeism rate to improve.

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

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Foster a positive school climate to ensure a safe and secure learning environment so that every student feels connected, motivated to attend and ready to learn.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Every student learns a bit differently from the next, and the environment itself plays a significant role in their development. Safe learning environments are places where learners feel comfortable to take risks and be vulnerable, be themselves and maximize their growth and development.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension rate</td>
<td>2020/21 Suspension Rate: 0%</td>
<td>2021/22 Suspension Rate: 0%</td>
<td></td>
<td></td>
<td>Maintain/Reduce Suspension Rate to 0%</td>
</tr>
<tr>
<td>Expulsion rates</td>
<td>2020/21 Expulsion Rate: 0%</td>
<td>2021/22 Expulsion Rate: 0%</td>
<td></td>
<td></td>
<td>Maintain Expulsion Rate: 0%</td>
</tr>
<tr>
<td>Youth Truth Survey</td>
<td>2020/21 Youth Truth Survey Results: 56% Positive Rating 2.53 Average Rating</td>
<td>2021/22 Youth Truth Survey Results: 18% Positive Rating 2.18 Average Rating</td>
<td></td>
<td></td>
<td>Youth Truth Survey Results: Increase Positivity Rate by 3%</td>
</tr>
<tr>
<td>Facilities Data (FIT)</td>
<td>2020/21 Facilities Data (FIT): All sites report GOOD status in all areas on the FIT report for the 2020/21 school year.</td>
<td>2021/22 Facilities Data (FIT): All sites report GOOD status in all areas on the FIT report for the 2021/22 school year.</td>
<td></td>
<td></td>
<td>Facilities Data (FIT): All sites report GOOD status in all areas on the FIT report for the 2023/24 school year.</td>
</tr>
</tbody>
</table>
### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Counseling</td>
<td>Provide counseling services and extra support in social/friendship skills</td>
<td>$58,822.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.2</td>
<td>Provide social-emotional education and character development</td>
<td>Provide social-emotional education, including character development, problem-solving and self-esteem enrichment for all students through Second Step, Toolbox and PBIS.</td>
<td>$2,400.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.3</td>
<td>Student Support</td>
<td>Provide Mentor Program for students</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>4.4</td>
<td>Custodial Support</td>
<td>Provide baseline of 14.5 hours of custodial support daily</td>
<td>$158,164.00</td>
<td>No</td>
</tr>
<tr>
<td>4.5</td>
<td>Campus Supervision</td>
<td>Provide baseline of 15.70 hours of campus supervision</td>
<td>$63,708.00</td>
<td>No</td>
</tr>
</tbody>
</table>

### Goal Analysis [2021-22]

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 are no differences in the planned actions and actual implementation of these actions for the 21-22 school year. All actions have been fully implemented due to the funding allocated with supplemental funds and the increased one-time ELO and ESSER funds.
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.

There are no 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.

Our school’s priority is to provide a safe learning environment where students are supported academically, emotionally, socially, creatively, and physically to reach their full potential. A success is that PBIS has been implemented school-wide.

Our counseling program is designed to promote positive attitudes, social skills, emotional well being, and to reinforce our PBIS work. The focus of the counseling work shifted to include more whole class social-emotional lessons, restorative circles, and small group sessions focusing on social skills, anxiety, and special interests.

The social-emotional curriculum, Second Step, was fully implemented in Tier 1 instruction for all students. This program was incredibly valuable and effective in maintaining a safe climate on campus.

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

We will be reinstating SoMo University (parent education nights). Our counselors and other staff members will facilitate sessions at our SoMo University to support the school to home connection including the partnership with our Second Step Program.

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 [2022-23]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$111694</td>
<td></td>
</tr>
</tbody>
</table>

**Projected LCFF Supplemental and/or Concentration Grants**

**Required Percentage to Increase or Improve Services for the LCAP Year**

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.07%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>3.07%</td>
</tr>
</tbody>
</table>

**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.

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

**PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS**

**NEEDS, CONDITIONS, CIRCUMSTANCES:**
- 5% of our school community are English Language Learners (74 students)
- 5% of our English Learners have a primary language of Spanish
- 26% of English Language Learners making progress towards English language proficiency according to the CA 2019 Dashboard

On the last published CA Dashboard for the ELA Academic Indicator, English Learners were 29.8 points below standard. When comparing to "all students," we notice "all students" are at 0.7 points below standard demonstrating a performance gap.

Goal is to increase the educational outcomes and opportunities of our English learners.
Several families do not have access to the internet or a device at home which contributes to communication barriers from school to home. Youth Truth survey results show 56% of students reported a sense of belonging and peer collaboration.

**ACTIONS:**
- Employ certificated academic intervention teachers and instructional assistants to improve educational outcomes for struggling students.
- Implement the STAR assessments in order to assess student learning and progress monitor as needed.
- Implement Accelerated Reader and Accelerated Math to motivate children to read and monitor their growth and progress.
- Provide a focus on Literacy.
- Provide professional development focused upon improving educational outcomes for English learners.
- Strengthen communication with families via translations services for robocalls, announcements, meetings, and letters.
- Hold DELAC and ELAC meetings to engage families in the learning process.
- Implement the Second Step curriculum, PBIS, and MTSS to support students with social-emotional learning.
- Utilize LLI Benchmark assessments, Moby Max, and instructional materials for instructional aides for student success.

**EXPECTED OUTCOMES:**
- 2% increase each year in the percentage of students making progress on the ELPAC as determined by the "English Learner Progress Indicator".
- 2% increase each year in English Language Learners on the ELA Academic Indicator in the CA Dashboard.
- 2% increase each year in students reporting positively on the Youth Truth survey about belonging and peer collaboration.

**PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS**

**NEEDS, CONDITIONS, CIRCUMSTANCES:**
- The demographics of our school community are 12% low-income, 0% Foster Youth.
- On the CA Dashboard for ELA Academic Indicator, low-income students were 18.9 points below standard. When comparing to "all students," we notice that "all students" are 0.7 points below standard.
- Low-income students were disproportionately impacted by COVID-19.
- Low-income students have additional needs related to health and wellness, nutrition, social-emotional wellbeing, and academic support.

**ACTIONS:**
- Provide counselors for social-emotional support.
- Provide academic support staff dedicated to improving educational outcomes for struggling students.
- Provide technology for those who do not have access at home in order to develop digital literacy.
- Provide academic support staff dedicated to improving educational outcomes for struggling students.
- Provide professional development focused upon improving educational outcomes for low-income students.
- Provide before and after-school enrichment activities for students who typically would not experience these activities outside of the school day.
- Implement the Second Step curriculum to support students with social-emotional learning needs.
EXPECTED OUTCOMES:
2% increase in the percentage of low-income students who are considered "proficient" according to the Consolidated State Performance Report in STAR Reading
2% decrease in the number of students needing counseling support

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

Sonoma Mountain is required to increase or improve services for EL, Foster Youth, and Low-Income students by 3.07% which is equal to $111694 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

Sonoma Mountain is increasing and improving services in many ways for our low-income students, foster youth, and English learners. By providing home-to-school transportation, attendance rates are positively impacted which correlates with academic achievement. Professional development provided during our 5 district-wide professional development days and on-going professional development throughout the school year supports teachers with integration of the ELD standards, literacy and numeracy. Professional development has been increased this year and next year to include after school EdCamps and during the school day opportunities for teachers and support staff to receive training in literacy development (O-G), trauma informed instruction, writing instruction, and critical thinking and communication skills. Our social-emotional programs are designed to provide students in our targeted subgroups with life skills that foster appropriate choices and build resiliency. We use the Second Step curriculum as well as the Youth Truth survey for student and family feedback on progress. Adult mentors are also available for students.

Our counselors, bilingual staff, nurse, and intervention staff have proven to be invaluable resources for low-income students, foster youth, and English learners who need support in not only the educational system, but also the myriad of agencies beyond the school walls. We also continue to provide students access to technology. This year, we have increased our technology numbers to include new Chromebooks for our students in grades 1-6 to be 1:1. We have iPads and an iPad/Chromebook mix in grades TK and K to provide 1:1 access for students in the classroom. We also provide devices and internet connectivity to students in need of access at home.
<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td>3:63</td>
<td></td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td>3:63</td>
<td></td>
</tr>
</tbody>
</table>
## 2022-23 Total Expenditures Table

<table>
<thead>
<tr>
<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>$2,675,635.00</td>
<td>$200,375.00</td>
<td>$20,017.00</td>
<td>$2,896,027.00</td>
<td>$270,000.00</td>
<td>$2,626,027.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Assessment</td>
<td>All</td>
<td>$34,564.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Access to IXL</td>
<td>All</td>
<td>$3,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>North Coast Teacher Induction</td>
<td>All</td>
<td>$7,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>Committees</td>
<td>All</td>
<td>$10,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>Data Management</td>
<td>All</td>
<td>$1,963.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.6</td>
<td>Accelerated Reader</td>
<td>All</td>
<td>$7,309.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>Teaching Staff</td>
<td>All</td>
<td>$2,047,764.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Provide instructional materials</td>
<td>English Learners Foster Youth Low Income</td>
<td>$7,896.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.9</td>
<td>Certificated Stipends</td>
<td>All</td>
<td>$1,250.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.10</td>
<td>Professional Development</td>
<td>All</td>
<td>$45,671.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.11</td>
<td>Provide support for CCSS Technology Standards</td>
<td>All</td>
<td>$29,682.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.12</td>
<td>VTS Training for New Teachers</td>
<td>All</td>
<td>$7,365.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.13</td>
<td>Provide students with targeted instruction</td>
<td>English Learners Foster Youth Low Income</td>
<td>$79,625.00</td>
<td>$34,125.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
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<td>Total Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-------------------------------------------------------------------------------</td>
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### 2022-23 Contributing Actions Table

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<tr>
<th>1. Projected LCFF Base Grant</th>
<th>2. Projected LCFF Supplemental and/or Concentration Grants</th>
<th>3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)</th>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
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<td>3.07%</td>
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<td>Schoolwide Total:</td>
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#### Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%)
---|---------|--------------|-----------------------------------------------|--------|-----------------------------|----------|--------------------------------------------------------|-----------------|
| 1       | 1.8      | Provide instructional materials               | Yes    | LEA-wide                    | English Learners Foster Youth Low Income       | All Schools | $7,896.00                                             |                 |
| 1       | 1.13     | Provide students with targeted instruction   | Yes    | Schoolwide                  | English Learners Foster Youth Low Income       | Specific Schools: Sonoma Mountain | $79,625.00                                          |                 |
| 2       | 2.4      | Provide multiple ways to communicate to families of low income students. | Yes    | LEA-wide                    | English Learners Foster Youth Low Income       | Specific Schools: Sonoma Mountain | $1,000.00                                           |                 |
| 2       | 2.6      | Provide translation and childcare            | Yes    | LEA-wide                    | English Learners Foster Youth Low Income       | All Schools | $3,000.00                                            |                 |
| 4       | 4.1      | Counseling                                   | Yes    | LEA-wide                    | English Learners Foster Youth Low Income       | All Schools | $58,822.00                                           |                 |
| 4       | 4.2      | Provide social-emotional education and character development | Yes    | LEA-wide                    | English Learners Foster Youth Low Income       | All Schools | $2,400.00                                            |                 |
## 2021-22 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
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<td>Estimated Actual Expenditures (Input Total Funds)</td>
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<td>Last Year's Goal #</td>
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<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures (Total Funds)</td>
<td>Estimated Actual Expenditures (Input Total Funds)</td>
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### 2021-22 Contributing Actions Annual Update Table

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<th>Last Year’s Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
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<td>$92207</td>
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<td>99.99%</td>
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### 2021-22 LCFF Carryover Table

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<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
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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]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - 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

2022-23 Local Control Accountability Plan for Old Adobe Union School District-Sonoma Mountain Elementary Charter School
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, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals 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/lc/.

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 services
• 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/](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/fg/aa/lc/](https://www.cde.ca.gov/fg/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 schools(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.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>

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 at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:
An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as 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).

  o **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.

  o 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.

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**Contributing Actions Table**

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

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