

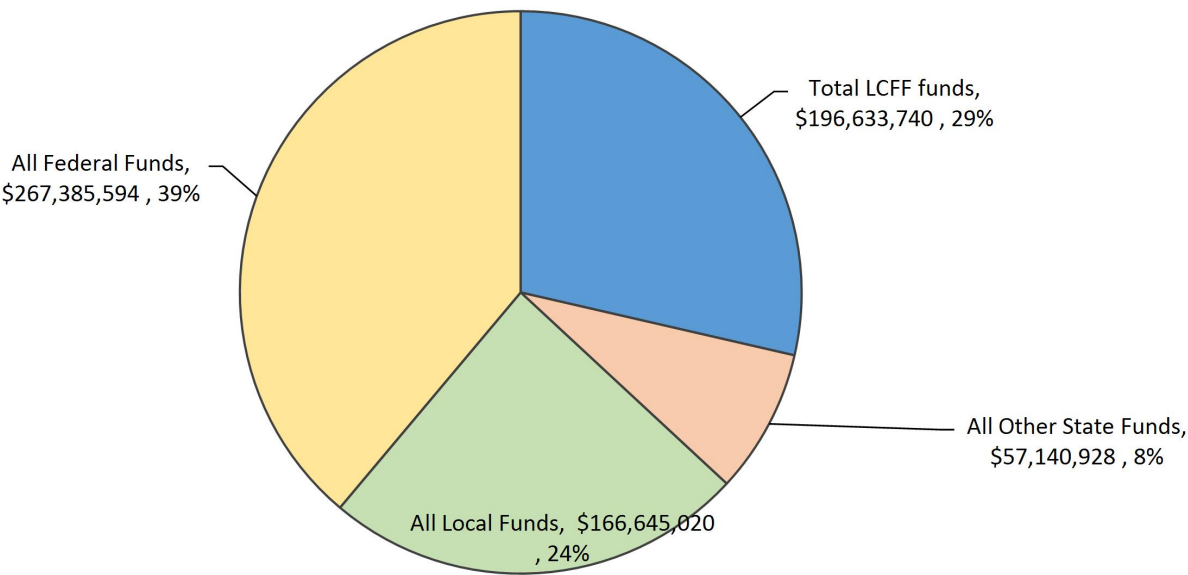
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Los Angeles County Office of Education
CDS Code: 19101990000000
School Year: 2025-26
COE contact information:
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County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students 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 2025-26 School Year

Projected Revenue by Fund Source

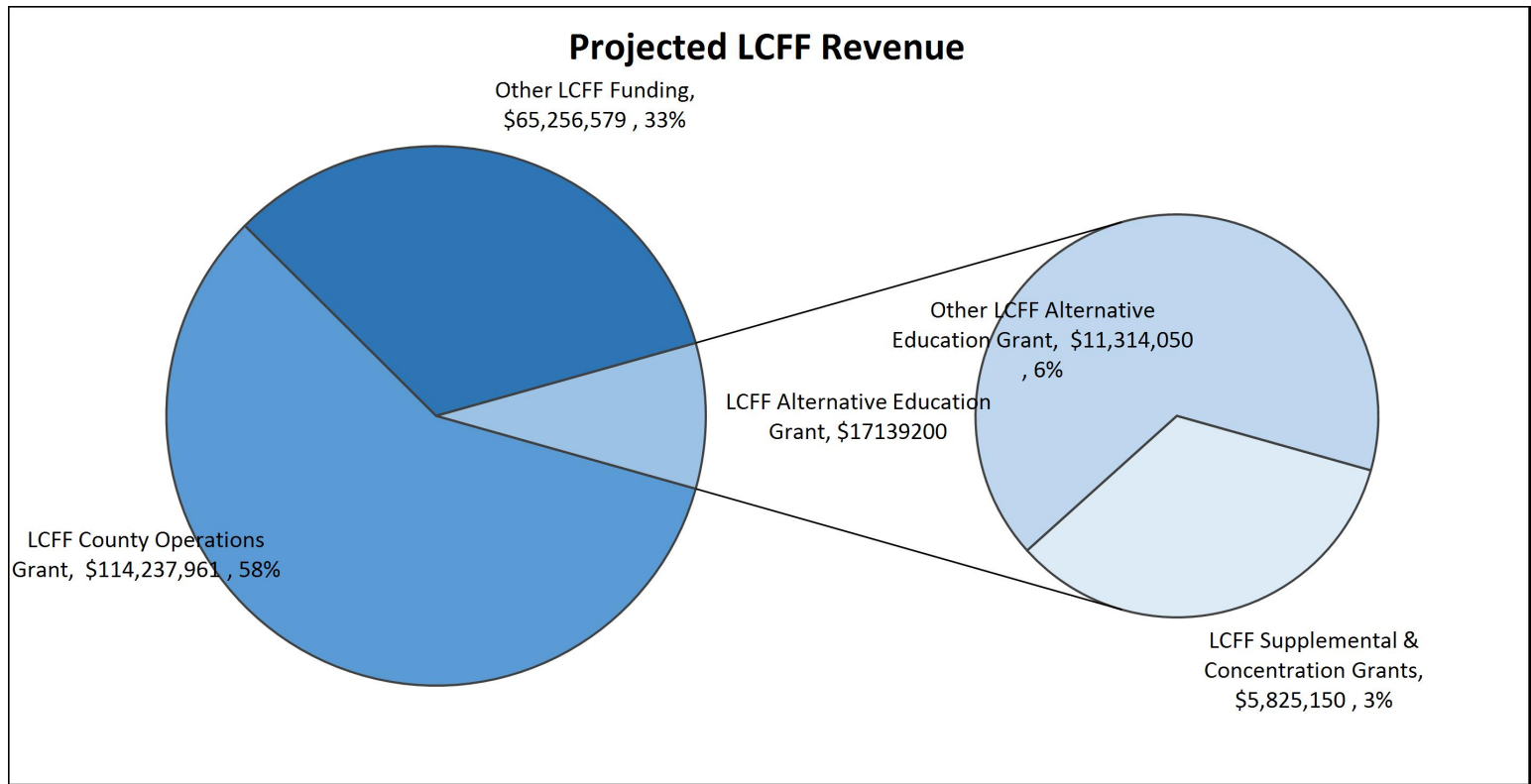


This chart shows the total general purpose revenue Los Angeles County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles County Office of Education is 687,805,282, of which 196,633,740 is Local Control Funding Formula (LCFF), 57,140,928 is other state funds, 166,645,020 is local funds, and 267,385,594 is federal funds.

Of the \$57,140,928 attributed to All Other State Funds, \$3,598,775 are attributed to the Student Support and Enrichment Block Grant.

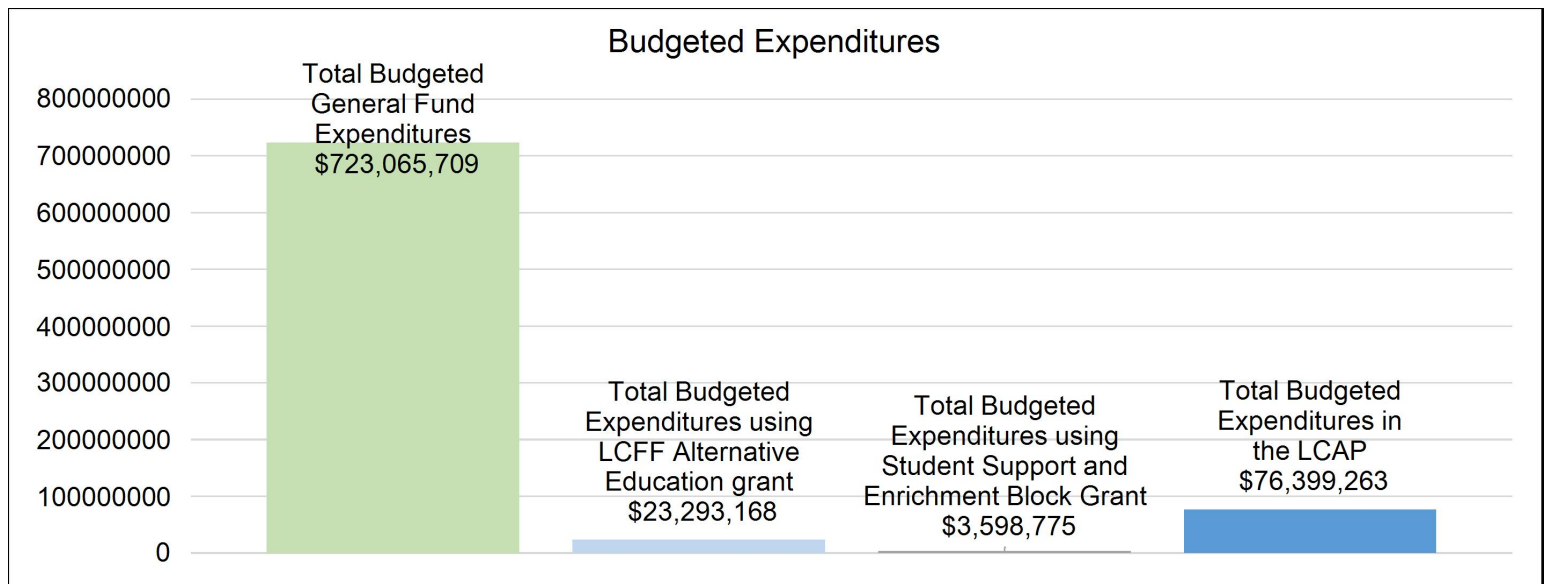
COE LCFF Budget Overview for Parents



This chart shows the LCFF revenue Los Angeles County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Los Angeles County Office of Education is \$196,633,740, of which \$114,237,961 is attributed to the LCFF County Operations Grant, \$17,139,200 is attributed to the LCFF Alternative Education Grant, and \$65,256,579 is other LCFF funds. Of the \$17,139,200 attributed to the LCFF Alternative Education Grant, \$5,825,150 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

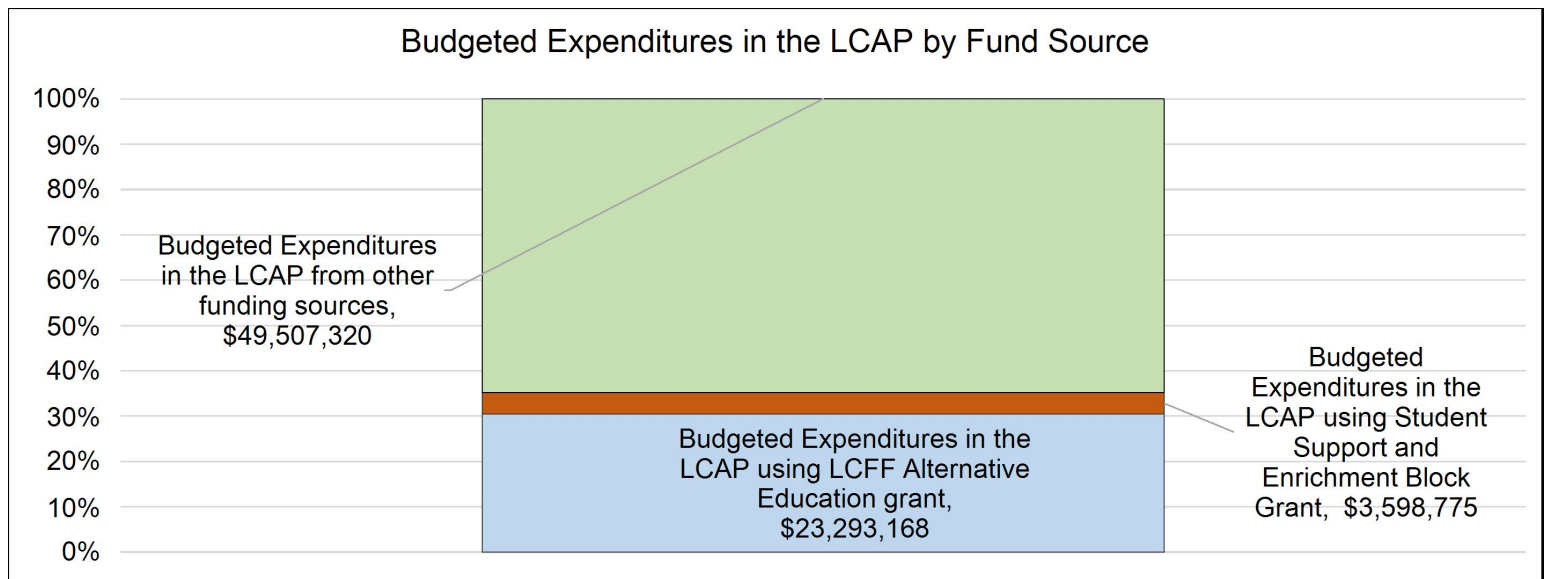
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Los Angeles County Office of Education plans to spend for 2025-26. 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: Los Angeles County Office of Education plans to spend \$723,065,709 for the 2025-26 school year. Of that amount, \$23,293,168 is attributed to the Alternative Education Grant and \$3,598,775 is attributed to the Student Support and Enrichment Block Grant. \$646,666,446 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

As a County Office of Education, services are provided to local districts in addition to county administered programs. These services are paid using the county office General Funds. This includes programs such as the Superintendent's Office, Communications, Office of General Counsel, Grant Development Office, Board of Education, Personnel Commission, Assistant Superintendent's Office, School Financial Services, parts of Controller's Office and Facilities, and parts of Technology Services. These General Fund Budgeted Expenditures are not included in the Local Control and Accountability Plan.



This chart provides a quick summary of how much Los Angeles County Office of Education plans to spend for 2025-26 for planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Angeles County Office of Education plans to spend \$76,399,263 on actions/services in the LCAP. Of those funds, \$23,293,168 is attributed to the Alternative

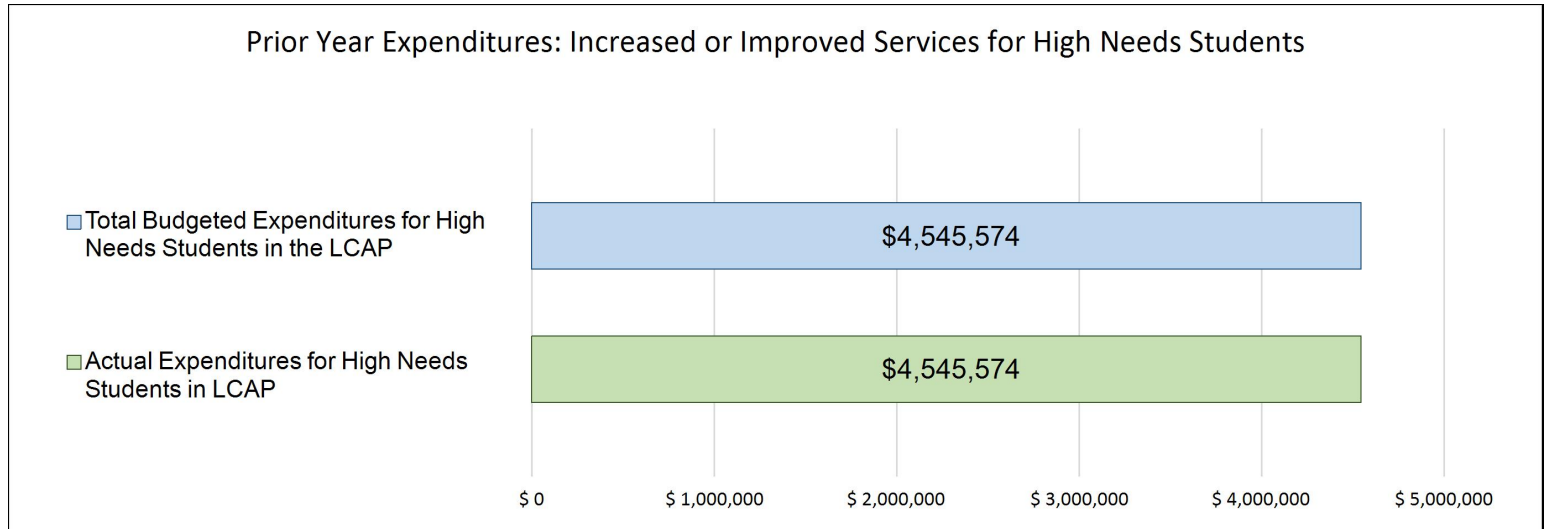
Education Grant and \$3,598,775 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Los Angeles County Office of Education is projecting it will receive 5,825,150 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles County Office of Education plans to spend 15,831,491 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 2024-25



This chart compares what Los Angeles County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Angeles County Office of Education 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 2024-25, Los Angeles County Office of Education's LCAP budgeted 4,545,574.00 for planned actions to increase or improve services for high needs students. Los Angeles County Office of Education actually spent 4,545,574.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles County Office of Education	Diana Velasquez Executive Director	Velasquez_diana@laoe.edu 562-940-1864

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Los Angeles County Office of Education Educational Programs serves an average of 1,540 students daily in grades 7-12 from throughout Los Angeles County. As a Local Educational Agency (LEA), Los Angeles County Office of Education Educational Programs consists of nine schools with 7.2% of its student population as English learners, 16% Students with Disabilities, 48.3% Socio-Economically Disadvantaged, 54.1% Latino/Hispanic, 0.2% American Indian/Alaskan Native, 7.3% Asian, 12.6% Black/African American, 0.2% Native Hawaiian/Other Pacific Islander, 14.2% White, and 5.3% Other (multiple ethnicities). Juvenile Court Schools The Los Angeles County Office of Education (LACOE) administers the largest Juvenile Court Schools (JCS) system in the United States. Its mission is to ensure that students meet high school graduation requirements and are well-prepared to transition successfully into college, careers, and their communities. These schools, which include residential education centers, are organized into Juvenile Halls, Camps and Secure Youth Treatment Facility (SYTF). LACOE’s Juvenile Court Schools implement the award-winning Road To Success Academy (RTSA) instructional model, specifically designed to support justice-involved youth. This model emphasizes interdisciplinary, project-based learning centered on themes that address both academic achievement and mental health. It also integrates activities that foster self-esteem and empower students to make constructive decisions and positive behavioral changes. Los Padrinos Juvenile Hall

Los Padrinos Juvenile Hall currently serves as the sole facility for predisposition youth in Los Angeles County. Following the mandated closure of Central Juvenile Hall and the restructuring of Barry J. Nidorf School, approximately 250 students were relocated to the Los Padrinos site in Downey, California. This significant transition brought about considerable adjustments for students, staff, and administrators, many of whom had to quickly adapt to a new environment and operational structure.

To support this transition, new instructional models were introduced at the start of the academic year, including the development of a revised master schedule and the implementation of updated systems, protocols, and procedures. As of the 2024–25 census day, Los Padrinos Juvenile Hall reported an enrollment of 225 students.

The student population at Los Padrinos reflects a high level of need and diversity:

- 100% Socioeconomically Disadvantaged
- 37.7% Students with Disabilities
- 22.2% English Learners
- 11.5% Long-term English Learners
- 7.6% Experiencing homelessness
- 10.8% Foster Youth
- 63.6% Hispanic/Latino
- 32.9% Black or African American
- 1.8% White
- 0.4% Asian
- 1.8% Multiracial
- 0% American Indian/Alaskan Native

Barry J. Nidorf Secure Youth Track Facility (SYTF)

Following the mandated closure of Barry J. Nidorf Juvenile Hall on July 14, 2023, the facility was repurposed as a Secure Youth Track Facility (SYTF). As part of this transition, all predispositioned students were relocated to Los Padrinos Juvenile Hall. Barry J. Nidorf now serves a specialized population of youth under secure track placement, with a census day enrollment of 35 students.

The student population at Barry J. Nidorf reflects a high concentration of need:

- 100% Socioeconomically Disadvantaged
- 51.4% Students with Disabilities
- 23% English Learners
- 23% Long-term English Learners
- 2.8% Experiencing homelessness
- 0% Foster Youth
- 71.4% Hispanic/Latino
- 25.7% Black or African American
- 2.9% White

This restructured facility continues to provide targeted educational services and support systems aligned with the needs of its student population, ensuring continuity of learning and access to resources that promote academic and personal growth.

Road to Success Academies (RTSA) Kilpatrick also served students in a Secure Track Youth Facilities serving four students on Census Day representing the following student groups:

The student population at Road to Success Academies (RTSA) Kilpatrick reflects a high concentration of need:

- 100% Socioeconomically Disadvantaged
- 25% Students with Disabilities
- 50% English Learners
- 0% Experiencing homelessness
- 0% Foster Youth
- 75% Hispanic/Latino
- 25% Asian

Camp Schools

The Los Angeles County Office of Education operates three camp-based educational programs across the county, serving a total of 136 students as of the most recent enrollment snapshot. These schools are located at:

- Afflerbaugh–Paige Camp in La Verne
- Glenn Rockey Camp in San Dimas
- Dorothy Kirby School in Commerce

Each camp provides a structured educational environment tailored to the needs of justice-involved youth, with a focus on academic achievement, social-emotional development, and successful reintegration into the community.

Afflerbaugh–Paige Camp

- 100% Socioeconomically Disadvantaged
- 40% Students with Disabilities
- 0% Homeless
- 6.7% Foster Youth
- 24.4% English Learners
- Ethnic Composition: 77.8% Latino/Hispanic, 15.6% Black or African American, 2.2% Asian, 2.2% Pacific Islander, 2.2% White

Dorothy Kirby School

- 100% Socioeconomically Disadvantaged
- 61% Students with Disabilities
- 0% Homeless

- 34.3% Foster Youth
- 9.3% English Learners
- Ethnic Composition: 62.5% Latino/Hispanic, 26.6% Black or African American, 1.6% American Indian/Alaskan Native, 1.6% Asian, 4.7% White, 3.1% Multiracial

Glenn Rockey Camp

- 100% Socioeconomically Disadvantaged
- 41% Students with Disabilities
- 0% Homeless
- 14.8% Foster Youth
- 11.1% English Learners
- Ethnic Composition: 74% Latino/Hispanic, 22.2% Black or African American, 3.7% White

These camp schools are designed to provide continuity of education and support services for students in custody, ensuring access to standards-aligned instruction, mental health resources, and transition planning. The programs emphasize rehabilitation, personal growth, and preparation for post-secondary opportunities.

County Community Schools

The Los Angeles County Office of Education (LACOE) operates County Community Schools to meet the educational needs of students who are unable to attend traditional public schools. These schools serve students who have been expelled, are on probation, are experiencing homelessness, or face other significant challenges that impact their ability to succeed in a conventional school setting. Enrollment may also be initiated by parents or guardians seeking a more supportive educational environment for their children.

County Community Schools play a vital role in promoting public safety and student well-being by offering structured academic programs and enrichment opportunities during critical after-school hours—times when youth are most vulnerable to negative influences. These schools provide a safe, engaging, and supportive environment that fosters academic achievement and personal growth.

Currently, LACOE operates three County Community Schools across the region:

- Boys Republic of Monrovia (Monrovia)
- Jonas Salk (Hawthorne)
- Mujeres y Hombres Nobles CCS (Monterey Park)

In addition, LACOE maintains Independent Study programs at:

- Jonas Salk/La Brea IS (Hawthorne)
- Mujeres y Hombres Nobles CCS (Monterey Park)

During the 2023–24 school year, Renaissance PAU was restructured to focus its services on these three primary sites. As a Principal's Administrative Unit, Renaissance County Community Schools enrolled 148 students, representing a diverse and high-need population:

- 16.7% English Learners

- 10.8% Long-Term English Learners
- 8.3% Students with Disabilities
- 26.7% Homeless
- 4.6% Foster Youth
- 77.2% Socioeconomically Disadvantaged
- 76.5% Hispanic/Latino
- 18.2% Black or African American
- 2.3% Asian
- 1.5% White

These schools are committed to providing equitable access to education, individualized support, and pathways to college and career readiness for students facing the most significant barriers to academic success.

Specialized Schools

The Los Angeles County Office of Education (LACOE) operates two distinguished specialized high schools, both recognized for their exceptional academic programs and high graduation rates.

Los Angeles County High School for the Arts (LACHSA)

LACHSA offers a unique educational experience that integrates rigorous college-preparatory academics with conservatory-style training in the visual and performing arts. Established in 1985, this tuition-free public school is operated by LACOE in partnership with California State University, Los Angeles (CSULA), and is located on the university's campus.

LACHSA has earned national acclaim as one of the premier public arts high schools in the United States. Its accolades include the Golden Bell Award, the Grammy Signature School designation, the Bravo Award for excellence in arts education, and the Exemplary School designation by the Arts Schools Network. It has also been recognized by Newsweek Magazine as one of "America's Best High Schools" and by Los Angeles Magazine as one of the top high schools in the region. Most recently, NICHE ranked LACHSA as the number one high school for the arts in the nation.

The school serves 551 culturally and socioeconomically diverse students from over 80 school districts across Los Angeles County. Admission is competitive and based on academic, attendance, and behavioral standards, as well as a juried audition or portfolio review in one of six departments: Cinematic Arts, Dance, Music (vocal and instrumental), Theatre, or Visual Arts, Design and Production. Students may also audition to dual-major in Musical Theatre productions.

Student demographics at LACHSA include:

- 0.5% English Learners
- 9% Students with Disabilities
- 0.5% Homeless
- 0% Foster Youth

- 20% Socioeconomically Disadvantaged
- 30.9% Hispanic/Latino
- 34.1% White
- 9.6% Asian
- 8.4% Black/African American
- 10.9% Multiracial
- 4% Unreported
- 1.8% Filipino
- 0.2% American Indian/Alaskan Native
- 0.2% Native Hawaiian/Pacific Islander

International Polytechnic High School (IPoly)

International Polytechnic High School (IPoly) is a specialized public high school located in the East San Gabriel Valley and operated by the Los Angeles County Office of Education in partnership with California State Polytechnic University, Pomona (Cal Poly Pomona). IPoly offers a rigorous, project-based learning environment that emphasizes interdisciplinary instruction, global awareness, civic responsibility, and collaborative problem-solving.

IPoly serves as an alternative to traditional large high schools, providing a personalized educational experience that prepares students for post-secondary success. The school's curriculum is fully integrated and designed to challenge students through thematic instruction and real-world applications. All students follow the same academic pathway, which includes community service and leadership development. IPoly has been recognized for its academic excellence and innovation. In 2024, it was named a California Distinguished School based on its performance on the California School Dashboard. The school's strong partnership with Cal Poly Pomona and its affiliation with the College of Education and Integrative Studies (CEIS) further enhance its commitment to preparing students for college and careers through a dynamic and inclusive educational model.

Admission to IPoly is selective. Students must have a minimum GPA of 2.5 and complete placement exams in mathematics. Applications are reviewed by an admissions committee to ensure a diverse and academically motivated student body. The school draws students from over 40 cities across Los Angeles County, reflecting a wide range of backgrounds and experiences.

As of the 2023–24 school year, IPoly enrolled 458 students. The student population includes:

- 1.3% English Learners
- 3.3% Students with Disabilities
- 31.5% Socioeconomically Disadvantaged
- 1.5% Homeless
- 0% Foster Youth
- 65% Hispanic/Latino
- 11.6% Asian

- 12.2% Filipino
- 3.9% White
- 2.4% Black/African American
- 3.3% Multiracial
- 1.3% Unreported
- 0% American Indian/Alaskan Native

Equity Multiplier Funding

In the 2024–25 and 2025-26 academic year, several schools within the Los Angeles County Office of Education (LACOE) were identified to receive Equity Multiplier funding based on their performance indicators and student demographics. These funds are intended to support schools with the greatest need by addressing disparities in academic achievement, school climate, and access to college and career readiness opportunities.

The following schools were designated in 2025-26 as recipients of Equity Multiplier funds:

- Barry J. Nidorf
- Dorothy Kirby Camp
- Afflerbaugh–Paige Camp
- Glenn Rockey Camp
- Road to Success Academy at Camp Kilpatrick
- Renaissance County Community School
- Los Padrinos

Although Central Juvenile Hall was also eligible for Equity Multiplier funding, the facility was permanently closed in July 2023. As a result, the students previously enrolled at Central were relocated to Los Padrinos Juvenile Hall.

In addition, LACOE strategically utilizes funds from the Student Support and Enrichment Block Grant for the continuation of services to support the ongoing success of JCCS students. These funds support the continuation and expansion of critical student services, including support from counselors who provide wellness and transition services and support students in meeting A-G requirements and accessing Career Technical Education (CTE) courses as well as dual enrollment opportunities. In addition, the Student Support and Enrichment Block Grant allows LACOE to support some Resident Teachers on Assignment (RTAs) to provide additional support and enrichment opportunities to JCCS students. Funds also support partnerships for dual enrollment courses and CTE opportunities such as OSHA training programs and provide counselors to follow up and support students participating in these programs to ensure successful completion of the program.

These efforts are aligned with LACOE’s broader commitment to educational equity and the continuous improvement of outcomes for historically underserved student populations.

Reflections: Annual Performance

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

As part of its ongoing commitment to continuous improvement, the Los Angeles County Office of Education (LACOE) has conducted a comprehensive review of its performance using data from the 2024 California School Dashboard and local assessments. This reflection highlights both areas of progress and those requiring further strategic focus.

SUCCESES

LACOE has made measurable gains in several key areas:

- **Graduation Rates:** Notable increases were observed among Hispanic students at Renaissance (+19.4%) and socioeconomically disadvantaged students (+21.8%). These improvements reflect the effectiveness of targeted academic support and early intervention strategies.
- **A–G Completion:** The district-wide A–G course completion rate rose from 54.6% to 62.5%, demonstrating expanded access to college-preparatory coursework.
- **Career Technical Education (CTE):** OSHA certification rates increased from 20% to 58%, supported by enhanced hands-on learning and student support.
- **Attendance and Engagement:** Chronic absenteeism declined significantly in Juvenile Court Schools (from 30.6% to 10.5%) and in Renaissance County Community Schools (from 76.2% to 73.8%). These gains were supported by personalized attendance plans and strong community partnerships.
- **Instructional Resources and Professional Development:** LACOE achieved 100% compliance in providing standards-aligned instructional materials. Additionally, 98% of staff participated in professional development focused on mental health and social-emotional learning.
- **STAR Assessment Growth:** Students demonstrated growth in reading and math across most subgroups. For example, foster youth reached a Grade Level (GL) equivalency of 6.9 in reading and 5.2 in math. Homeless students achieved 6.2 in reading and 6.3 in math. However, students with disabilities and English learners continue to require additional support.

CHALLENGES

Despite these successes, several challenges persist:

- **Suspension Rates:** High suspension rates remain a concern, particularly among students with disabilities at Afflerbaugh–Paige (46.5%) and Kirby (39%). Continued implementation of Positive Behavioral Interventions and Supports (PBIS) is essential.

- Dropout Rates: Although the overall dropout rate declined from 70 to 56 students, further reductions are needed, especially in specialized schools.
- Academic Performance: Standardized assessment results remain low in Juvenile Court and Community Schools. In CAASPP assessments, 0% of students in Juvenile Court Schools met or exceeded standards in English Language Arts (ELA) and Math. In County Community Schools, only 12.3% met standards in ELA, and 0% in Math.
- English Learner Reclassification: The reclassification rate declined from 9.7% to 6%, indicating a need for intensified language development support.

Lowest Performance Levels on the 2023 Dashboard

The following schools and student groups received the lowest performance levels on one or more state indicators:

Schools

- Central Juvenile Hall: Suspension rate, graduation rate
- Dorothy Kirby Camp: Suspension rate
- Renaissance CCS: English learner progress, graduation rate

Student Groups:

- English Learners: Graduation rate
- Foster Youth: Suspension rate, graduation rate
- Homeless: Graduation rate
- Socioeconomically Disadvantaged: Chronic absenteeism, suspension rate, graduation rate
- Hispanic: Graduation rate
- Two or More Races: Suspension Rate

Student groups within a school

- Afflerbaugh-Paige: Students with Disabilities: Suspension rate; Hispanic students: Graduation rate
- Central Juvenile Hall: English learners/Foster Youth/Socioeconomically disadvantaged/students with disabilities/African American/Hispanic: Suspension rate; Socioeconomically disadvantaged/hispanic: Graduation rate
- Dorothy Kirby Camp: Foster Youth/Socioeconomically disadvantaged/Students with Disabilities/African American/Hispanic: Suspension rate
- Nidorf: Foster youth/Students with disabilities, African American: Suspension rate
- Renaissance CCS: English Learners: English learner progress, Socioeconomically disadvantaged/hispanic: Graduation rate

Lowest Performance Levels on the 2024 Dashboard

The following schools and student groups received the lowest performance levels on one or more state indicators:

Schools (Actions and Outcomes addressed in Goal 4, Equity Multiplier Schools):

- Dorothy Kirby Camp: Suspension rates
- Renaissance CCS: English learner progress and graduation rate

Student Groups:

- English Learners: Graduation rate, College and Career Readiness (CCR)
- Foster Youth: Suspension rate, graduation rate, CCR, English language arts, Mathematics
- Homeless Students: Graduation rate, CCR, suspension rate
- Socioeconomically Disadvantaged: English Language Arts, mathematics, suspension rate, graduation rate
- Students with Disabilities: Graduation rate, English language arts, Mathematics
- Black/African American Students: Suspension rate, graduation rate, CCR, English Arts, Mathematics
- Hispanic Students: Suspension rate, Mathematics
- Long-Term English Learners: Graduation rate, English language arts, Mathematics, College/career indicator

Student groups within a school: (Actions and Outcomes addressed in Goal 4, Equity Multiplier Schools)

- Afflerbaugh-Paige: Suspension rate: African American; Graduation rate: Socioeconomically disadvantaged, Hispanic
- Dorothy Kirby Camp: Foster Youth, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic - Suspension rate
- Nidorf : Suspension Rate: Socioeconomically disadvantaged, students with disabilities, African American, Hispanic. Graduation rate: Socioeconomically disadvantaged
- Renaissance: Graduation rate: Socioeconomically disadvantaged, Hispanic; College/Career indicator: Socioeconomically disadvantaged, Hispanic

Next Steps

LACOE will continue to address these areas through its Equity Multiplier Goal (#4), with a focus on reducing suspensions, increasing graduation rates, and expanding access to college and career pathways. School sites have reviewed their data and are implementing targeted strategies to improve outcomes for the most impacted student groups.

LREBG

The Los Angeles County Office of Education (LACOE) will carry forward unexpended Learning Recovery Emergency Block Grant (LREBG)

funds into the 2025–26 school year. These funds will be strategically allocated to support targeted academic interventions and data-informed instructional practices aimed at addressing the diverse needs of students across the county. LREBG resources will be used to enhance tutoring services and strengthen data collection and analysis systems. The primary objective is to improve academic outcomes through personalized, evidence-based support. To this end, LACOE has revised Goal #3 and Actions 3.3 and 3.11 in the 2025–26 Local Control and Accountability Plan (LCAP) to reflect the integration of LREBG funding.

Through these funds, our tutoring programs will be designed to address specific skill gaps identified through ongoing assessments. We will leverage a robust assessment framework to analyze student performance data. By integrating frequent formative assessments, we will monitor student progress closely, allowing for timely interventions and adjustments in tutoring methods. This data-centric approach will ensure that all students benefit from personalized support, ultimately fostering a more equitable learning environment and helping us achieve our goals. We will regularly evaluate the effectiveness of the tutoring initiatives, using insights gained from data analysis to refine our strategies and ensure that the use of LREBG funds directly translates into measurable academic success for every student.

Action 3.3 2025-26:

Action 3.3 will be supported with LREBG funds. Extended learning opportunities will be provided to students to support student achievement through tutoring opportunities for students who need academic support. Classroom teacher and counselors will identify students in need of additional support, identify areas of need, facilitate implementation of tutorial services and monitor student progress. Provide academic support, including coordination of instruction, interventions, enrichment opportunities, and/or tutoring to expelled youth and monitor their growth.

Based on disaggregated internal STAR formative assessment data, Long Term English Learners achieved an average grade level equivalent of 4.1, the lowest of all student groups. To address this need, additional support in academic language and writing instruction will be provided in class and tutoring sessions.

Extended learning opportunities, especially tutoring, significantly boost student achievement, particularly for those needing extra help.

Key research that supports the selected action includes:

1. Improved Academic Performance: Studies show that tutoring can lead to higher grades and test scores. A meta-analysis from the Institute of Education Sciences found substantial performance increases in reading and math.
2. Individualized Support: Tutoring provides tailored instruction that meets students' specific needs. Research in the "Journal of Educational Psychology" demonstrates that personalized feedback is essential for struggling learners.
3. Support for Diverse Learners: Targeted tutoring for groups like English Language Learners and students with learning disabilities has shown significant improvement in literacy and numeracy skills, per the National Center for Learning Disabilities.

Given the research, implementing extended learning opportunities through tutoring can be a powerful strategy to enhance student achievement, particularly for those who might otherwise struggle in a traditional classroom setting.

Metrics used for this action will be 3.1; 3.2, 3.4, 3.5, 3.6 and 3.7.

Action 3.11 2025-26 Changes:

LACOE will continue to administer state required assessments (CAASPP, ELPAC, IABs, etc.) and the STAR Renaissance assessment at the JCS and CCS. This action will be supported in part by LREBG funds and the implementation of a data steward. Student progress will be measured quarterly using the STAR reading and mathematics assessment to determine the effectiveness of courses implemented. Student work will also be used to determine student mastery of course content and offer additional support, if needed, for academic improvement. STAR data will be monitored and analyzed for all student groups. The NWEA assessment will be administered at the specialized high schools periodically. Teachers will receive ongoing training on their respective local assessment to monitor student growth and provide the appropriate interventions for students in need. Increasing testing participation and culture will be a focus in the administration of formative and summative assessments. Research emphasizes the critical role of data stewards in educational settings, particularly in enhancing data management and usage in schools.

Key research that supports the selected action includes:

1. Data-Driven Decision Making: A study by Coburn and Turner (2011) highlights that effective data stewardship improves decision-making processes in schools. Data stewards help gather, manage, and interpret data, allowing educators to make informed choices that enhance student outcomes.
2. Collaboration and Capacity Building: According to a report by the Data Quality Campaign (DQC, 2017), data stewards facilitate collaboration among staff and build capacity for data use across the school. They ensure that all partners understand how to access and use data, which fosters a data-driven culture within the school.
3. Improved Educational Practices: The work of Kincaid et al. (2018) reinforces that schools with dedicated data stewards are better at analyzing student performance data, leading to tailored instructional strategies that meet the diverse needs of students.
4. Accountability and Compliance: Research by the Institute of Education Sciences (IES) emphasizes that data stewards help maintain data integrity and compliance with state and federal regulations, ensuring that schools can effectively report on performance and outcomes (IES, 2020).

These findings underscore how essential data stewards are in optimizing data use in schools, ultimately contributing to better educational practices and student success.

Metrics:

Metrics used for this action will be 3.1; 3.2, 3.4, 3.5, 3.6 and 3.7.

Reflections: Technical Assistance

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

Technical Assistance

The Los Angeles County Office of Education (LACOE) has been identified for Differentiated Assistance based on the 2024–25 California School Dashboard results. This designation reflects the need for targeted support in addressing persistent performance challenges among specific student groups across multiple state priority areas.

Identified Areas of Need

LACOE was identified for technical assistance due to the lowest performance levels in two or more state indicators for the following student groups:

- All Students: Suspension Rate and Mathematics
- African American Students: Graduation Rate, Suspension Rate, and College/Career Readiness
- Foster Youth: Graduation Rate, English Language Arts, Mathematics, and College/Career Readiness
- Homeless Students: Suspension Rate, Graduation Rate, and College/Career Readiness
- Students with Disabilities: Graduation Rate, English Language Arts, and Mathematics
- Socioeconomically Disadvantaged Students: Graduation Rate, Suspension Rate, English Language Arts, and Mathematics
- English Learners: Graduation Rate, English Language Arts, and Mathematics
- Long-Term English Learners: Graduation Rate, English Language Arts, Mathematics, and College/Career Readiness

Support Provided

In the 2024–25 school year, LACOE partnered with the Orange County Office of Education (OCDE) to provide technical assistance. This collaboration focused on building administrative capacity, analyzing performance data, and identifying root causes of underperformance. Key activities included:

- Reviewing school status and performance data
- Conducting initiative mapping and data dives
- Supporting school teams in revising School Plans for Student Achievement (SPSAs)
- Developing targeted action plans to address the needs of the lowest-performing student groups

The Differentiated Assistance Support (DAS) Team, composed of 20–25 members including site-level educators and central office staff, utilized the Continuous Improvement Plan process to guide this work. Stakeholders engaged in problem identification, root cause analysis, and the development of actionable strategies aligned with LCAP goals.

Focus Areas and Outcomes

LACOE’s performance review revealed the following trends:

- A 3.1 percentage point increase in English Language Arts proficiency
- A 0.7 percentage point decrease in Mathematics proficiency
- A 17.7 percentage point increase in English Learner progress
- A 9.3 percentage point increase in College and Career Readiness

Despite these gains, the need for intensive literacy support remains a priority. To address this, LACOE implemented professional development initiatives such as “Getting Reading Right,” Saturday Content Academies, and RTSA Saturday Summits. These efforts focused

on standards-based instruction, literacy strategies, and support for students with disabilities and English learners.

Next Steps

LACOE will continue to strengthen its assessment infrastructure, particularly in increasing student participation in the California Assessment of Student Performance and Progress (CAASPP). Site-based testing leads and leadership teams are working collaboratively to improve testing culture and ensure reliable data collection.

Through sustained technical assistance and a commitment to continuous improvement, LACOE aims to close achievement gaps and ensure equitable outcomes for all students.

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.

In alignment with the California Department of Education’s accountability framework, the Los Angeles County Office of Education (LACOE) has identified several schools for Comprehensive Support and Improvement (CSI) based on their performance on the 2024 California School Dashboard. Schools were selected due to persistently low graduation rates or overall academic performance.

Schools Identified for CSI in 2024–25:

- Afflerbaugh–Paige Camp – Low graduation rate
- Dorothy Kirby School – Low academic performance
- Nidorf Juvenile Hall School – Low graduation rate
- Renaissance County Community School – Low graduation rate

Although Central Juvenile Hall was previously identified, it was closed in July 2023 and is no longer included in the CSI cohort.

Support for Identified Schools

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

CSI-Support Strategies and Implementation for Schools Identified

LACOE’s Educational Programs Division has built upon its Differentiated Assistance efforts to provide targeted support, training, and monitoring for CSI-designated schools. A cross-functional team of 20–25 members—including site-level teachers, administrators, and central office staff—collaborated to identify each school’s “problem of practice” and conduct root cause analyses.

Reviewing and updating the districts Problem of Practice and root causes of low achievement has been instrumental in informing revisions to the School Plan for Student Achievement and articulating the direct work with students and staff at the school site level for Comprehensive Support and Improvement.

Key components of the CSI support process include:

- Data analysis using CAASPP, STAR, and local indicators
- Initiative mapping to assess the effectiveness of current programs
- Stakeholder engagement through School Site Councils, English Learner Advisory Committees, and shared decision-making forums

The schools which were identified were informed within the differentiated assistance meetings (DAS) and site administrator meetings (SAM) and communication from the district title I office. Within the DAS meetings focus involved, data dive in CAASPP, STAR and local indicators. Staff utilized initiative mapping to determine effectiveness and needed resources to improve instructional program. Recommendations from the DAS team for site improvement strategies were discussed and shared with all stakeholders during the 2023-24 and 2024-25 school years. This work was lead by the Orange County Office of Education. School identified for the 2023-24 school year were under CSI were as follows:

1. Camp Afferbaugh Paige-graduation rate
2. Barry J Nidorf SYTF – graduation rate
3. Camp Dorothy Kirby –Academic Progress
4. Renaissance County Community School – graduation rate

LACOE's Theory of Action was developed to address the differentiated needs of schools within the LEA. This theory of action identifies the creation of student-centered professional practices modeled by all adults and provides system-wide structures to build staff capacity in the areas of content standards, instructional techniques, and social-emotional learning and a system of shared accountability in the implementation of identified initiatives. The result is that LACOE schools maintain a system-wide culture of shared practices that demonstrate high academic and behavioral expectations ensuring educational equity for all students.

The Title I Office is essential in supporting Comprehensive Support and Improvement (CSI) schools by reviewing School Plan for Student Achievement (SPSA) documents to ensure alignment with Local Control and Accountability Plan (LCAP) strategies and the integration of research-based interventions. The LACOE Title I Office provides training to schools on creating effective SPSAs, ensuring revisions are made to address current student needs. To develop their plans, schools actively seek input from educational partners, including School Site Councils, Shared Decision-Making meetings with bargaining units, and the English Learners Advisory Committee. If a school's plan fails to meet academic requirements or if additional support is needed, the central office steps in to offer further training and individual assistance to school administration and their councils. School Site Councils analyze data to identify needs and resource disparities, employing a comprehensive needs assessment process to shape their SPSAs and focus areas. This assessment includes reviewing evidence-based interventions from the What Works Clearinghouse (WWC) to ensure they align with the identified needs. Among the focus areas determined through this review are increasing literacy and math proficiency. Support for literacy programs, assessment strategies, and math resources will be provided to CSI-eligible schools, particularly in implementing the Science of Reading program and enhancing both summative and

formative assessment practices. An analysis of state and local data revealed additional areas of focus, particularly the need to improve assessment participation rates.

To ensure accountability and continuous improvement, LACOE will:

- Monitor implementation fidelity through regular site visits and data reviews
- Evaluate the impact of interventions using disaggregated student performance data
- Adjust strategies based on ongoing feedback and measurable outcomes

Through these coordinated efforts, LACOE remains committed to improving academic achievement and equity for students in its most underperforming schools.

Monitoring and Evaluating Effectiveness

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

The Los Angeles County Office of Education (LACOE) employs a comprehensive, data-informed approach to monitor and evaluate the effectiveness of its Local Control and Accountability Plan (LCAP) and associated school improvement strategies. This process ensures that actions and services are aligned with student needs and that continuous improvement is embedded across all levels of the organization.

Data Review and Analysis

Schools identified for Comprehensive Support and Improvement (CSI) conduct regular reviews of student achievement and performance data in collaboration with central office staff and site administrators. These reviews are designed to:

- Identify strengths and areas for growth
- Share best practices across schools with similar student demographics
- Align school-level strategies with LCAP goals and metrics

In addition to academic data, schools analyze results from the California Healthy Kids Survey (CHKS) to assess school climate, student connectedness, and staff perceptions. This holistic approach ensures that both academic and social-emotional factors are considered in planning and decision-making.

Continuous Improvement Framework

LACOE's Differentiated Assistance Support (DAS) and Continuous Improvement Plan (CIP) teams play a central role in guiding the monitoring process. These teams:

- Conduct deep dives into multiple data sources, including chronic absenteeism, local assessments, and special education indicators
- Facilitate the development and refinement of School Plans for Student Achievement (SPSAs)
- Support site-based Professional Learning Communities (PLCs) in using data to inform instruction and interventions

Capacity Building and Accountability

To ensure fidelity of implementation, LACOE provides ongoing support through:

- Title I Office reviews of SPSAs for alignment with LCAP strategies and evidence-based practices
- Training and coaching for school administrators and School Site Councils
- Use of assessment specialists and PLC-level analysis to monitor testing systems and student progress

Stakeholder Engagement

Data and progress updates are shared with educational partners during LCAP engagement sessions. These presentations include:

- LCAP goals, metrics, and actions
- California School Dashboard results
- Local accountability measures

This transparency fosters shared ownership of outcomes and ensures that stakeholder feedback informs future planning.

Needs Assessment and Targeted Support

Through its monitoring efforts, LACOE has identified common areas of need across CSI schools, including:

- Low graduation and academic performance rates
- High suspension rates
- Inconsistent assessment participation

To address these challenges, schools are implementing targeted strategies such as:

- Positive Behavioral Interventions and Supports (PBIS)
- Literacy and math interventions
- Enhanced transition services for justice-involved youth
- Professional development focused on culturally responsive teaching and support for English learners and students with disabilities

By maintaining a rigorous and collaborative monitoring process, LACOE ensures that its LCAP remains responsive, equitable, and effective in meeting the needs of all students.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	The California Healthy Kids Survey (CHKS), along with focus groups and interviews, was administered to better understand students' experiences related to school climate, safety, wellness, and resilience. The survey administration was held February 2025 through April 2025. A total of 1,231 students completed the survey. Focus groups were also conducted at individual sites on March 19, April 2, 3, 4, 24, and May 16, 2025. 169 students participated in the focus groups. These sessions included representation from low-income students, foster youth, and English learners.
Parents	The California Healthy Kids Survey for Parents (CSPS) measures perspective on school climate and safety, student wellness, and youth resiliency. The survey administration was held February 2025 through April 2025. 424 responses were submitted. Parents—including those of Foster Youth and Low-Income students—actively participated throughout the year via the Parent Advisory Committee, which held at least four meetings to gather input and feedback. Additional site level focus groups were held with parents on March 6, 12, 27 and April 23, 24, 2025. These focus groups included parents/guardians of the following: Students with Disabilities, English Learners, and Black/African students.
Teachers and Other School Personnel	The California School Staff Survey (CSSS) measures perspective on school climate and safety, student wellness, and youth resiliency. The survey administration was held February 2025 through April 2025. 183 staff, including teachers, counselors, paraeducators, and classified staff participated and responded to the survey. LCAP

Educational Partner(s)	Process for Engagement
	Engagement presentations were also conducted at school sites on March 27, April 3,17,18, 24, and May 2, 2025. 121 staff also participated in a local priority survey.
Labor Partners	Consultations were held with CSEA labor representatives on April 3, 2025. Additionally, meetings took place with LACEA leadership representative on June 3, 2025, and SEIU leadership on June 4, 2025.
Administrators	Feedback from administrators is solicited during monthly meetings. Administrators also attend Differentiated Assistance and Support/Continuous Improvement (DAS/CSI) meetings during the 24-25 school year.
Principals	Site principals participated in school level LCAP Engagement presentations and input session was conducted on March 19, 2025.
DAC/DELAC	The draft LCAP was presented to the DAC and the DELAC on June 5, 2025. Draft was posted on the LACOE website (insert date).
Educational Partners at Equity Multiplier Schools	Focus groups with educational partners at Equity Multiplier schools took place during the LCAP Engagement presentations at school sites on March 27, April 3,10,17 2025. 121 staff also participated in a local priority survey. A review of Goal 4 / Equity Multiplier goal was included in the presentations. In addition, Goal 4/ Equity Multiplier goal was reviewed during the DAS meeting on May 21, 2025.

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

During the 2025 Local Control and Accountability Plan engagement process, LACOE gathered input from a wide range of educational partners, including teachers, administrators, counselors, classified staff, parents, and community members. Participants represented a broad range of programs, including juvenile court schools, county community schools, and specialized academies such as IPoly and LACHSA.

Across all groups, consistent priorities emerged: the need to expand access to mental health services, improved communication with families, increase access to relevant and engaging instruction, and enhanced support for high-need student groups.

Students requested expanded access to counseling, quiet calming spaces, and electives in the arts and career pathways. These needs are addressed in Action 2.3 mental health services and Action 3.13 instructional coaching for engagement. Concerns about credit monitoring and guidance toward graduation are addressed through, Action 1.2 Graduation Support and Action 1.3 College and Career Access. Students transitioning out of juvenile justice programs identified a need for greater support in re-enrolling in appropriate classes, accessing tutoring, and connecting to enrichment activities. These students emphasized that school placement after release is critical to their success. As a result, Action 2.6 Transition Supports will continue.

Parents emphasized the importance of timely communication and clear information about available services. These needs are supported by Action 2.1, which funds outreach and family engagement. Families of students with disabilities highlighted the need for consistent IEP implementation, addressed in Action 3.15 Special Education Support.

Staff feedback prioritized improvements in school climate, pupil engagement, and implementation of academic standards. In response, Action 3.3 Interventions will continue with a focus on tutoring services, and Action 3.13 Professional Development and Coaching will be expanded to enhance instructional practices.

Overall, education partner input affirms the direction of current LCAP goals while highlighting opportunities to strengthen implementation in the areas of student wellness, academic relevance, and coordinated support for high-need students.

During the 2024–25 school year, staff at Equity Multiplier schools were engaged through a series of LCAP Engagement Presentations held at school sites on March 27, April 3, 8, 10, and 17, 2025. These sessions included a focused review of Goal 4, the Equity Multiplier goal, and were designed to gather input from instructional and support staff regarding the needs of students and the effectiveness of current strategies. Additionally, 121 staff members participated in a local priority survey to provide further feedback on school climate, instructional practices, and student supports.

Staff emphasized the need for:

Expanded professional development tailored to the needs of Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students.

Increased access to mental health and wellness supports for students.

More consistent implementation of Positive Behavioral Interventions and Supports (PBIS) across sites.

Strengthened systems for monitoring student progress and providing timely academic interventions.

These recommendations directly informed the refinement of Goal 4 actions, including:

Enhanced coaching and follow-up for PBIS implementation (Action 4.1).

Expanded graduation monitoring and counseling supports (Action 4.2).

A reassessment of college and career readiness strategies to improve student engagement (Action 4.3).

Continued investment in professional development and instructional resources for English Learners (Action 4.4).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have equitable access to a 21st century education by providing them with standards-aligned instructional materials and with the technology needed to become college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A large percentage of students in Juvenile Court and Community Schools and Juvenile Halls are not on track to graduate when they enter the program and many will be faced with the need to enter the workforce shortly after leaving the program. It is essential that they receive materials and support to accelerate their progress and ensure they are on the path to college and career readiness when leaving the program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate	Graduation rate: All 68.7% EL 52.2% LTELs 54.9% FY 51.5% Homeless 52.5% SED 61.3% SWD 54.5% AA 51.5% Hispanic 66.5% IPoly 98.9%	Graduation rate: All 72% EL 45.6% LTELs 43.8% FY 45.6% Homeless 50.7% SED 62.9% SWD 56.7% AA 59.5% Hispanic 68.2% IPoly 95.2%		For each year, graduation rates at each site, and for each identified student group will increase by two percentage points or maintain a rate of 98% or higher.	All +3.3% EL -6.6% LTELs -11.1% FY -5.9% Homeless -1.8% SED +1.6% SWD +2.2% AA +8% Hispanic +1.7% IPOLY -3.7% LACHSA +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LACHSA 91.2% JCS & CCS 42.4% (Dashboard 2023)	LACHSA 92.3% JCS & CCS 43.1% (Dashboard 2024)			JCS & CCS +0.7
1.2	College & Career Readiness /College Course Credit	47.6% of 145 students classified as "Prepared" on the College and Career indicator met it by completion of two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded. SED - 56.7% EL - 50% FY 100% Homeless - 80% SWD 77.8% (Additional Reports, California Dashboard 2022-23)	59.4% of 197 students classified as "Prepared" on the College and Career indicator met it by completion of two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded. SED-74.6% EL - 100% FY-0% Homeless-0% SWD - 75% (Additional Reports, California Dashboard 2023-24)		Overall and for each identified student group, at least 70% of the enrolled students will receive course credit.	All +11.8% SED- +17.9% EL +50% FY -100% Homeless -80% SWD -2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	A-G Completion	54.6% of those earning a regular HS Diploma Met A-G requirements (Four-Year Adjusted Cohort Graduation Rate (ACGR)DataQuest 2023)	62.5 % -of those earning a regular HS Diploma Met A-G requirements (Four-Year Adjusted Cohort Graduation Rate (ACGR)DataQuest 2023)		The A-G requirements shall expand to a rate of at least 80% by 2026 based on the 2026 CA Dashboard	+7.9%
1.4	CTE Pathway Completion	0% - Specialized high schools 0% - JCS 0% - CCS (Additional Reports, California Dashboard, 2022-23)	0% - Specialized HS 0% - JCS 0% - CCS (Additional Reports, California Dashboard, 2023-24)		CTE Pathway completion rates will increase to at least 4% overall and for Specialized high schools, JCS and CCS.	0% - Specialized HS 0% - JCS 0% - CCS
1.5	CTE Pathway and A-G Rate	All - 0% SED - 0% EL - 0% FY - 0% Homeless - 0% SWD - 0% California Dashboard: Additional Reports 22-23	All - 0% SED - 0% EL - 0% FY - 0% Homeless - 0% SWD - 0% California Dashboard: Additional Reports 23-24		All students and student groups will achieve 2% growth per year for a 3 year increase of 6%.	All - 0% SED - 0% EL - 0% FY - 0% Homeless - 0% SWD - 0%
1.6	Advanced Placement Examination	76% - LACHSA (Equity and Excellence Report, College Board)	73.6% LACHSA (Equity and Excellence Report, College Board)		There will be an annual increase of 1% in students at LACHSA passing the AP exam with	LACHSA -2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					a score of 3 or higher.	
1.7	Early Assessment Program (EAP) Assessment	50.35% of 11th graders met or exceeded standard for English language arts. 25% of 11th graders met or exceeded standard for mathematics. (CAASPP scores, 2022-23)	53.33% of 11th graders met or exceeded standard for English language arts. 25.12% of 11th graders met or exceeded standard for mathematics. (CAASPP Scores, 2023-24)		61% of LACOE 11th grade students will meet or exceed the standard for ELA within 3 years. 42% of LACOE 11th grade students will meet or exceed the standard for mathematics within 3 years.	ELA +3% Math+ 0.12%
1.8	CTE OSHA Certification	20% CTE OSHA Certification (local indicator)	CTE OSHA Certification 58% (local indicator)		CTE certifications will reach 40% within 3 years.	CTE +38%
1.9	Standards-aligned instructional Material	100% of students have access to standards-aligned materials (SARC, 2023).	100% of students have access to standards aligned materials. (SARC, 2024)		100% of students will have access to standards aligned material each year.	0%
1.10	School Facilities	8 of 9 Schools achieved a rating of 90% or above (Afflerbaugh-Paige 89.6%) (SARC 2023)	8 of 9 Schools Achieved a rating of 90% or above (LP 88.80%) (SARC 2024)		A Williams compliance rating of 90% or higher will be achieved annually.	+ - 0% Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Implementation of Academic Content and Performance Standards	Meeting 100% (SARC)	100% of standards implemented (SARC)		Academic content and performance standards will be fully implemented for 100% of LACOE students annually.	0%
1.12	Dropout Rate	Middle School – 0 students High School – 82 students (Dataquest - 2022-23)	Middle School - 0 students High School - 73 (DataQuest- 2023-24)		Middle and high school dropouts will be reduced annually to 0 dropouts by year 3.	Middle School: 0 Students High School: -9 Students

Goal Analysis [2024-25]

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

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

All planned actions under Goal 1 were implemented as intended, with no substantive deviations.

Action 1.1 - School Facilities

This action was fully implemented. LACOE's school facilities inspection process was carried out with fidelity, resulting in improved collaboration with Probation and property owners to maintain all sites in good repair. According to the School Accountability Report Card (SARC), all but one school site met the 90% goal in Year 1, with the one exception scoring 88.8%. This reflects strong progress toward ensuring safe and well-maintained learning environments across campuses.

Action 1.2 - Graduation Rates

This action was fully implemented. LACOE made measurable progress in increasing graduation rates across multiple student groups. Targeted supports for students with credit deficiencies, including tutoring, counseling, and individualized graduation plans, contributed to these gains. According to the California Dashboard, overall graduation rates increased by 3.3%, with notable improvements among African American students (+8.8%), Hispanic students (+15.8%), and Students with Disabilities (+2.2%). Several subgroups met or exceeded the annual growth target of 2 percentage points, including SWD, African American, and Hispanic students. LACHSA (92.3%) and IPoly (95.3%) also performed strongly, nearing their three-year goals.

Action 1.3 - College Courses

This action was implemented. Dual enrollment opportunities began slowly in 2024–25 across juvenile court and community schools due to the need to determine the most effective delivery model for a highly transient student population. By the end of the year, most schools had students enrolled in college courses and were supporting them through to completion. The groundwork laid this year will support stronger implementation and expansion in 2025–26.

Action 1.4 - Access to Courses

This action was fully implemented. LACOE continued to ensure appropriate course placement across all core academic areas, including English Language Arts, Mathematics, Science, History/Social Science, English Language Development, and Career Technical Education. According to the California Dashboard, three subgroups—Socioeconomically Disadvantaged (74.6%), English Learners (100%), and Students with Disabilities (75%)—met the Year 1 goal of 70% course credit completion. Foster Youth and Homeless students were identified as focus groups for targeted support in 2025–26.

Action 1.5 - Middle and High School Dropouts

This action was implemented. While dropout rates decreased from 82 to 73 students between 2022–23 and 2023–24, the action is still evolving. LACOE increased efforts to provide mental health resources and early interventions, but additional strategies are needed to better identify and support students at risk of disengagement, particularly in middle and high school settings.

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 material differences between budgeted expenditures and estimated actual expenditures.

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

Los Angeles County Office of Education (LACOE) has demonstrated significant effectiveness in achieving the actions in Goal 1 across multiple key areas, as evidenced by positive metric-driven outcomes. Building upon this strong foundation, LACOE is committed to the continuous implementation of established strategies while proactively refining actions to further accelerate progress toward all stated objectives.

Action 1.1: School Facilities

This action was effective. LACOE's school facilities inspection process was fully implemented and led to improved collaboration with Probation and property owners to maintain all sites in good repair. According to the School Accountability Report Card (SARC), the baseline for 2022–23 was 90%, and all but one site met or exceeded this target in Year 1. The one exception scored 88.8%, indicating near-universal success. Continued monitoring is planned for 2025–26 to maintain these standards and ensure timely interventions.

Action 1.2: Graduation Rates

This action was effective. LACOE made measurable progress in increasing graduation rates across multiple student groups. Targeted supports for students with credit deficiencies, including tutoring, counseling, and individualized graduation plans, contributed to these gains. According to the California Dashboard, overall graduation rates increased by 3.3%, with notable improvements among African American students (+8.8%), Hispanic students (+1.7%), and Students with Disabilities (+2.2%). Several subgroups met or exceeded the annual growth target of 2 percentage points, including SWD, African American, and Hispanic students. LACHSA (92.3%) and IPoly (95.3%) continued to demonstrate strong graduation outcomes, with LACHSA showing a 1.1% increase and IPoly experiencing a slight 1.1% decrease. Both schools still outperformed the state graduation rate of 86.2% and the Los Angeles County rate of 88.7%.

Action 1.3: College Courses

This action was effective. LACOE expanded dual enrollment opportunities through partnerships with Cerritos College and East Los Angeles College, enabling students to access transferable college coursework. The initiative supported diverse learners and increased access to college preparatory classes. The program is on track to meet its long-term goals, with systems in place to monitor student progress and ensure academic success.

Action 1.4: Access to Courses

This action was effective. LACOE maintained its commitment to appropriate course placement across all core academic areas and continued to support students in meeting A-G requirements. According to the California Dashboard, three subgroups—Socioeconomically Disadvantaged (74.6%), English Learners (100%), and Students with Disabilities (75%)—met the Year 1 goal of 70% course credit completion. While SWD showed a slight decline from the previous year, the overall trend was positive. Foster Youth and Homeless students were identified as focus groups for targeted support in 2025–26.

Action 1.5: Dropout Prevention

This action was somewhat effective. LACOE's dropout rate decreased from 82 to 73 students between 2022–23 and 2023–24, reflecting a positive trend. Proactive monitoring, early interventions, and enrichment programs contributed to this reduction. However, continued focus is needed to meet the three-year goal of reducing dropouts to zero.

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

Building on our current framework, the planned goals, metrics, and actions will carry forward into the next year. Recognizing the importance of collective understanding, our central objective for the 2024-25 and 2025-26 cycles is to fully inform and actively engage all Los Angeles County Office of Education staff with the LCAP's goals, metrics, and actions. This strategic emphasis on dissemination seeks to cultivate maximum support for the LCAP. Looking ahead, we are committed to gathering further insights from all stakeholders to shape future enhancements and updates to the LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1		LACOE will continue to inspect school facilities and undertake appropriate measures to ensure that all facilities are in good repair. LACOE will also collaborate with property owners to resolve any concerns with facilities including monitoring ongoing maintenance needs. With the closing of sites, additional costs may be incurred for moving and transferring of equipment and providing maintenance.	\$2,990,056.00	No
1.2		Students who are credit deficient will be provided with support so they can make progress toward meeting their graduation requirements. LACOE will adopt and adhere to the alternative graduation cohort to measure an accurate graduation rate for the Juvenile Court Schools. Additional monthly monitoring of academic progress for Foster Youth, Socioeconomically Disadvantaged students, Students with Disabilities, and African American Students, will be conducted through the student information system at all sites. Students whose progress indicates they are at risk of not being on track to meet graduation requirements will be provided with tutoring, intervention and/or counseling support as needed.	\$5,528,051.00	No
1.3	College Courses	LACOE will expand access to college courses to students by partnering with local community colleges. In addition, there will be efforts to increase dual enrollment of students at all LACOE schools by partnering with local community colleges. LACOE will increase efforts to secure more college preparatory and academic courses that are aligned with not only local community college pathways but also UC and CSU transferable courses. We will also build a strong system of support dedicated to ensuring students' successful completion of the program courses. For student groups achieving the lowest performance level in the College and Career indicator (English learners, foster youth, homeless students, socioeconomically disadvantaged students, and students with disabilities), staff will review their progress in college and career readiness by reviewing their academic coursework and progress in CTE pathways, assess their eligibility for dual enrollment opportunities and provide counseling regarding this opportunity.	\$5,022,395.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Access to Courses	LACOE will continue to offer all students the appropriate course placement in English, mathematics, science, history social science, English Language Development, Career Technical Education, Visual Arts and Performing Arts, and other board approved courses. Career Technical Education courses will be expanded to additional school sites to support career readiness. LACOE will look further into possibly implementing world language coursework into the course offerings at the JCS. The Career Technical Education (CTE) programs include hands-on activities. The Graphic Communication program includes drawing, sketching, and of course, design using technology. The Culinary Arts program includes preparatory skills, cooking, baking, presentation skills, and safety, as well as sanitation. The Building Skills program also has a strong emphasis in hands-on activities. Students will also participate in design competitions to demonstrate creativity. Events will showcase the accomplishment of the students, and students will be given the opportunity to participate in field trips. LACOE's programs include exposure to both businesses/industry and post- secondary education institutions. LACOE will increase efforts to secure more CTE programs that are aligned with local community college pathways for a successful transition, as well as the continued use of platforms that allow students to explore college (2 and 4 year) and career options and access to scholarships and grants.	\$389,500.00	No
1.5	Middle and High School Dropouts	LACOE will continue to monitor students in middle school and high school who are in danger of dropping out by identifying students with poor attendance, deficient in school credits, family obligations, or challenging issues. Students identified will be provided with mental health support, tutors, mentors, and enrichment programs.	\$3,071,229.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will be provided with multi-tiered systems of support including community engagement to address their mental health and social emotional well-being to decrease suspensions and increase student engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A large percentage of the students in our Juvenile Court and Community (JCC) schools and Juvenile Halls come to us with social emotional and mental health issues due to trauma and other factors, that inhibit their ability to succeed academically. Many parents of our students also face challenges that keep them from providing the support their children need to succeed. These include parents with limited English language proficiency and those who lack of familiarity with the educational system and how to support and advocate for their child. Some students in our specialized programs also bring unique social emotional and mental health challenges that must be addressed for them to flourish in their special talents.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates	Attendance Rate 2022-23 All 86.62% SED 82.54% EL 77.16% Foster Youth (no data) JCS: 92.3% CCS: 76.2% IPoly: 97.9% LACHSA: 95.9%	Attendance Rate (YTD) All 92.12% SED 91.88% EL 89.32% Foster Youth -ND JCS: 95.54% CCS: 70.86% IPoly: 95.44% LACHSA: 93.59%		Attendance rates overall and for each school and student group will increase by 1% annually for schools with a baseline greater than 90% and will increase by 2% annually for schools with a	All +5.5% SED +9.34% EL +12.16% Foster Youth (NO DATA) JCS: +3.24% CCS: -5.34% IPoly: -2.46% LACHSA: -2.31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CALPADS report 14.2 student absences for 2022-23.	CALPADS report 14.2 student absences for 2023-24.		baseline of 89% and below.	
2.2	Chronic Absenteeism	Chronic absenteeism: 2022-23 All 32.4% SED 38.7% EL 42.3% Foster Youth 36.4% JCS: 30.6% CCS: 76.2% IPoly 9.2% LACHSA: 30.4% (DataQuest, 2022-23)	Chronic absenteeism: All 20% SED 23.2% EL 24.9% Foster Youth 17.8% JCS: 10.5% CCS: 73.8% IPoly 8.4% LACHSA: 15.4% (DataQuest, 2023-24)		Chronic absenteeism rates overall and for each school and student group will be 19% or less within 3 years.	All -12.4% SED -15.5% EL -17.4% Foster Youth -18.6% JCS: -20.1% CCS: -2.4% IPoly -0.8% LACHSA: -15%
2.3	Suspension Rate	All 14.8% FY 32.8% SED 20.4% SWD 35.7% AA 26.4% Two or more races: 7.8% JCS: 21.5% CCS: 2.05% IPoly: 0% LACHSA: 0% (DataQuest 2022-23)	ALL- 17.1% FY- 31.7% SED- 23.1% SWD-38.7% AA-29% Two or More Races: 4.4% JCS: 25.2% CCS: 5.5% IPOLY: 1.4% LACHSA: 0.7% (DataQuest 2023-24)		Suspension rates overall and for each school and student group will be reduced by 2% per year or maintain at 0%	All: +2.3% FY: -1.1% SED: +2.7% SWD: +3% AA :+2.6% Two or more races :-3.4% JCS:+3.7% CCS: +3.45% IPOLY:+1.4% LACHSA: +0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Expulsion Rate	Expulsion Rate - 0% (DataQuest, 2022-23)	Expulsion Rate 0% (DataQuest, 2023-24)		Expulsion rates will be maintained at 0 annually.	0%
2.5	Professional Development	100% of staff have received mental health/social emotional based professional development. (Local indicator, 2023-24)	98% of staff have received mental health/ social emotional based PD (Local Indicator, 2024-25)		100% of staff at all sites will receive mental health/socio-emotional based professional development annually.	-2%
2.6	Parent Participation & Decision-making	During the 2022-23 school year, 77%(*corrected) of parents/family participated in PFECP meetings (local indicator: parent/family count in attendance 2,264/ unduplicated student count for the year 2929). 24% of parents/family reported the school actively seeks the input of parents before making important decisions (2023-24 California Parent Survey)	During the 2023-24 school year 78% of parents/family participated in PFECP meetings (local indicator: parent/family count in attendance 2,309/ unduplicated student count for the year 2977). 27% of parents reported the school actively seeks input of parents (2024-25 California Parent Survey)		At least 95% of parents will participate in PFECP meetings annually; Within 3 years, 50% of parents will report the school actively seeks input of parents before making important decisions (based on CA parent survey)	+3% parents participated in PFECP meetings +3% parents reported the school actively seeks input
2.7	Safety & Connected-ness	Parents Safety	Parents Safety		Within 3 years, 50% of parents, staff and students	Safety +7% of parents indicated school is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		39% of parents indicated school is a safe place for my child. Staff Safety 33% of staff strongly agree school is a safe place for staff. Students Safety JCS/CCS 35 % Very safe; 28 % safe Specialized HS 29 % Very Safe; 54 % Safe Connectedness Parents- 31% of LACOE parents strongly agree schools promote parent involvement. Staff- 31% of LACOE staff strongly agree that the school is a supportive and inviting place to work. Students-	46% of parents indicated school is a safe place for my child. Staff Safety 28% of staff strongly agree school is a safe place for staff. Students Safety JCS/CCS 39 % Very Safe; 29 % Safe Specialized HS 30 % Very Safe; 51.5 % Safe Connectedness Parents 34% of LACOE parents strongly agree schools promote parent involvement. Staff 31% of LACOE staff strongly agree that the school is a supportive and		will indicate they feel school is safe school by indicating "agree" or "strongly agree" to questions about school safety in the CA Healthy Kids survey. Within 3 years, parents, staff and students will indicate they feel connected to school based on at least 50% responding "agree" or "strongly agree" to questions about school connectedness on the CA Healthy Kids Survey.	a safe place for my child. -5% of staff strongly agree school is a safe space Students Safety JCS/CCS +4% very safe/+1% safe Specialized HS +1% very safe/-2.5% safe Connectedness +3% of parents strongly agree schools promote parent involvement. no growth in number of staff that strongly agree that the school is a supportive and inviting place to work. JCS/CCS same number of students reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		42 % of students reporting Agree or Strongly Agree to questions about school connectedness JCS/CCS 71.5% Agree or Strongly agree to questions about school connectedness at Specialized HS. (2023-2024 CA Healthy Kids Survey)	inviting place to work. Students- 42% of students reporting Agree or Strongly Agree to questions about school connectedness JCS/CCS 69% Agree or Strongly agree to questions about school connectedness at Specialized HS. (2024-2025 CA Healthy Kids Survey) \			agreeing to questions about school connectedness. Specialized HS -2.5% of students reported agreeing to questions about school connectedness.

Goal Analysis [2024-25]

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

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

All planned actions under Goal 2 were implemented as intended, with no substantive deviations.

Action 2.1 - Community and Family Engagement (PFECP)

This action was fully implemented. The Parent and Family Education and Consultation Program (PFECP) successfully expanded its reach, offering over 140 in-person and virtual events on topics such as mental health, transitions, and youth advocacy. As of May 2025, 2,297 participants had attended PFECP events, putting the program on track to exceed prior-year participation. PFECP's multi-tiered system of support, weekly in-person and virtual programming, and focus on topics such as mental health, transitions, and youth advocacy have created

meaningful opportunities for families to engage. The assignment of parent liaisons at each JCS/CCS site further strengthened this connection.

Action 2.2 - Positive Behavioral Interventions and Supports (PBIS)

This action was fully implemented. However, PBIS implementation yielded mixed results. On the positive side, suspension rates declined for Foster Youth (-1.1%), indicating that targeted supports was effective for this group. However, suspension rates increased at Juvenile Court Schools (JCS) by 3.7% and County Community Schools (CCS) by 3.45%, suggesting inconsistent implementation across sites. This points to a need for more uniform training, monitoring, and fidelity checks to ensure PBIS strategies are applied effectively systemwide.

Action 2.3 - Mental Health Support

This action was fully implemented. The mental health support initiative was designed to strengthen school climate by promoting student safety, emotional well-being, and connectedness. Implementation included site-based mental health programs at Renaissance PAU, IPoly, and LACHSA, as well as professional development for staff on trauma-informed practices and psychological first aid. Additionally, graduate-level social work interns provided individual and group counseling, and crisis response teams were available to support students and staff during emergencies. Results indicate that while the mental health supports had a positive impact on student perceptions of safety, further efforts are needed to address staff concerns and ensure consistent implementation across all sites.

Actions 2.4 & 2.5 - Attendance and Chronic Absenteeism

These actions were fully implemented and were among the most effective under Goal 2. As a contributing action, LACOE schools demonstrated substantial progress in student attendance and engagement during the 2024–25 school year. Overall attendance increased by 5.5%, with particularly strong gains among Socioeconomically Disadvantaged (SED) students, who improved by 9.3%, and English Learners (EL), who saw a 12.2% increase. These improvements reflect the impact of targeted supports such as individualized attendance plans, home visits, and the provision of essential resources like clothing and school supplies. Chronic absenteeism also declined significantly across the board. The overall rate dropped by 12.4%, with even greater reductions among key student groups: SED students decreased by 15.5%, EL students by 17.4%, and Juvenile Court Schools (JCS) reported a 20.1% decline. These outcomes highlight the effectiveness of LACOE's multi-tiered strategies in addressing attendance barriers and re-engaging students who are most at risk of disconnection from school.

Action 2.6 - Transition Services

This action was implemented fully. Transition services provided by school counselors helped students develop individualized learning and post-secondary plans. These supports were especially important for students exiting juvenile justice programs. While the LCAP does not provide quantitative outcomes for this action, the narrative suggests that these services contributed to smoother transitions and improved student engagement.

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 material differences between budgeted expenditures and estimated actual expenditures.

Goal 2 aims to improve attendance, reduce suspensions, and enhance school climate through multi-tiered systems of support. An analysis based on available data revealed significant progress in particular areas.

Action 2.1 - Community and Family Engagement (PFCEP)

This action was somewhat effective. The Parent and Family Education and Consultation Program (PFCEP) continued to be a cornerstone of family engagement. With 2,297 participants as of May 2025, the program is on track to exceed prior year participation. PFCEP's multi-tiered system of support, weekly in-person and virtual programming, and focus on topics such as mental health, transitions, and youth advocacy have created meaningful opportunities for families to engage. The assignment of parent liaisons at each JCS/CCS site further strengthened this connection. However, only 34% of parents strongly agreed that the school promotes parental involvement, suggesting that while participation is high, deeper engagement in decision-making remains an area for growth. While 83% of parents participated in PFCEP meetings, this represents a 5% decline from the previous year. Additionally, only 27% of parents reported that schools actively seek their input before making decisions—though this is a 3% improvement, it remains well below the 50% target.

Action 2.2 - Positive Behavioral Interventions and Supports (PBIS)

Suspension Rate Reductions for Key Groups was somewhat effective. Suspension rates declined for Foster Youth (-1.1%), indicating that targeted support was effective for this group. However, suspension rates increased at Juvenile Court Schools (JCS) by 3.7% and County Community Schools (CCS) by 3.45%, suggesting inconsistent implementation across sites. This points to a need for more uniform training, monitoring, and fidelity checks to ensure PBIS strategies are applied effectively systemwide. While overall suspension rates increased slightly, reductions were achieved for Foster Youth (-1.1%), reflecting the positive impact of targeted Positive Behavioral Interventions and Supports (PBIS) strategies. While these accomplishments reflect meaningful progress towards our goals, the data also highlight several areas where continued attention and targeted support are needed to ensure equitable outcomes for all students. Despite gains for some groups, overall suspension rates increased by 2.3%, with rises among SED students (+2.7%), African American students (+2.6%), and Students with Disabilities (+3%). Suspension rates also rose at JCS (+3.7%) and CCS (+3.45%), indicating inconsistent implementation of PBIS practices across sites.

Action 2.3 - Mental Health Support

This action was effective. The California Healthy Kids Survey (CHKS) data suggests that these efforts contributed to modest gains in perceived safety and connectedness. For example, the percentage of students at JCS/CCS who reported feeling “very safe” increased by 4%, and those who felt “safe” rose by 1%. At specialized high schools, the percentage of students who felt “very safe” increased by 1%, though those who felt “safe” declined slightly (-2.5%). In addition, staff who “strongly agree” that their school is a safe place dropped from 33% to 28%, highlighting a potential disconnect between safety initiatives and staff experiences. Student perceptions of connectedness at specialized high schools declined slightly (-2.5%), and remained flat at JCS/CCS sites, suggesting a need for more robust strategies to foster belonging and engagement. The implementation of a comprehensive mental health support program, including the September 2024 “Capturing Kids’ Hearts” training, equipped staff with tools to foster a relationship-driven school culture. Nearly all staff (98%) participated in mental health-related professional development, reinforcing a system-wide commitment to student well-being.

Actions 2.4 & 2.5 - Attendance and Chronic Absenteeism

These actions were among the most effective under Goal 2. As a contributing action, attendance rates improved across nearly all student groups, with SED students increasing by 9.34% and EL students by 12.16%. Chronic absenteeism dropped by 12.4% overall. These gains

are attributed to proactive strategies such as regular data monitoring, home visits, individualized attendance plans, and the provision of basic needs like clothing and school supplies. These targeted supports directly addressed barriers to attendance and engagement. Our schools made significant strides in improving attendance across multiple student groups. Overall attendance rose by 5.5%, with particularly strong gains among Socioeconomically Disadvantaged (SED) students (+9.34%) and English Learners (EL) (+12.16%). Chronic absenteeism also declined substantially, with reductions of 12.4% overall, 15.5% for SED students, and 17.4% for EL students. Juvenile Court Schools (JCS) saw a 20.1% drop in chronic absenteeism, indicating effective engagement strategies.

Action 2.6 - Transition Services

This action was effective. While the LCAP does not provide quantitative outcomes for this action, the narrative suggests that these services contributed to smoother transitions and improved student engagement.

Recommendations

Strengthen PBIS Implementation Across All Sites

Expand coaching and monitoring to ensure consistent application of PBIS strategies, particularly at JCS and CCS sites where suspension rates increased. Consider peer learning opportunities between sites with successful implementation and those needing support.

Leverage Existing Safety Teams to Deepen Staff Engagement and Well-Being

While safety teams are already established, their role can be expanded to include structured listening sessions with staff, regular climate check-ins, and collaborative problem-solving forums.

Reinvigorate Parent Engagement in Decision-Making

Build on the success of PFECP by creating more structured opportunities for parents to contribute to school planning and governance. Consider launching parent advisory panels or co-design sessions to elevate family voice in decision-making.

Boost Student Connectedness Through Peer Programs

Introduce or expand peer mentorship, student leadership, and advisory programs to foster stronger relationships and a sense of belonging, especially at sites where connectedness has plateaued or declined.

Continue and Expand Mental Health Supports

Given the positive impact of mental health initiatives, consider expanding access to school-based mental health professionals and increasing the frequency of wellness programming for students and staff.

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

Building on our current framework, the planned goals, metrics, and actions will carry forward into the next year. Recognizing the importance of collective understanding, our central objective for the 2024-25 and 2025-26 cycles is to fully inform and actively engage all Los Angeles County Office of Education staff with the LCAP's goals, metrics, and actions. This strategic emphasis on dissemination seeks to cultivate

maximum support for the LCAP. Looking ahead, we are committed to gathering further insights from all stakeholders to shape future enhancements and updates to the LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community and Family Engagement	The Parent and Family Education and Consultation Program (PFECPP) builds relationships with families through a multi-tiered system of support. The PFECPP team currently includes 11 staff members from each school site and the central office. PFECPP also has several community partners and contracts with paid vendors to support with community engagement. The California School Climate, Health, and Learning Surveys (CalSCHLS) is administered to LACOE students, parents, caregivers and staff to measure school climate, connectedness, and academic interests. The California School Parent Survey (CSPS), the parent component of CalSCHLS, was administered to parents and caregivers December 2023 – February 2024. 481 parent surveys were collected across all LACOE school sites. 31% strongly agree that the school promotes parental involvement. Throughout the course of the school year, parents will be provided with approximately 146 events in the form of in person and virtual programming, through their participation in learning opportunities offered through the Parent and Family Education and Consultation Program (PFECPP). Through the PFECPP, parents will be invited to attend classes on topics such as Special Education, Social Emotional Learning, Empowerment, Motivation, Technology, Emotional Intelligence, Youth Advocacy and Trauma Informed Parenting. LACOE disseminates school announcements, in English, Spanish or other requested languages, to increase parental involvement. Communication is sent through letters, flyers, and invitations mailed to families and postings on social media. PFECPP staff also conduct additional outreach in the form of phone calls, communications via Aeries Parent Square, and reminder text messages.	\$348,173.00	No

Action #	Title	Description	Total Funds	Contributing
		Using digital marketing and other relationship-building strategies, PFECP staff work to increase parent participation at the site level in School Site Council meetings and the English Learner Advisory Committee, most notably at two sites, Barry J. Nidorf and Renaissance County Community Schools. Parents have the opportunity to be active participants in the decision making of the school to improve the academic achievement of all students including low-income students, English learners, and foster youth. Parents participate in various capacity-building opportunities such as the Parent Advisory Committee and District English Learner Advisory Committee that prepare them to be actively involved in the education of their students. PFECP staff encourage parents/caregivers at the beginning of every event to participate in meetings where information is shared or decisions are made. All parents, including parents of students with disabilities, continue to receive weekly communication from PFECP staff, to provide them with timely information and updates on services and programming for them and their students. Parents are invited to attend school-sponsored events such as the Road to Success Academy (RTSA) Exhibitions. The objective of the RTSA Exhibition is for parents, school staff and community partners to observe a student-led and student-focused showcase of classroom learning and projects. Parents and community partners, along with school and district office staff, walk through classrooms to observe, ask students questions and provide feedback. Parent engagement at RTSA Exhibitions have been a challenge at juvenile court schools due to the requirements and approvals from the Los Angeles County Probation Department to allow parents on site.		
2.2	PBIS	A Coordinator II position will be responsible for the administration of professional development on classroom strategies that support the framework for PBIS and training on laws, policies, and best practices related to student discipline.	\$352,124.00	No

Action #	Title	Description	Total Funds	Contributing
		A Senior Program Specialist is responsible for providing PBIS tier-level training to all sites to support a decrease in the number of discipline incidents and increase school safety. These positions also work with the school sites to provide Restorative practice training and strategies that aid in the effort of building positive school culture and climate, fostering good rapport between staff, students, and agency partners. PBIS, Nonviolent Crisis Intervention (NCI), and Dialectical Behavior Therapy (DBT) training will be continuously provided at all JCS and CCS sites to support a decrease in the number of discipline incidents and increase school safety. Interagency collaborative training will be implemented and ongoing use of PBIS points in day-to-day operations will be monitored and expanded. Beginning with the 2024-25 LCAP, staff will begin use of a behavior matrix, developed in 2023-24, collaboratively with Los Angeles County Probation Department staff. The behavioral matrix aligns with PBIS and will assist in the implementation and monitoring of behavioral goals, expectations, and outcomes.		
2.3	Mental Health Support	A school mental health program will be implemented at Renaissance PAU, IPOLY, and LACHSA sites. The mental health program staff will support JCS sites with various needs as necessary (e.g., training, consultation, etc.). School staff will be provided with at least one professional development training in relation to mental health (e.g., trauma-informed approaches, psychological first aid, etc.) Individual, group, and family mental health counseling will be made available to students. Graduate-level social work interns will be utilized to assist in providing services to students and families, such as relationship building and healing. School staff will be provided with mental health consultations regarding concerns related to students. Crisis and threat assessment teams will be employed for students and staff in the event of a crisis, natural disaster, or act of violence/terrorism. In addition, Title IV funds will continue to be used for Wellness Counselors to support students with mental health and wellness. Finally, the California Healthy Kids Survey will be administered annually to assess the current status of students sense of safety at the school site and connectedness. The data from the survey will be analyzed and presented	\$281,394.00	No

Action #	Title	Description	Total Funds	Contributing
		to the central office, as well as site administrators to develop a plan of action. School principals will get disaggregated data to better address the needs of the students at their respective school site.		
2.4	Attendance	LACOE office staff, site administrators and teachers will be provided with attendance data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance in order to improve their overall attendance. Support staff will review attendance plans and monitor attendance on a regular basis to impact engagement.	\$6,785,269.00	Yes
2.5	Chronic Absenteeism	LACOE office staff, site administrators and teachers will be provided with chronic absenteeism data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance to improve their overall attendance. In addition, the school social workers will provide at-promise students and those currently chronically absent with support by doing home visitations. Home visitations will allow the social workers to talk to the students and family members about their obstacles in attending school regularly to find solutions. To further address chronic absenteeism, there will be an ongoing emphasis on supporting students and families with any obstacles that may be preventing them from attending school on a regular basis. Staff working with our at-promise students support with referrals to medical, dental, mental health care services, and food resources, as appropriate and needed. Additionally, schools will continue to set up rooms to support students with basic needs such as clothing, shoes, and school supplies. In addition, the following will be implemented for Socioeconomically Disadvantaged students who achieved the lowest performance level in chronic absenteeism. The following actions will be added focused on socioeconomically disadvantaged students, to address this need. School staff will follow up with students with non-probation related attendance concerns. Students are offered supports on SEL and PBIS expectations. Collaborate with Community Schools staff on supporting students with attendance concerns.	\$6,597,747.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Hold Student Planning Team meetings (SPTs) Phone calls to home. LACHSA will continue sending daily notifications regarding student absences. Families are notified if the student is in danger of Probation. SSTs are conducted to assist students with chronic absenteeism. An attendance plan will be created to monitor student attendance. An end of year attendance review will be Implemented.		
2.6	Transition Services	LACOE school counselors located at each school site will complete an Individualized Learning Plan (ILP) or 4 year plan with all students enrolling in LACOE schools. The plan will incorporate Academic, Transition, and post-secondary goals developed by the student in collaboration with the school counselor. The LACOE Transition and/or Support Counselor will work with each student, their Ed Rights holder and valued stakeholders to develop a Transition plan that identifies the next school of enrollment (High School, Post Secondary, Adult, etc), education contacts and resources that will enable a successful education transition for the student. LACOE counselors will also meet with students and families to provide information on accessing post-secondary college and career pathways, as well as offer information and assistance with financial aid applications and resources. Before or upon exiting LACOE schools, each student will be provided an Exit packet that contains the Transition Plan and all needed education records. LACOE Transition and Support counselors will reach out to students and ed rights holders post-exit to determine if additional support with their transition is needed.	\$6,597,747.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and ensure they make expected progress on statewide assessments as well as improving overall English proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students in our programs need a strong academic program, including targeted interventions and language support to ensure they leave the program able to return to their school, further their education or enter the workforce and be successful. The actions in this goal ensure all students have access to a comprehensive instructional program and additional supports, as needed, based data, to ensure success in all content areas. This requires core instruction by credentialed teachers, instructional materials and core instruction and additional supports as needed for all student groups. The actions in this goal address those needs and support success for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP - ELA	CCS – 10.53% JCS – 4.28%* (*average) IPOLY –86.4% LACHSA –73.5% All 50.35% SED 28.86% FY 9.52%	CCS – 12.3% JCS – 0% IPOLY – 85.59% LACHSA – 85.6% All - 53.33% SED- 27.57% FY- 0% EL 0 %		Each year CAASPP ELA will increase by at least 2% overall, at each site and for each student group.	CCS +1.77% JCS -4.28% IPOLY -0.81% LACHSA +12.1% All +3% SED -1.29% FY -9.52% EL -2.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 2.94% (2022-23, CAASPP)	(2023-24 CAASPP)			
3.2	CAASPP - Math	CCS – 1.53% JCS – 0%* (*average) IPOLY –52.4% LACHSA –30.5% All 25% SED 11.46% FY 0% EL 0% (2022-23, CAASPP)	CCS – 0% JCS – 0%* IPOLY – 38.66% LACHSA – 43.65% All - 25.12% SED - 10.99% FY - 0% EL- 0% (2023-24 CAASPP)		Each year CAASPP math will increase by at least 2% overall, at each site and for each student group.	CCS -1.53% JCS 0% IPOLY -13.74% LACHSA +13.15% All +0.12% SED +0.47% FY 0% EL 0%
3.3	Reclassification Rate	Reclassification rate at LACOE: 9.8% (2022-23) (Local Measure- Primary enrollment)	Reclassification rate: 6% (2023-24) (Local Measure-Primary Enrollment)		Each year reclassification rate will increase at least 2%.	Reclassification rate: -3.8%
3.4	Progress towards English Proficiency	7.6% of LACOE English learners received a score of level 4 on the ELPAC (2022-23, Summative ELPAC) 35.9% of Long-Term English Learners	11.4% of LACOE English learners received a score of level 4 on the ELPAC (2023-24, Summative ELPAC)		Each year there will be a minimum 2% increase in the number of students scoring a level 4 in the English Language Proficiency Assessments for California (ELPAC)	+3.8% increase of LACOE English learners received a score of level 4 on the ELPAC +18.9% increase of Long-Term English Learners making progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		making progress on the ELPAC. (22-23 CA Dashboard)	54.8% of Long-Term English Learners making progress on the ELPAC. (23-24 CA Dashboard)			on the Summative ELPAC.
3.5	STAR Math data (JCS and CCS sites)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.5 Foster Youth: 4.8 Homeless: 5.3 SPED: 4.6 EL: 4.8 African American: 5.0 Hispanic/Latino: 5.7 (STAR Data, 2023-24)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS & CCS Overall: 6.1 Foster Youth: 5.2 Homeless: 6.9 SPED: 4.9 EL: 4.9 African American: 5.3 Hispanic/Latino: 6.3 (STAR Data 2024-25)		Each year, overall and for each student group Grade Level Equivalency outcome will increase by 0.3 points in mathematics.	JCS & CCS Overall: +0.6 Foster Youth: +0.4 Homeless: +1.6 SPED: +0.3 EL: +0.1 African American: +0.3 Hispanic/Latino: +0.6
3.6	STAR Reading data (JCS and CCS sites)	STAR results demonstrate the average Grade Level Equivalency (GLE) by	STAR results demonstrate the average Grade Level		Each year, overall and for each student group Grade Level	JCS & CSS Overall: +1.3 Foster Youth: +1.2 Homeless: +2.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		student group. JCS and CCS Overall: 5.5 Foster Youth: 5.4 Homeless: 5.2 SPED: 4.9 EL: 4.4 African American: 5.3 Hispanic/Latino: 5.5 (STAR Data, 2023-24)	Equivalency (GLE) by student group. JCS & CCS Overall: 6.8 Foster Youth: 6.6 Homeless: 7.8 SPED: 5.8 EL: 5.2 African American: 6.3 Hispanic/Latino: 7.0 (STAR Data, 2024-25)		Equivalency outcome will increase by 0.3 points in reading.	SPED: +0.9 EL: +0.8 African American: +1.0 Hispanic/Latino: +1.5
3.7	California Science Test (CAST)	Standard Exceeded 5.1% Standard Met 30.10% Standard Nearly Met 48.47% Standard Not Met 16.3% (CAASPP, 22-23)	Standard Exceeded: 5.61% Standard Met 21.97% Standard Nearly Met 55.16% Standard Not Met 17.26% (CAASPP, 23-24)		Within 3 years, the percentage of students exceeding standard will increase by 5% and the percentage meeting standard will increase by 10%.	Standard Exceeded: +0.51% Standard Met: - 8.13% Standard Nearly Met: +6.69% Standard Not Met: +0.96%
3.8	Credentialed Teachers	100% of LACOE teachers have a full credential (percentage determined as follows: teachers with full credential/total number of teachers).	100% of LACOE teachers have a full credential		Annually, 100% of LACOE teachers will have a full credential	+/- 0%; Met

Goal Analysis [2024-25]

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

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

All planned actions under Goal 3 were implemented as intended, with varying success but with no substantive deviations. Goal 3 focuses on implementing actions to ensure that all students—particularly English Learners (EL), Foster Youth, Low-Income students, and Students with Disabilities—receive adequate academic support.

Action 3.1 – Basic Services for English Learners

This action was implemented. The action focuses on implementing both designated and integrated English Language Development (ELD) programs, with support provided for English Learners (ELs).

Action 3.2 – Reclassification

This action was implemented. The action involves monitoring reclassified students over a four-year period to provide additional support as required, with the intent of ensuring a smooth transition and sustained academic achievement.

Action 3.3 – Interventions

This action was fully implemented. The action centers on offering tutoring and academic support tailored for students, especially Long-Term English Learners (LTELs). As a contributing action the data showed positive results for English Learners with a +3.8% increase of English learners receiving a score of level 4 on the ELPAC and a +18.9% increase of Long-Term English Learners making progress on the Summative ELPAC. In addition, all sub groups within JCCS increased in their STAR Reading scores. The overall increase was +1.3 and each subgroup increased as follows: Foster Youth: +1.2 Homeless: +2.6 SPED: +0.9 EL: +0.8 African American: +1.0 Hispanic/Latino: +1.5. Similarly, all sub groups within JCCS increased in their STAR Math scores. The overall increase was +0.6 and each subgroup increased as follows: Foster Youth: +0.4 Homeless: +1.6 SPED: +0.3 EL: +0.1 African American: +0.3 Hispanic/Latino: +0.6.

+18.9% increase of Long-Term English Learners making progress on the Summative ELPAC.

Action 3.4 – Expelled Youth

This action was implemented. The initiative aimed to coordinate with relevant agencies, develop Individualized Learning Plans (ILPs), and ensure timely data sharing for expelled youth to facilitate their academic reintegration.

Action 3.5 – Foster Youth

This action was fully implemented. This action involved utilizing the Educational Passport System in conjunction with coordination efforts with child welfare agencies to support the academic needs of foster youth.

Action 3.6 – Dissemination of Data

This action was fully implemented. Regular data sharing practices and the use of Power BI were established to facilitate analysis and planning, empowering educators to make data-informed decisions regarding instruction. Data was disseminated quarterly.

Action 3.7 – Instruction

This action was fully implemented. The implementation of Road to Success Academy (RTSA) practices, along with professional development for teachers and alignment with educational standards, were central to this action.

Action 3.8 – Teacher Credentialing

This action was fully implemented. Ensuring that 100% of teachers across all sites are fully credentialed was the primary focus of this action.

Action 3.9 – Conditions of Learning

This action was fully implemented. This action involved the monitoring of educational facilities and the sufficiency of textbooks to ensure a conducive learning environment for students.

Action 3.10 – Homeless Students

This action was fully implemented. Training and counseling support specifically designed for homeless students formed the basis of this action, aimed at addressing their unique academic and emotional needs.

Action 3.11 – Assessments

This action was fully implemented. The administration of various assessments—including CAASPP, ELPAC, STAR, and NWEA—was implemented to track student progress and academic performance.

Action 3.12 – Data Chats (Continuous Improvement)

This action was fully implemented. This action focused on using Professional Learning Communities (PLCs) for conducting data reviews and planning through RTSA.

Action 3.13 – Professional Development

This action was fully implemented. Ongoing professional development was emphasized in the areas of educational standards, English Language Development (ELD), technology integration, and strategies for supporting LTELs.

Action 3.14 – Culturally Responsive Pedagogy

This action was fully implemented. The aim of this action was to develop training and curricula that support equity in education while seeking to reduce suspension rates among targeted student groups.

Action 3.15 – Students With Disabilities

This action was fully implemented. This action focuses on providing academic, behavioral, and transition planning support for students with special needs.

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 material differences between budgeted expenditures and estimated actual expenditures.

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

As part of our commitment to improving educational equity and enhancing academic outcomes for all students, especially those from marginalized communities, Goal 3 outlines a series of targeted actions aimed at providing essential support to diverse student populations, including English Learners, Foster Youth, Students with Disabilities, and those experiencing homelessness. We examined the effectiveness of each action implemented under Goal 3, evaluating the outcomes based on Year 1 data. The actions implemented to date have revealed a mixed effectiveness.

Action 3.1 – Basic Services for English Learners

This action had mixed effectiveness. This action focused on implementing both designated and integrated English Language Development (ELD) programs, with support provided for English Learners (ELs) through, para-educators, and individualized instruction strategies. Despite the establishment of comprehensive support structures aimed at improving the educational experience for ELs, there was a significant decline in reclassification rates by 3.8%. Additionally, CAASPP ELA scores for English Learners dropped notably by 2.9%. However, ELs increased slightly in STAR Math and Reading scores. The data reveals that the initiatives implemented had a mixed impact on fostering academic advancement and proficiency.

Action 3.2 – Reclassification

This action has been ineffective to date in making progress towards the goal. The action involved monitoring reclassified students over a four-year period to provide additional support as required, with the intent of ensuring a smooth transition and sustained academic achievement. Reclassification rates decreased from 9.8% to 6%. While this figure is below the targeted annual growth rate of 2%, it indicates a chance to refine our support strategies to better assist English Learners in achieving successful reclassification.

Action 3.3 – Interventions

This action had mixed effectiveness. The action centered on offering tutoring and academic support tailored for students, especially Long-Term English Learners (LTELs), utilizing data from STAR assessments to inform intervention strategies. 18.9% of LTEL students made progress on the ELPAC. Although targeted tutoring and academic support were available for LTELs, this group decreased in CAASP scores by 2.94%. Currently LTELs show room for growth in reading assessments. The data indicates an opportunity to enhance our interventions, making them more focused and intensive to drive meaningful improvements in their academic performance.

Action 3.4 – Expelled Youth

More data is needed to determine the effectiveness of this action. The initiative aimed to coordinate with relevant agencies, develop Individualized Learning Plans (ILPs), and ensure timely data sharing for expelled youth to facilitate their academic reintegration. This action presents an opportunity to identify and measure academic progress more effectively, as there is currently no outcome data available to illustrate its impact. The need for evidence of success encourages us to reevaluate and enhance the strategies and supports provided for expelled students.

Action 3.5 – Foster Youth

More data is needed to determine the effectiveness of this action. The action involved utilizing the Educational Passport System in conjunction with coordination efforts with child welfare agencies to support the academic needs of foster youth. Outcomes for Foster Youth indicate a significant opportunity for growth, as CAASPP scores in both English Language Arts and Math currently stand at 0%. This underscores the potential for us to refine and strengthen the targeted measures aimed at supporting this vulnerable group, with the goal of fostering academic gains in the future.

Action 3.6 – Dissemination of Data

The action was effective. Regular data sharing practices and the use of Power BI were established to facilitate analysis and planning, empowering educators to make data-informed decisions regarding instruction. The dissemination of data through effective systems like Power BI proved to be a success. This approach enabled data-driven decision-making and supported instructional planning, although it did not always result in improved academic outcomes for students.

Action 3.7 – Instruction

The implementation of Road to Success Academy (RTSA) practices, along with professional development for teachers and alignment with educational standards, were central to this action and effective. The action supported instructional consistency and alignment with educational standards, contributing positively to gains observed in STAR assessments. This outcome suggests that aligned instructional strategies help boost overall student performance.

Action 3.8 – Teacher Credentialing & Action 3.9 – Conditions of Learning

These actions were effective.

Action 3.10 – Homeless Students

More data is needed to determine the effectiveness of this action. Training and counseling support specifically designed for homeless students formed the basis of this action, aimed at addressing their unique academic and emotional needs. While there were some recorded gains in STAR reading and math scores for homeless students, the level of support provided may not have been sufficiently targeted. Further refinement of resources and intervention strategies could enhance these academic outcomes.

Action 3.11 – Assessments and Action 3.12 – Data Chats (Continuous Improvement) were effective.

The administration of various assessments—including CAASPP, ELPAC, STAR, and NWEA—was implemented to track student progress and academic performance. The assessments provided critical data for monitoring student progress and informing instructional practices. The comprehensive assessment strategy enables educators to make adjustments to better meet students' learning needs. The engagement in data chats strengthened instructional planning, allowing for a more responsive approach to addressing student needs. This collaborative effort fosters a culture of continuous improvement within the educational community.

Action 3.13 – Professional Development

This action had mixed effectiveness. Ongoing professional development was emphasized in the areas of educational standards, English Language Development (ELD), technology integration, and strategies for supporting LTELs. While professional development initiatives did help improve teacher capacity, the overall impact on student outcomes was inconsistent, particularly for English Learners and Long-Term English Learners. This suggests a need for a more tailored approach to professional development.

Action 3.14 – Culturally Responsive Pedagogy

More data is needed to determine the effectiveness of this action. The aim of this action was to develop training and curricula that support equity in education while seeking to reduce suspension rates among targeted student groups. Despite efforts to promote inclusive practices through culturally responsive pedagogy, suspension data for targeted groups indicate that challenges remain. Ongoing efforts must be made to further develop equity-focused practices in the educational environment.

Action 3.15 – Students With Disabilities

More data is needed to determine the effectiveness of this action. This action focuses on providing academic, behavioral, and transition planning support for students with special needs. While there have been some improvements in services tailored for students with disabilities, overall performance metrics indicate that these students continue to struggle in areas of reading and graduation rates. Further targeted interventions are necessary to enhance their academic success.

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

Building on our current framework, the planned goals, metrics, and actions will carry forward into the next year. Adjustments will be made to Action 3.3 and Action 3.11 to reflect the integration of LREBG (Learning Recovery Emergency Block Grant) priorities. To monitor progress, we will utilize Metrics 3.1, 3.2, 3.5, and 3.6. A total of \$841,259.00 in LREBG funds will be allocated to support these targeted actions. Recognizing the importance of collective understanding, our central objective for the 2024-25 and 2025-26 cycles is to fully inform and actively engage all Los Angeles County Office of Education staff with the LCAP's goals, metrics, and actions. This strategic emphasis on dissemination seeks to cultivate maximum support for the LCAP. Looking ahead, we are committed to gathering further insights from all stakeholders to shape future enhancements and updates to the LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Basic Services for English Learners	LACOE will continue to offer English Learners a variety of courses that include designated and integrated English Language Development (ELD). The implementation of designated English Language Development (ELD) at the CCS is a high need. The English Learner Master Plan will be implemented at all LACOE school sites to provide oversight and monitoring of English Learners, as well as reclassified students, for four years. English Learners will continue to be supported through classroom instruction,	\$13,499,669.00	No

Action #	Title	Description	Total Funds	Contributing
		interventions, and enrichment activities, so they can achieve annual progress in learning English and reach reclassification. Newcomer English Learners will be assessed in mathematics and reading using the Star Renaissance Assessment to measure their level of proficiency in their primary language. English Learners Teachers on Special Assignment (TOSA) will provide intensive support in speaking, reading, and writing to students scoring in the “Beginning to Develop” level of the ELPAC. English learners will receive additional language support from the teachers and paraeducators when student data demonstrates a need for additional support. Individualized instruction will be provided to English Learners during class time to assist them in building their oral language, reading, and writing skills. This support will help the students improve at least one ELPAC level per school year. The following actions will be implemented for Long Term English Learners: Interviews, focus groups, and classroom observations will be conducted to analyze strengths and needs in current practice for LTELs. Additional instructional opportunities and tutoring support will focus on strategies for building academic language and improving writing skills.		
3.2	Reclassification	Reclassified students will also be monitored for four years after reclassification and if needed, will be provided with extra support to ensure they succeed academically.	\$897,939.00	No
3.3	Interventions	Extended learning opportunities will be provided to students to support student achievement through tutoring opportunities for students who need academic support. Classroom teacher and counselors will identify students in need of additional support, identify areas of need, facilitate implementation of tutorial services and monitor student progress. Provide academic support, including coordination of instruction, interventions, enrichment opportunities, and/or tutoring to expelled youth and monitor their growth. Based on disaggregated internal STAR formative assessment data, Long Term English Learners achieved an average grade level equivalent of 4.1,	\$3,972,311.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the lowest of all student groups. To address this need, additional support in academic language and writing instruction will be provided in class and tutoring sessions. This action is supported in part by Learning Recovery Emergency Block Grant (LREBG) funds. Funds are used to provide tutoring and extended learning opportunities. To monitor progress, we will utilize Metrics 3.1, 3.2, 3.5, and 3.6. A total of \$841,259.00 in LREBG funds will be allocated to support these targeted actions.		
3.4	Expelled Youth	LACOE staff will collaborate and align services with local agencies and community-based organizations for Expelled Youth in order to coordinate instruction and their Individual Learning Plans. Training and professional development will be continuously provided for administrators, counselors, and teachers on developing and monitoring student Individual Learning Plans. Procedures in place at the central office will ensure requests from the juvenile court on student information will be provided in a timely manner. Coordination of necessary educational services will also be made to provide services to students. The Student Registrar office will develop and implement a mechanism for the efficient expeditious transfer of health and education record and the health and education passport. The office will monitor the speed in which records are transferred and will revise the plan based on data collected.	\$3,023,293.00	No
3.5	Foster Youth	LACOE will identify foster youth using the LACOE developed Educational Passport System (EPS) and continue to send educational related data to shared database, A Educational Passport and Aftercare. Foster youth will be referred to partner agencies who support and monitor students' progress along with coordinate with service agencies. LACOE will work with the county child welfare agency to minimize changes in students' school placement. In addition, education-related information will be provided to the county child welfare agency to assist in the delivery of searches to foster children, including educational status and progress information that is required to be included in court reports.	\$4,307,532.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Dissemination of Data	LACOE will disseminate data by student group on a regular basis to LACOE office staff and site administrators on the ELPAC, CAASPP, Star Renaissance assessment, the California Dashboard, DataQuest, and other databases to improve the academic achievement of all students. Data from student surveys will be disseminated to inform LACOE of student and stakeholder input, needs, challenges, and areas of growth. There will also be a continuation of the use of Microsoft's Power BI to support data chats and review student achievement.	\$320,098.00	No
3.7	Instruction	RTSA will continue to be implemented at all JCS and CCS schools and professional development will be provided to teachers in order to increase student achievement. Administrative observations and walkthroughs will be used to provide instructional feedback to teachers in order to improve instruction. Curriculum and instruction will be monitored and reviewed to connect the Common Core State Standards and the California English Language Development standards.	\$432,189.00	No
3.8	Teacher Credentialing	LACOE will assign fully credentialed teachers to support all students and ensure the unique needs of low-income, English learners, expelled youth and foster youth students are met.	\$1,703,697.00	No
3.9	Conditions of Learning	Data will be reported on conditions for learning (textbooks and facilities) on a regular basis. School facilities will be inspected to take appropriate measures in ensuring that all facilities are in good repair. Textbooks will be inventoried, ordered, and distributed so that all students have access to a standards-aligned textbooks and curriculum. Textbook sufficiency reports will continue on a yearly basis.	\$180,895.00	No
3.10	Homeless Students	The LACOE staff will conduct training and professional development on laws, policies, and best practices for homeless students. They will also participate in all LACOE-FYS/Homeless Education Liaison meetings.	\$388,605.00	No

Action #	Title	Description	Total Funds	Contributing
		The homeless liaison and/or counselors will monitor progress for homeless students toward meeting graduation requirements in a four year period. Counselors will provide counseling for homeless student to assist them in college and career planning.		
3.11	Assessments	LACOE will continue to administer state required assessments (CAASPP, ELPAC, IABs, etc.) and the STAR Renaissance assessment at the JCS and CCS. Student progress will be measured quarterly using the STAR reading and mathematics assessment to determine the effectiveness of courses implemented. Student work will also be used to determine student mastery of course content and offer additional support, if needed, for academic improvement. STAR data will be monitored and analyzed for all student groups. The NWEA assessment will be administered at the specialized high schools periodically. Teachers will receive ongoing training on their respective local assessment to monitor student growth and provide the appropriate interventions for students in need. Increasing testing participation and culture will be a focus in the administration of formative and summative assessments. This action is supported in part by Learning Recovery Emergency Block Grant (LREBG) funds. Funds are used to provide funding for a data steward that can identify at-risk students to support with coordination of interventions. To monitor progress, we will utilize Metrics 3.1, 3.2, 3.5, and 3.6. A total of \$841,259.00 in LREBG funds will be allocated to support these targeted actions.	\$320,098.00	No
3.12	Data Chats (Continuous Improvement)	Data-driven discussions will continue to occur on a regular basis at the district and site level. During Professional Learning Communities (PLC), Site administrators and teachers will review test data from state and local assessments to create RTSA unit plans to address the needs as well as direct support and programs. District and site level data reviews will occur multiple times of the year to inform the development of school plans and goal monitoring. The system of data management will be assessed for further development and alignment with complementary LCAP actions.	\$7,421,554.00	No

Action #	Title	Description	Total Funds	Contributing
3.13	Professional Development	Teachers, paraeducators, administrators, and district office staff will be provided with ongoing professional development in the RTSA unit plan, Common Core State Standards in English Language Arts and mathematics. For IPOLY and LACHSA this professional development will be provide via the intended curriculum for those school programs. They will also receive ongoing professional development in History-Social Science, the Next Generation Science Standards, the English Learners Master Plan and other subject areas to improve student assessment results. Ongoing training will be provided on ELPAC and English Language Development strategies to support English learners in reading, listening, speaking, and writing. and monitoring of English Learner progress, including strategies for providing more intensive, targeted support for Long-term English Learners. Professional development will be provided to counselors and other support staff to ensure appropriate placement and monitoring of progress for LTELs. Teachers of LTELs will receive professional development in research based strategies for LTELs, including instruction in academic language and writing Administrators will be provided professional development about the diversity of English learners including LTELs. Teachers and site administrators will receive ongoing professional development in technology to embed technology tools in the curriculum and improve pedagogy. Teachers will provide students with technology lessons within the RTSA lessons to teach students current technology skills that will help them succeed academically and in a career. Content Academies, were recently implemented and these continue as part of ongoing Professional Development efforts in conjunction with the RTSA Saturday Summits. Professional development activities will be followed up with ongoing coaching support to ensure effective implementation of strategies from trainings.	\$225,869.00	No

Action #	Title	Description	Total Funds	Contributing
3.14	Culturally Responsive Pedagogy	Culturally Responsive pedagogy will be used to address the needs of all students and ensure equity and access with a focus on African American students in the areas of English Language Arts and mathematics. Culturally relevant books and curriculum to be implemented and continue to develop an Ethnic Studies curriculum and arts integration. To support the needs of student groups identified as lowest performing for suspension rates and reduce suspensions among these students (Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American and students identifying as two or more races), professional development and follow-up coaching will be provided for teachers, administrators and support staff on strategies for creating positive and supportive classroom environments that are sensitive to individual and cultural needs of all students and build support systems to maintain student engagement and reduce behaviors leading to suspension.	\$180,895.00	No
3.15	Students With Disabilities	Students with disabilities achieved the lowest performance level in suspension rates, graduation rates and college and career readiness, in addition, local data identified a needs for reading intervention for special education students. The following actions are designed to address these need; Suspensions LACOE will reduce the number of suspensions of students with disabilities at the camps and halls schools. This is an area of focus for LACOE's Division of Student Programs' Continuous Improvement Monitoring Plan. To increase teacher understanding of students with disabilities general education teachers will be given access to the LACOE Special Education Information System (SPED-X) and substitute teachers will be provided access students' Behavioral Intervention Plan (BIP). Restorative practice requirements for students with behavioral difficulties will be increased (i.e. re-entry conferences rather than 2-day suspension). Procedures, including monitoring, will be implemented to ensure Behavioral Intervention Plans are implemented and data is collected.	\$126,493.00	No

Action #	Title	Description	Total Funds	Contributing
		Graduation Rate Counselors will be invited to IEP meetings, or if they are unable to attend , a shared document will be provided including missing transcripts and AB216 status. IEP meetings will be held at all school sites when a student earns a D at a reporting period. Parents and students will be be provided information on the impact of not earning a diploma (job eligibility, pay disparity, etc.) To improve transitions services for students with disabilities, transition information will be included in students' IEPs. IEP progress reports will be sent home, If students are consistently not meeting benchmarks, an IEP meeting will be scheduled.. College and Career Readiness To improve transition services, training will be provided for teachers and services to support college and career readiness will be added to students' IEP. A career exploration class will be added and available to students with disabilities who are in need of support and guidance with career exploration initial and triennial assessments will be enhanced to better identify transition needs. Reading (need based on local data) Students with disabilities will be provided academic support/interventions to increase their academic achievement in English Language Arts and mathematics. Parent engagement will be used to collaborate with parents to provide students with the appropriate IEP goals and interventions to increase test participation as well as scores. Training will be provided to teachers in understanding dyslexia. Improved access to intensive reading intervention services will be provided for special education students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Suspension Rate: Students with Disabilities at Afflerbaugh-Paige, Kirby and Nidorf sites, SED students at Nidorf and Kirby, FY at Kirby, Hispanic at Nidorf and Kirby, and African American students at Dorothy Kirby will achieve a decrease in suspension rates of at least 2% annually to a rate of 0% within 3 years based on the CA Dashboard. Graduation Rate: Hispanic students at Afflerbaugh-Paige, Nidorf, and Renaissance and Socioeconomically disadvantaged students at Afflerbaugh-Paige, Nidorf and Renaissance with increase graduation rates by at least 2% annually to a rate of 98% within 3 years as based on the CA Dashboard. CCI: Socioeconomically disadvantaged students at Kirby, Nidorf and Renaissance and Hispanic students at Renaissance will demonstrate increased college and career readiness as measured by an 80% college course completion rate within 3 years. English learners at Renaissance will demonstrate improved performance on the English Language Progress indicator advancing at least one level on the English learner Progress Indicator on the 2025 Dashboard. Central Juvenile Hall received equity multiplier funds; however, the school was closed and will remain closed in 2025-26. The equity multiplier funds that were received for that school are being held in anticipation of the amendments being proposed to Education Code Section 42238.02(b)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 4 was originally developed using 2023 Dashboard results. This goal will remain based on the review of 2024 Dashboard results which show:

Students with Disabilities at Afflerbaugh-Paige achieved a low (orange) indicator for suspensions. Students with disabilities at Dorthy Kirby Camp and Nidorf Juvenile Hall achieved the lowest (red) performance level on the state indicator for suspension rates on the 2023 Dashboard. African American Students at Dorothy Kirby camp and Nidorf also achieved the lowest (red) level in suspension rate.

Hispanic students at Afflerbaugh-Paige, Nidorf and Socioeconomically Disadvantaged students at Nidorf achieved the lowest performance level(red) in Graduation Rate.

Socioeconomically Disadvantaged students at Renaissance achieved the lowest level on the College and Career Readiness indicator.

Hispanic students and Socially Disadvantaged students at Renaissance achieved the lowest achievement level (red) on the Graduation Rate.

Students with Disabilities achieved the lowest (red) and Socioeconomically Disadvantaged students at Rockey-Glenn achieved a low (orange) level in suspension rates.

Dashboard data is not available for RTS Kilpatrick.

Socioeconomically Disadvantaged students and Hispanic students at Barry J Nidorf received a red performance level on the state indicator for suspension rates on the 2024 CA dashboard.

Foster Youth, Socioeconomically Disadvantaged, and Hispanic students at Dorothy Kirby received a red performance level on the state indicator for suspension rates on the 2024 CA dashboard.

Socioeconomically Disadvantaged students at Afflerbaugh-Paige received a red performance level on the state indicator for graduation rates on the 2024 CA dashboard.

Hispanic students at Renaissance County Community School received a red performance level on the state indicators for graduation and College/Career Indicators on the 2024 CA dashboard.

Based on this data and engagement with educational partners, it has been determined that it is important to focus this goal on reducing suspension rates, increasing graduation rates and college and career readiness. In addition, additional supports will be provided for English learners at Renaissance to improved English language development for those students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate	Students with Disabilities at: -Afflerbaugh-Paige 47.9% -Kirby 29.5%	Students with Disabilities -Barry J Nidorf 34% -Dorothy Kirby		Suspension rates for each school and student group will decrease by at least 5% each year	Students with Disabilities Barry J Nidorf - 13.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Nidorf 33.9% African American Students at: -Kirby 34.1% Foster Youth -Kirby 36.7% -Nidorf 24% Socioeconomically Disadvantaged -Kirby 29.5% -Nidorf 21.6% -Renaissance 6.1% Hispanic -Kirby 20% (Dashboard 2022-23)	39% African American Students at - LP 18.6% (*new) - Barry J Nidorf 27.9% - Afflerbaug h-Paige 46.5% - Dorothy Kirby 43.6% Foster Youth - Nidorf N/D - Dorothy Kirby 39.4% Socioeconomically Disadvantaged - Renaissance 3.8% - Barry J Nidorf 25.8% - Dorothy Kirby 34.7% Hispanic		or a maximum of 19% within 3 years.	-Kirby +9.5% African American Students at - Kirby +9.5% Foster Youth - Kirby +2.7% - Nidorf N/D Socioeconomically Disadvantaged - Kirby +5.2% - Nidorf +4.2% - Renaissance -2.3% Hispanic - Kirby +13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			- Barry J Nidorf 27.7% - Dorothy Kirby 33% (Dashboard 2023-24)			
4.2	Graduation Rate	Hispanic Students at: -Afflerbaugh-Paige 57.7% -Renaissance 35.6% Socioeconomically Disadvantaged Students at: -Renaissance 36.2% (DataQuest 2022-23)	Hispanic Students at: - LP 27.5% (*new) - Renaissance 55% - Afflerbaugh-Paige 61.8% Socioeconomically Disadvantaged Students at: - Barry J Nidorf 63.6% - Afflerbaugh-Paige 60% - Renaissance 58% African American Students at: - LP 26.1% (*new)		Graduation rates for each will increase annually by 2% points. (DataQuest 2022-23)	Hispanic Students at: - Afflerbaugh Paige +4.1% - Renaissance +19.4% Socioeconomically Disadvantaged Students at: - Renaissance +21.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Renaissance 58% (DataQuest 2023-24)			
4.3	College & Career Readiness College Credit Course	Socioeconomically Disadvantaged Students - Kirby 0% - Nidorf 100% (1 of 1) - Renaissance 0% (College Credit Course, CA Dashboard 2023)	Socioeconomically Disadvantaged Students - Kirby 100% (16 of 16) - Nidorf 35.7% (5 of 14) -Renaissance 0% Hispanic -Renaissance 0% (College Credit Course, Local Data 2024-25)		Within 3 years College Course Credit rates for socially disadvantaged students at Kirby, Nidorf and Renaissance will be at least 80% . (College Credit Course, Local Data)	Socioeconomically Disadvantaged Students - Kirby +100% - Nidorf - 64.3% - Renaissance 0 %
4.4	English Learner Progress Indicator	English Learners Progress Indicator at: -Renaissance 13.3% (CA Dashboard 2023)	English Learners Progress Indicator at: Renaissance 45.5% (CA Dashboard 2024)		English Learners at: -Renaissance will achieve an annual improvement of 2% annually on the English Language Progress Indicator. (CA Dashboard 2023)	English Learners Progress Indicator at: Renaissance +32.2%

Goal Analysis [2024-25]

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

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

Action 4.1 Supplemental Professional Development

The supplemental professional development initiative was partially implemented, with training sessions conducted for instructional and administrative staff at Afflerbaugh-Paige, Kirby, and Nidorf. However, further follow-up coaching is necessary to ensure the concepts are effectively integrated into practice. This ongoing support will focus on creating nurturing classroom environments and implementing alternative disciplinary strategies to suspension.

Action 4.2 Supplemental Graduation Support

This action was partially implemented. Student progress toward graduation requirements for Socioeconomically Disadvantaged students at Afflerbaugh-Paige and Renaissance was monitored. However, individualized counseling and support still needs to be provided to students, ensuring they receive the guidance and resources necessary to help them meet their academic goals and successfully complete their graduation requirements.

Action 4.3 Supplemental College & Career Readiness Services

This action was fully implemented at Kirby, Nidorf, Afflerbaugh-Paige, and Kilpatrick. Transcripts for Socioeconomically Disadvantaged students are reviewed upon entry. Staff (counselors/teachers) identify students not making adequate progress and assist them with enrolling in appropriate courses, receiving necessary tutorial support, and participating in dual enrollment and/or career training opportunities.

Action 4.4 EL Support

The EL support action was fully implemented at Renaissance PAU.

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 material differences between budgeted expenditures and estimated actual expenditures.

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

The actions implemented to date have revealed most are effective in advancing the set goals for supporting the specific student populations at the various schools involved.

Action 4.1 Supplemental Professional Development was effective and has shown promising results at Afflerbaugh-Paige, where suspension rates decreased slightly from 47.9% to 46.5%. This suggests that the targeted professional development and coaching strategies were successful in creating more supportive classroom environments and reducing behavioral issues. In contrast, Kirby's increase in suspension

rates among multiple groups signals a potential gap in the implementation of these strategies, indicating that more attention is needed to ensure that the approaches are effectively executed across all contexts.

Action 4.2 Supplemental Graduation Support was effective and highlights a positive trend in graduation rates, particularly for Hispanic students at Afflerbaugh-Paige (from 57.7% to 61.8%) and Socioeconomically Disadvantaged students Renaissance (from 36.2% to 58%). Regular monitoring and individual counseling appear to play a crucial role in keeping students on track to graduate within four years, which is a clear success of this initiative.

However, Action 4.3 Supplemental College Career Readiness was somewhat effective. Services faced challenges, as no progress was reported for Kirby and Renaissance, while Nidorf experienced regression in college and career readiness metrics. This lack of improvement suggests that the engagement and effectiveness of services need to be reassessed, as it appears the current strategies are not sufficiently addressing the needs of students in this area.

Action 4.4 EL Support was effective and demonstrated significant effectiveness at Renaissance, where the performance of English learners surged from 13.3% to 45.5%. This indicates that the targeted professional development, resources, and coaching were successful in enhancing the support available for these students, leading to meaningful progress.

Overall, while certain initiatives have yielded positive outcomes, such as reductions in suspension rates and improvements in graduation and English learner performance, challenges remain—particularly related to behavioral interventions at Kirby and the need for more effective college readiness strategies. Continuous evaluation and adaptation of these actions are essential to ensure that all students receive the support needed to thrive.

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

Building on our current framework, the planned goals, metrics, and actions will carry forward into the next year. Recognizing the importance of collective understanding, our central objective for the 2024-25 and 2025-26 cycles is to fully inform and actively engage all Los Angeles County Office of Education staff with the LCAP's goals, metrics, and actions. This strategic emphasis on dissemination seeks to cultivate maximum support for the LCAP. Looking ahead, we are committed to gathering further insights from all stakeholders to shape future enhancements and updates to the LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Supplemental Professional Development	Supplemental, evidence-based professional development and follow-up coaching will be provided to instructional and administrative staff at Afflerbaugh-Paige, Kirby, Rockey, Nidorf and Los Padrinos focused on creating supportive classroom environments and providing alternatives to suspension. Professional development will be focused on the unique needs of Students with Disabilities.Foster Youth, Socioeconomically Disadvantaged and African American students.	\$697,114.00	No
4.2	Supplemental Graduation Support	Student progress toward meeting graduation requirements for Socioeconomically Disadvantaged students, at Afflerbaugh-Paige, Renaissance and Los Padrinos will be monitored on a monthly basis through the student information system. Counselors, teachers and support staff will provide individual counseling to students not on track to meet requirements to graduate in a 4 year period.	\$704,444.00	No
4.3	Supplemental College & Career Readiness Services	At Kirby, Nidorf, Afflerbaugh-Paige, and Los Padrinos transcripts for Socioeconomically Disadvantaged students will be reviewed upon entry for progress in completing A-G requirements, dual enrollment, college course credit attainment, and progress in CTE Pathways. Staff (counselors/teachers) will identify students not making adequate progress (dual enrollment courses) and assist them with enrolling in appropriate courses, receiving necessary tutorial support, and participating in dual enrollment and/or career training opportunities.	\$747,649.00	No
4.4	EL Support	In addition to the services for English learners and LTELs described in Action 3.1, and the professional development described in Action 3.13 focused on the needs of those students. Additional professional development and follow-up coaching will be provided to teachers at Renaissance to better identify and support the needs of English learners and LTELs. Additional materials and resources will be provided to support instruction in language development, academic language and writing for English learners. Central office staff will meet with school staff to analyze the need for additional services and supports for English learners at this site.	\$126,493.00	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5,825,150	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.640%	0.000%	\$0.00	4.640%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	Action: Attendance Need: Foster youth, English learners and low-income students in our schools have lower attendance rates and demonstrate less engagement with school than other student groups. This is a result of multiple factors significantly impacting these student groups. For foster youth, frequent, often unplanned moves leading to	To address the unique needs of foster youth, English learners and low-income students to increase attendance rates, counselors and other support staff will work with these students, their families and school staff to provide support, training and strategies to meet the unique needs of each of these student groups with the goal of increasing engagement with school leading to improved attendance rates. Counselors will make calls and meet individually with students to ensure they are regularly attending school. Counselors	Disaggregated attendance rates for foster youth, English learners and low-income students will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	frequent school changes often lead to negative school experiences and an inconsistent educational program which does not support regular school attendance. Including, the traumatic experiences associated with the disruption of their home life tend to take precedence over engagement with school. Our low income students need support in establishing regular school attendance habits since they have often missed school to assist with child care for siblings, work to support the family or other family needs. In addition, some of our low-income students have a family history of inconsistent school attendance and need support in learning to prioritize regular school attendance. Limited English language proficiency is often an impediment for many of our English learners. Families need support learning how to enroll in school and maintain communication with the school since these can be barriers to maintaining regular school attendance for families with limited English language proficiency. Scope: Schoolwide	will also provide research-based professional development for teachers and other school staff on engagement strategies targeted to the needs of these student populations Teachers, para-educators and support staff will also receive tools specifically designed to address the needs of the three identified student groups. School staff will identify foster youth, English learners and low income students who are at risk for poor attendance.	
2.5	Action: Chronic Absenteeism Need: The factors leading to low attendance rates for foster youth, English learners and low-income students such as the impact of trauma, negative school experiences, lack of engagement with school, family history of	To address the needs of foster youth, English learners, low-income students who are experiencing chronic absenteeism, counselors and social workers will follow up with these students to conduct home visits to understand and address issues impacting regular school attendance. Referrals will be made, as needed, for medical, dental, mental health services, food assistance, clothing and shoes, and school supplies.	Disaggregated chronic absenteeism rates for foster youth, English learners and low-income students will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	inconsistent school attendance and barriers to home-school communication have led to a history of chronic absenteeism for these groups at schools. Unaddressed health issues, basic needs such as food and clothing can be barriers for low-income students as can lack of basic school supplies. Scope: Schoolwide		
3.3	Action: Interventions Need: Foster youth, low-income students and English learners in our schools have unique needs that often inhibit their progress in the same interventions that may be effective for other students. The challenges faced by each of these groups is exacerbated by their involvement with the juvenile justice system. Foster youth served by our schools have experienced multiple moves that have disrupted their schooling leading to an inconsistent educational experience and gaps in learning. This, coupled with the trauma resulting from their experiences can lead to gaps in their education with resulting low levels of academic achievement. Low income students often lack resources in the home such as reading materials, a quiet study area, to support academic achievement. They also may not have had the opportunity for enrichment activities outside school that support academic success,. The limited	To identify the unique needs of students in each of these groups, data will be reviewed for individual students in each of these groups to determine what factors may be inhibiting their progress in intervention programs and what additional, intensive supports are needed to enhance their progress and increase their achievement in reading and mathematics. Additional supports may include additional tutoring services, additional access to technology or translation of program materials or resources into their primary language.	Disaggregated CAASPP ELA and Math results for foster youth, English learners and low-income students and internal school assessments in ELA and math will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English language proficiency experienced by English learners inhibits their progress in all academic areas. Long Term English learners in our programs are achieving below other groups in reading ability. Scope: Schoolwide		

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Not Applicable. LACOE does not receive Concentration Grant funds funder EC 42238.02

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	125,552,011	5,825,150	4.640%	0.000%	4.640%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$68,538,362.00	\$3,698,912.00	\$0.00	\$5,003,248.00	\$77,240,522.00	\$74,964,822.00	\$2,275,700.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1		All	No			All Schools	Ongoing	\$2,990,056.00	\$0.00	\$2,990,056.00				\$2,990,056.00	
1	1.2		All	No			All Schools	Ongoing	\$5,528,051.00	\$0.00	\$5,528,051.00				\$5,528,051.00	
1	1.3	College Courses	All	No			All Schools	Ongoing	\$5,022,395.00	\$0.00	\$5,022,395.00				\$5,022,395.00	
1	1.4	Access to Courses	All	No			All Schools	Ongoing	\$389,500.00	\$0.00	\$389,500.00				\$389,500.00	
1	1.5	Middle and High School Dropouts	All	No			All Schools	Ongoing	\$3,071,229.00	\$0.00	\$3,023,293.00			\$47,936.00	\$3,071,229.00	
2	2.1	Community and Family Engagement	All	No			All Schools	Ongoing	\$348,173.00	\$0.00				\$348,173.00	\$348,173.00	
2	2.2	PBIS	All	No			All Schools	Ongoing	\$352,124.00	\$0.00				\$352,124.00	\$352,124.00	
2	2.3	Mental Health Support	All	No			Specific Schools: Renaissance PAU, IPOLY, and LACHSA	Ongoing	\$281,394.00	\$0.00				\$281,394.00	\$281,394.00	
2	2.4	Attendance	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige,	Ongoing	\$6,785,269.00	\$0.00	\$6,785,269.00				\$6,785,269.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Los Padrinos									
2	2.5	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Nidorf, Kirby, Renaissance CCS	Ongoing	\$6,597,747.00	\$0.00	\$6,597,747.00				\$6,597,747.00	
2	2.6	Transition Services	All	No			Specific Schools: JCCS and CCS	Ongoing	\$6,597,747.00	\$0.00	\$6,597,747.00				\$6,597,747.00	
3	3.1	Basic Services for English Learners	All English Learners	No				Ongoing	\$13,499,669.00	\$0.00	\$12,385,333.00			\$1,114,336.00	\$13,499,669.00	
3	3.2	Reclassification	All Reclassified English Learners	No				Ongoing	\$897,939.00	\$0.00				\$897,939.00	\$897,939.00	
3	3.3	Interventions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige, Los Padrinos	Ongoing	\$3,972,311.00	\$0.00	\$3,023,293.00	\$661,259.00		\$287,759.00	\$3,972,311.00	
3	3.4	Expelled Youth	All	No			All Schools	Ongoing	\$3,023,293.00	\$0.00	\$3,023,293.00				\$3,023,293.00	
3	3.5	Foster Youth	All Foster Youth	No			All Schools	Ongoing	\$4,307,532.00	\$0.00	\$3,023,293.00			\$1,284,239.00	\$4,307,532.00	
3	3.6	Dissemination of Data	All	No			All Schools	Ongoing	\$320,098.00	\$0.00	\$92,368.00	\$227,730.00			\$320,098.00	
3	3.7	Instruction	All	No			Specific Schools: Juvenile Court and Community Schools	Ongoing	\$432,189.00	\$0.00	\$432,189.00				\$432,189.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	Teacher Credentialing	All	No			All Schools	Ongoing	\$1,703,697.00	\$0.00	\$1,703,697.00				\$1,703,697.00	
3	3.9	Conditions of Learning	All	No			All Schools	Ongoing	\$180,895.00	\$0.00	\$180,895.00				\$180,895.00	
3	3.10	Homeless Students	All Homeless Students	No			All Schools	Ongoing	\$388,605.00	\$0.00	\$208,605.00	\$180,000.00			\$388,605.00	
3	3.11	Assessments	All	No			All Schools	Ongoing	\$320,098.00	\$0.00	\$92,368.00	\$227,730.00			\$320,098.00	
3	3.12	Data Chats (Continuous Improvement)	All	No			All Schools	Ongoing	\$7,421,554.00	\$0.00	\$7,077,180.00			\$344,374.00	\$7,421,554.00	
3	3.13	Professional Development	All	No			All Schools	Ongoing	\$225,869.00	\$0.00	\$180,895.00			\$44,974.00	\$225,869.00	
3	3.14	Culturally Responsive Pedagogy	All	No			All Schools	Ongoing	\$180,895.00	\$0.00	\$180,895.00				\$180,895.00	
3	3.15	Students With Disabilities	Students with Disabilities	No			All Schools	Ongoing	\$126,493.00	\$0.00		\$126,493.00			\$126,493.00	
4	4.1	Supplemental Professional Development	All	No			Specific Schools: Afflerbaugh-Paige, Kirby, Rockey, Nidorf, Los Padrinos	Ongoing	\$0.00	\$697,114.00		\$697,114.00			\$697,114.00	
4	4.2	Supplemental Graduation Support	All	No			Specific Schools: Afflerbaugh-Paige, Renaissance, Los Padrinos	Ongoing	\$0.00	\$704,444.00		\$704,444.00			\$704,444.00	
4	4.3	Supplemental College & Career Readiness Services	All	No			Specific Schools: Kirby, Nidorf, Afflerbaugh-Paige, Los Padrinos	Ongoing	\$0.00	\$747,649.00		\$747,649.00			\$747,649.00	
4	4.4	EL Support	All English Learners	No			Specific Schools: Renaissance	Ongoing	\$0.00	\$126,493.00		\$126,493.00			\$126,493.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							nce									

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
125,552,011	5,825,150	4.640%	0.000%	4.640%	\$16,406,309.00	0.000%	13.067 %	Total:	\$16,406,309.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$16,406,309.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Attendance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige, Los Padrinos	\$6,785,269.00	
2	2.5	Chronic Absenteeism	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nidorf. Kirby, Renaissance CCS	\$6,597,747.00	
3	3.3	Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige, Los Padrinos	\$3,023,293.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$71,410,028.00	\$67,236,050.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	School Facilities		\$3,106,973.00	\$2,892,884.00
1	1.2	Graduation Rates		\$5,022,395.00	\$4,891,833.00
1	1.3	College Courses	No	\$5,022,395.00	\$4,891,833.00
1	1.4	Access to Courses	No	\$394,246.00	\$389,208.00
1	1.5	Middle and High School Dropouts	No	\$2,307,181.00	\$2,489,036.00
2	2.1	Community and Family Engagement	No	\$341,460.00	\$341,172.00
2	2.2	PBIS	No	\$372,212.00	\$343,924.00
2	2.3	Mental Health Support	No	\$264,120.00	\$240,131.00
2	2.4	Attendance	Yes	\$6,785,269.00	\$5,627,946.00
2	2.5	Chronic Absenteeism	Yes	\$6,785,269.00	\$5,627,946.00
2	2.6	Transition Services	No	\$6,785,269.00	\$5,627,946.00
3	3.1	Basic Services for English Learners	No	\$11,122,006.00	\$11,976,177.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Reclassification	No	\$969,568.00	\$756,520.00
3	3.3	Interventions	Yes	\$2,260,953.00	\$2,442,676.00
3	3.4	Expelled Youth	No	\$2,260,953.00	\$2,442,676.00
3	3.5	Foster Youth	No	\$3,607,418.00	\$3,504,552.00
3	3.6	Dissemination of Data	No	\$192,008.00	\$306,897.00
3	3.7	Instruction	No	\$433,224.00	\$432,017.00
3	3.8	Teacher Credentialing	No	\$2,980,375.00	\$2,420,382.00
3	3.9	Conditions of Learning	No	\$179,955.00	\$180,216.00
3	3.10	Homeless Students	No	\$214,291.00	\$180,216.00
3	3.11	Assessments	No	\$91,460.00	\$306,897.00
3	3.12	Data Chats (Continuous Improvement)	No	\$7,088,905.00	\$6,030,537.00
3	3.13	Professional Development	No	\$224,945.00	\$224,280.00
3	3.14	Culturally Responsive Pedagogy	No	\$179,955.00	\$180,216.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.15	Students With Disabilities	No	\$55,784.00	\$126,493.00
4	4.1	Supplemental Professional Development	No	\$550,366.00	\$550,366.00
4	4.2	Supplemental Graduation Support	No	\$672,602.00	\$672,602.00
4	4.3	Supplemental College & Career Readiness Services	No	\$550,366.00	\$550,366.00
4	4.4	EL Support	No	\$588,105.00	\$588,105.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,660,256	\$15,831,491.00	\$13,698,568.00	\$2,132,923.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Attendance	Yes	\$6,785,269.00	5,627,946		
2	2.5	Chronic Absenteeism	Yes	\$6,785,269.00	5,627,946		
3	3.3	Interventions	Yes	\$2,260,953.00	2,442,676		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
11,459,677	5,660,256		49.393%	\$13,698,568.00	0.000%	119.537%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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