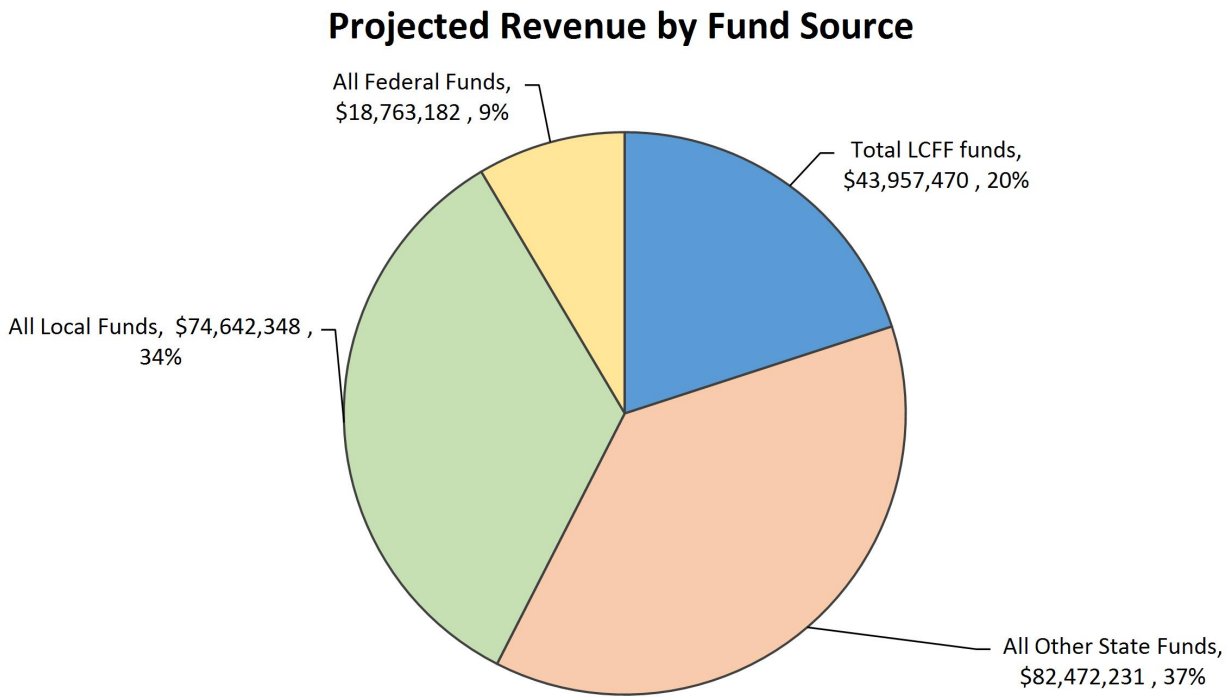
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Tulare County Office of Education
CDS Code: 54105460000000
School Year: 2026-27
COE contact information:
Tammy Bradford
Assistant Superintendent
tammy.bradford@tcoe.org
(559) 730-2910 x 5120

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 2026-27 School Year



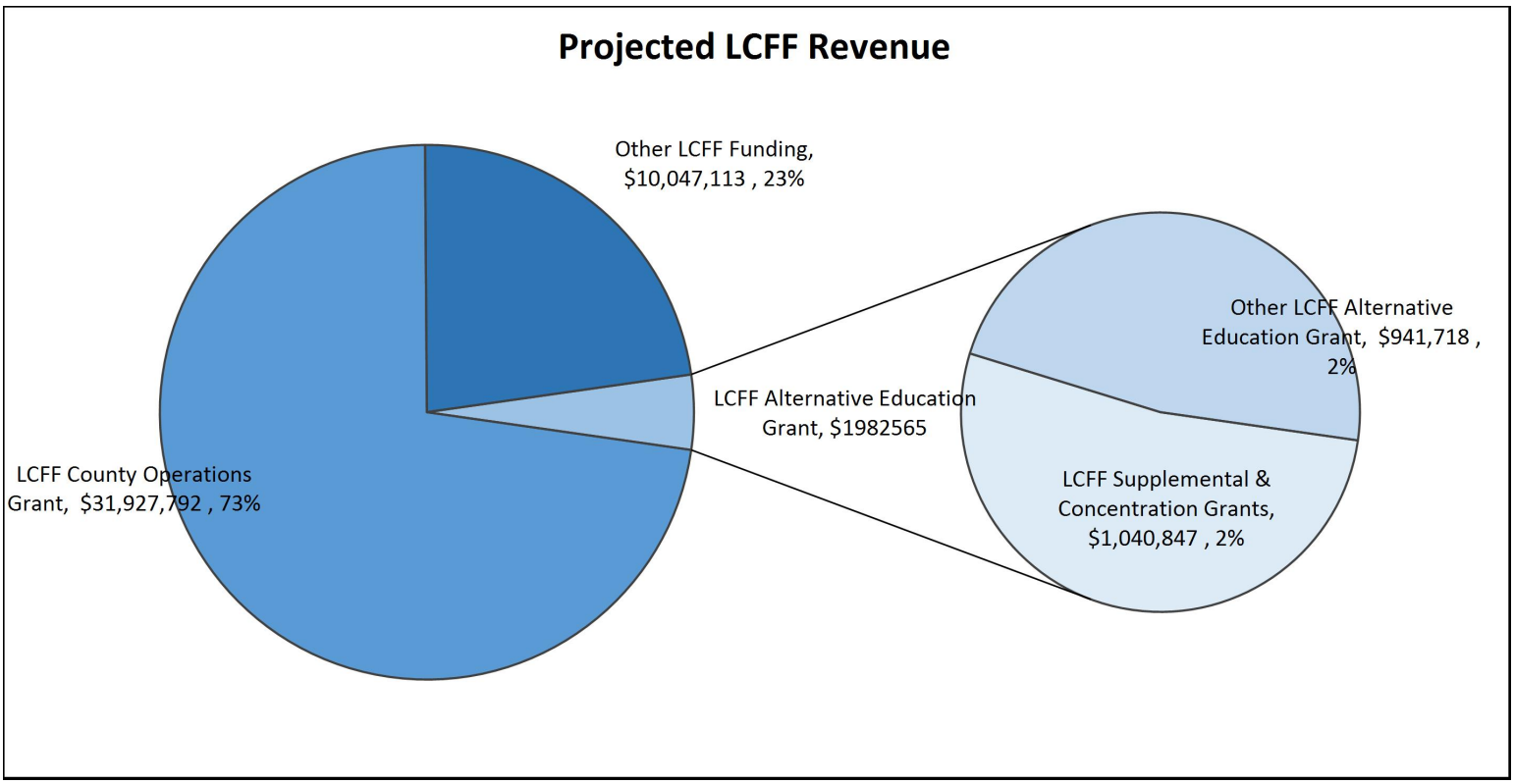
This chart shows the total general purpose revenue Tulare County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tulare County Office of Education is $219,835,231, of which $43,957,470 is Local Control Funding Formula (LCFF), $82,472,231 is other

state funds, $74,642,348 is local funds, and $18,763,182 is federal funds.

Of the $82,472,231 attributed to All Other State Funds, $342,600 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

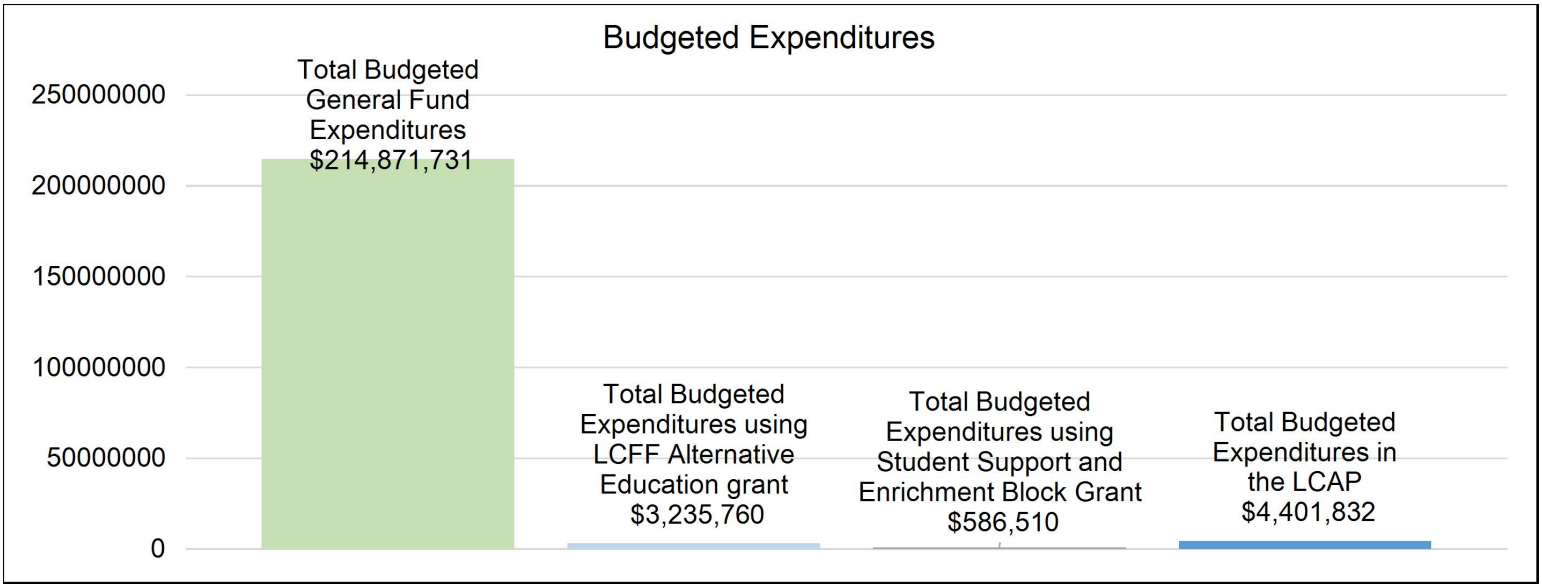


This chart shows the LCFF revenue Tulare County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Tulare County Office of Education is $43,957,470, of which $31,927,792 is attributed to the LCFF County Operations Grant, $1,982,565 is the attributed to the LCFF Alternative Education Grant, and $10,047,113 is other LCFF funds. Of the $1,982,565 attributed to the LCFF Alternative Education Grant, $1,040,847 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The $219,835,231 consists of grants, federal funding, and other state revenues received by the County Office of Education (COE) outside of Local Control Funding Formula (LCFF) funding. Within the LCFF calculation COE receives several funding sources outside of the County Operations and Alternative Education grant, including Education Protection Account (EPA) funding, State Aid for LCAP Support, State Aid for Differentiated Assistance, Property Taxes, and Home-to-School Transportation funding.

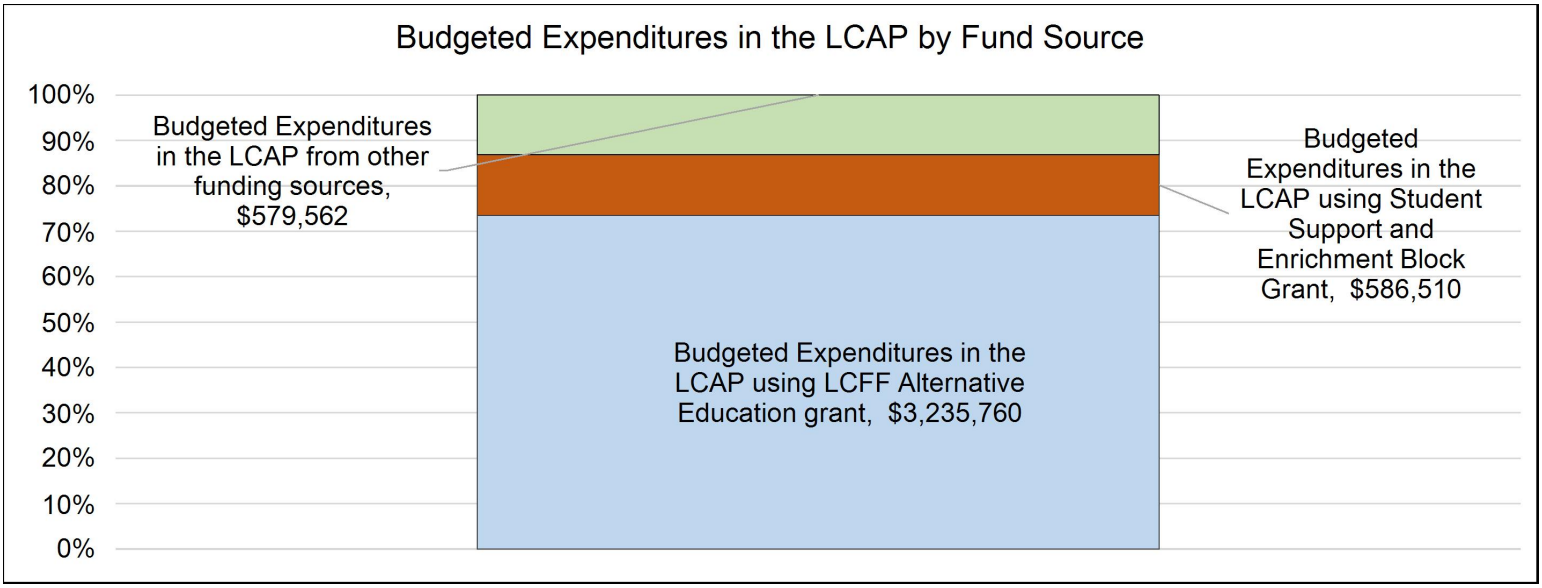
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Tulare County Office of Education plans to spend for 2026-27. 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: Tulare County Office of Education plans to spend $214,871,731 for the 2026-27 school year. Of that amount, $3,235,760 is attributed to the Alternative Education Grant and $586,510 is attributed to the Student Support and Enrichment Block Grant. $210,469,899 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:

General Fund expenditures not in the LCAP include some costs, maintainance and operation expenditures tied to the excution of services to support providing for the needs of students in the district.



This chart provides a quick summary of how much Tulare County Office of Education plans to spend for 2026-27 for planned actions and services in the LCAP.

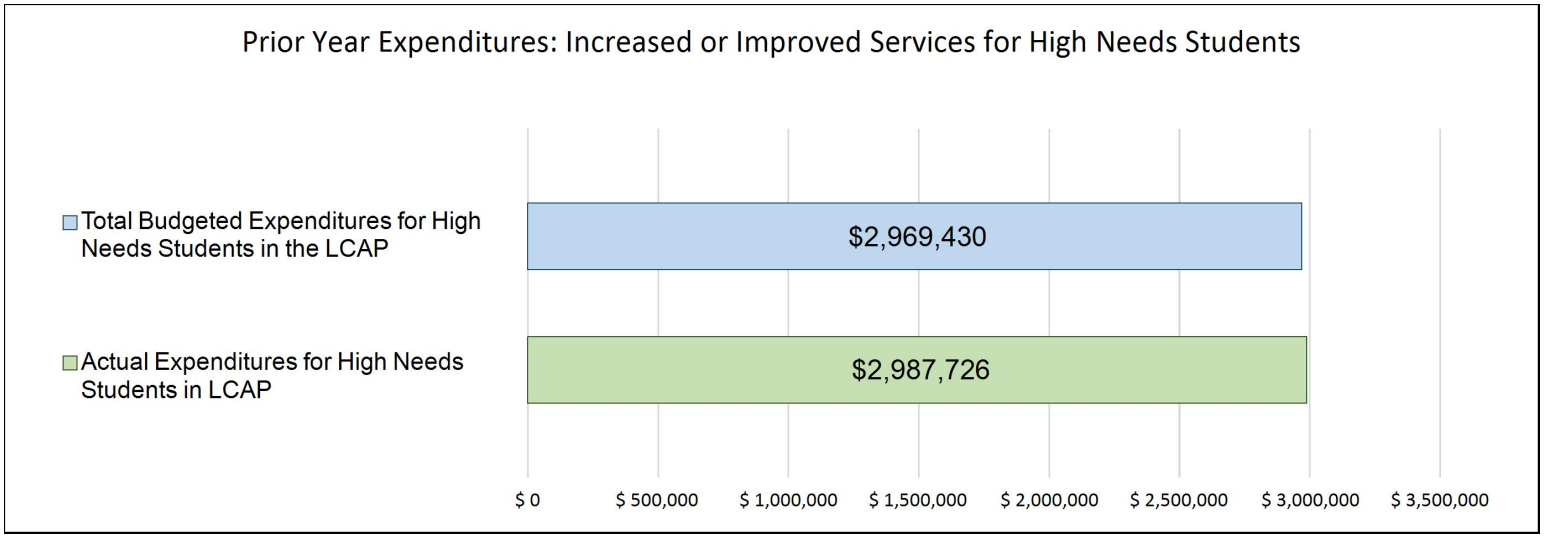
The text description of the above chart is as follows: Tulare County Office of Education plans to spend $4,401,832 on actions/services in the LCAP. Of those funds, $3,235,760 is attributed to the Alternative Education Grant and $586,510 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Tulare County Office of Education is projecting it will receive $1,040,847 based on the enrollment of foster youth, English learner, and low-income students. Tulare County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Tulare County Office of Education plans to spend $3,011,337 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 2025-26



This chart compares what Tulare 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 Tulare 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 2025-26, Tulare County Office of Education's LCAP budgeted $2,969,430 for planned actions to increase or improve services for high needs students. Tulare County Office of Education actually spent $2,987,726 for actions to increase or improve services for high needs students in 2025-26.

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
Tulare County Office of Education	Tammy Bradford Assistant Superintendent	tammy.bradford@tcoe.org (559) 730-2910 x 5120

Plan Summary [2026-27]

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.

Tulare County Office of Education (TCOE) serves a wide geographic rural area in central California covering over 5,000 square miles. The Local Educational Agency of Tulare County Office of Education is comprised of three separate and distinct schools, the Special Education School, Court School and Community School. TCOE serves a wide range of students including expelled or incarcarated youth and students with disabilities with moderate to severe needs who need a more supportive environment. These three schools serve students including those that may be English Langauge Learners, Low Income, Foster Youth as well as Students with Disabilities. As of Census Day (October 1, 2025) TCOE had a total of 1,229 students enrolled in the district in grades TK through 12th grade. The Special Education School had 1,151. Court School had 71. Community School had 7. While these enrollment counts reflect a single day of enrollment, TCOE typically serves over 1,600 students throughout the academic year in grades TK through 12 not including infants and preschool students in our Special Education School. Court school served over 460 students last school year, while Community School served 18. The student population served (as measured on Census Day) by the Tulare County Office of Education includes:

- 62% Socioeconomically Disadvantaged or Low Income
- 1.79% Foster Youth
- 13.6% English Language Learners districtwide

Each of our three schools serve very distinct populations of students. Each may include English Language Learners, Foster Youth, Low Income and Students with Disabilities.
COURT SCHOOL: Located at the Juvenile Detention Facility serves incarcerated youth ranging in ages 12-19 and provides comprehensive

educational services for students who are under the custodial care of the Tulare County Probation Department. The Court School is year round and enrollment varies continuously throughout the school year as students come and go from the Juvenile Detention Facility as determined by the adjudication process of the juvenile court. The average number of days court school students varies. 66% of students were enrolled less than 14 days. 73% were enrolled less than 30 days, while 84% were enrolled less than 60 days, the balance of the students were enrolled 90 plus days. As of Census day 2025, Court School had 71 students enrolled, however over the course of the 2024-2025 school year Tulare County Court School served 469 unduplicated students.

COMMUNITY SCHOOL: The community school serves students ranging in grades 7-12. The Community School is Tulare County's educational program for expelled and probation/court referred youth. The program is a multi-tiered approach involving Tulare County Office of Education, Tulare County Probation, Tulare County Mental Health, and other collaborative partners. Students attending are either court-ordered, probation referred (formal or informal), or who have been expelled from district schools. Students are provided with an educational program tailored to meet their individual academic learning level and behavioral needs. Students are typically enrolled for one to two semesters with the goal of transitioning back to their school of origin. There is a high transient population with the average number of days Community School students were enrolled varies. 0% of students enrolled less than 14 days, 6.25% of students enrolled less than 60 days, 31.25% of students enrolled less than 60 days. As of Census day 2025, Community School had 7 students enrolled, however over the course of the 2024-2025 school year Tulare Community School served 18 unduplicated students.

SPECIAL EDUCATION SCHOOL: The Tulare County Special Education School is a special education program title AcCEL, or Academic Collaborative of Exceptional Learners serving students TK through 12 along with infants and preschool students with disabilities. The Special Education School provides special education instruction and services to students with disabilities by IEP team decision who have been identified by the District of Special Education Accountability (DSEA) needing an extensive supports needs setting. This Special Education School acts as the special education service provider for our 43 member districts that need a more supportive environment for students with moderate to severe disabilities (or extensive support needs). Because TCOE is not the District of Special Education Accountability (DSEA) the majority of the California dashboard metrics for the Tulare County Special Education School apply to the District of Special Educaiton (DSEA) not to Tulare County Office of Education (TCOE). As of census day 2025, the total number of students enrolled in our Special Education School in grades Transitional Kindergarten through 12th grade was 1151. The Special Education School offers educational services to students with moderate to severe disabilities including those with intellectual disabilities. TCOE Special Education School students are served in satellite classes at regular education school campuses throughout the county and in four special education centers located in Visalia, Tulare, Porterville and Yettem. The 1151 students are served in over 87 satellite classes in addition to the four centers throughout the county to serve students at their neighborhood school or a school site closer to the neighborhood school. The curriculum follows the California State Standards, but is significantly modified to meet the individual needs of students who have moderate to severe intellectual disabilities. Students interact with their typically developing peers to the maximum extent possible. Students who are educated in one of our four centers generally have multiple or profound disabilities and/or are able to access learning in a more sheltered environment.

Both Tulare County Court School and Tulare County Community School receive Equity Multiplier Funding.

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local measures indicate successes to celebrate as well as areas Tulare County Office of Education will focus improvement efforts in the final year of this LCAP cycle. These focus areas include the lowest performance levels as identified on the California Dashboard as well as continuing efforts that are demonstrating improvements over the last year.

Highlights in the 2025 California Dashboard and local measures include the following:

- Improvement in attendance (83% of Community schools students, up 69% from 2024, Court school chronic absenteeism dropped 2%).
- Significant reduction in suspension rates, color blue on the CDE dashboard (0% suspension across all schools, a reduction of 5.9%)
- 90% of Community school students earned credit in Career Technical Education (CTE)
- 15.2% improvement in Graduation rate, however still in the red with 33.3% graduating
- 29.4% increased English Language Learner Progress

Focus areas for opportunity include:

- English Language Arts performance declined 104.6 points
- Mathematics performance declined 19.7 points
- Graduation rate increased 15% districtwide, to 18.2% graduating, however this area is still in the red.
- Chronic Absenteeism decreased to 52%
- Suspension rates decreased at Community School by 3.3.% to 13.3% of students suspended. This area is now in orange for Community School.

While California Dashboard data is a required metric in the LCAP, it does not provide an effective or clear picture of students served in the Tulare County School or Community School. Additional local data used to determine students academic levels upon entry to Court or Community schools are more effective and appropriate to capture current levels as progress while attending the Tulare County Court and Community Schools.

- Local data also demonstrates continued high levels of parent engagement with 90% of parents of Court School students completing the parent surveys as part of our needs assessment and LCAP development. Additional parent engagement and input was obtained via parent teacher conferences. Court School parents continue to demonstrate increasing levels of engagement through parent teacher conferences. 71% of Court School students' parents attended parent teacher conferences through a combination of in person and virtual/phone participation.

The following local data was collected from Educational Partners via surveys, meetings, site visits and focus groups:
School Site Council meetings were held on 9/24/25, 11/19/25, 1/29/26, 3/25/26, 4/22/26,

A review of survey data collected from parents indicates:

- 85% of parents indicate their student has access to high quality textbooks and instructional materials and technology.
- 85% of parents indicate their students receive high quality instruction.
- 80% of parents report teachers are preparing their student to ge college or career ready.

- 90% of parents report their students receive the necessary help to be successful in school
- 75% of parents report their students know how to access academic support opportunities.
- 90% of parents report their student's school emphasizes the importance of school attendance.
- 90% of parents report their student's school is well maintained and in good repair.
- 95% of parents report their student feels safe at school.
- 60% of parents report their student feels connected to his/her school.

A review of survey data collected from students indicates:
- 76.9% of students report they accesss support when needed
- 75% of students report feeling safe at school
- 61.5% of students report they have someone at school they can go to when needed
- 75% of students report the PBIS strategies associated with LCAP goal 1 and actions are effective and essential.

A review of survey data collected from staff indicates:
- Teachers reported that behavior technicians have been helpful and additional PD, behavior support, more course offerings, and culinary reasoures would continue to be helpful
- 76.2% of staff report Professional Development offerings are beneficial
- 61.9% of staff report they receive the training they need
- 71.4% of staff report students support services effectively address student's needs.
- 61.9% report the school is clean and properly maintained.
- 76.2% report enough technological resources

Overall many students voiced that they lack motivation to attend, try their best and control their behavior. The incentives and Positive Behavior Intervention Supports help motivate them to improve their behavior and complete their studies.
Students also voiced that they enjoy the field trips and having these available to them help them to see possibilities for careers and college options after high school. Students reported that CTE courses provided greater exposure to career options and they would like more CTE course options.
Staff report great communication, access to technology and good relationships with students
Parents report that students feel more confident, cared for and are making progress

2023 California Dashboard information:
Tulare County Office of Education district had level red performance on the 2023 Dashboard in student groups for Graduation rate of Socio-economically Disadvantaged students.

Tulare County Office of Education Schools in Red: Special Education School for Chronic Absenteeism, Grad rate, and College Career Indicator as of 2023 Dashboard.

Special Education School red on the Dashboard for the following students within a school as of 2023 Dashboard:

- Chronic absenteeism for Hispanic students, Socioeconomically disadvantaged, English Learners, Students with Disabilities.
- Graduation rate for Hispanic students, Socioeconomically disadvantaged, English Learners, Students with Disabilities.
- College/Career Indicator rate for Hispanic students, Socioeconomically disadvantaged, Students with Disabilities.

Community School level red for student group within a school on 2023 Dashboard:

- Suspension rate for Hispanic students.

Learning Recovery Emergency Block Grant (LREBG) funds:
TCOE has fully expended our Learning Recovery Emergency Block Grant Funds during the 2025-2026 school year. $0 remain unspent.

Reflections: Technical Assistance

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

As identified on the California State Dashboard, TCOE is eligible for Differentiated Assistance (DA) for Socioeconomically Disadvantaged student groups performance in Priority area 5 Pupil Engagement and Priority Area 8 Outcomes in a Broad Course of Study. Due to the chronic absenteeism of our students in community school and the limited college and career options our students show lower outcomes in these respective areas on the California Dashboard. TCOE has expanded our CTE course offerings with the LCAP and LCFF funds to provide a broader course of study which is showing improvement in reducing chronic absenteeism and improved attendance, however, despite these local level improvements the outcomes as measured on the California Dashboard in the Graduation Rate and College/Career indicators still in the lowest range when compared with typically school districts. Considering the nature of Court and Community schools, the vast majority of students are released from custody prior to graduating and do not return to their school of origin to complete their education resulting in a dropout on our end of year data. With the support of the Student Transition Specialists included in our LCAP, our work aims to provide continued follow up and support to students to ensure they are able to reconnect to their schools after leaving our Court or Community Schools to continue their education. TCOE relies on other local metrics to measure progress and improvement of students while they are served by TCOE within the Court and Community Schools.

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.

Tulare County Special Education School is eligible 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.

Tulare County Office of Education supported the Special Education School in conducting their needs assessments by providing professional learning on understanding and analyzing student data and supporting troubleshooting procedures related to exploring possible opportunities for students with disabilities to utilize the new California Alternate Pathway to Diploma for those students where the IEP team has determined appropriate. TCOE provides monthly meetings with the SELPA and District administrators to discuss the Tulare County Special Education School including reviewing data. The LEA discussed improvement ideas include actions and collaborate on evidence-based interventions to support student success. With the creation of the Alternative Pathway to Diploma there may be students with disabilities served in the Tulare County Special Education School (i.e. AcCEL program) that may obtain the alternate diploma thus improving graduation rates. Graduation rate is the only area Tulare County Special Education School is identified for CSI. The Tulare County Special Education school is a service provider for students with disabilities who have extensive support needs or moderate to severe programmatic needs. These students as determined by each individual education plan, are working towards a certificate of completion. The district will collaborate with the district of special education accountability to identify any students who could meet the criteria for the alternate pathway to diploma.

Monitoring and Evaluating Effectiveness

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

Monitoring the implementation of the CSI plan includes site leaders using action aligned data metrics to evaluate action effectiveness and support effective implementation and/or begin a new cycle of improvement based on the interventions effectiveness or lack thereof. During scheduled DOSE meetings, TCOE, SELPA and district leaders will monitor Alternate Pathway to Diploma numbers as a metric of evaluating effectiveness.

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
Teachers	Teacher engagement in the LCAP development process, included meetings to engage teachers in live interaction and online surveys. Teachers were invited to attend meetings held throughout the year including School Site Council meetings (September and November of 2025 and January, March, April and May of 2026) to review general information about the LCAP as well as provide feedback regarding the developement of the new LCAP and the use of Equity Multiplier funds. During these meetings teachers received information about the LCAP, what it is, it's purpose, and their role in its development. Engagement included a review of current and historical data on student performance and other metrics measured in the LCAP to provide a mid year review of the district's progress towards meeting LCAP goals established last year. In addition to these meetings, teacher input and feedback was obtained via online surveys. This provided a greater opportunity to all teachers to engage in the LCAP development when they were unable to attend meetings. All information obtained during meetings and through surveys was used to assist in development of the new LCAP.
Parents	TCOE engaged Parents in the development of the LCAP through a combination of live engagement meetings and online surveys. Parent engagement and participation has increased over the last two years. Parent participation in parent conferences has increased to 92% of our students. In addition to parent conferences, parent engagement included participation in School Site Council meetings and parent

Educational Partner(s)	Process for Engagement
	surveys. The School Site Council (SSC) also functions as the Parent Advisory Committee (PAC) for TCOE. Parents of students with disabilities are included and invited to all School Site Council meetings. A total of 53% of parents completed the parent surveys, increasing overall parent engagement through both in person meetings and online surveys. TCOE reviewed and developed the LCAP through input obtained during School Site Meetings. During these meetings, parents were presented with a Mid year LCAP on January, February, March and May. Parents participating discussed the current LCAP goals, actions and the LCAP planning and development process.
Students	Student engagement in the LCAP development included a combination of feedback obtained via live meetings, focus groups during site visits to campuses and surveys. Live meetings and focus groups were held with students in April to gain feedback on LCAP actions and development. Students engaged in discussion, answering and asking questions about LCAP actions including how the implementation of the LCAP impacts them. Students including students with disabilities are invited and including in the School Site Council meetings where the LCAP is discussed. At least two students are invited and/or included in these School Site Council meetings.
Administrators	TCOE engaged administrators in the development of the LCAP through various meetings both in person and virtually. During these meetings with adminstrators, district staff collaborated on current student needs, metrics, goals, review data and discuss ideas for addressing ongoing needs in the LCAP. Meetings occurred approximately monthly and included discussions of the Equity Multiplier funds, goals, and actions.
Other School Personnel including local bargaining units	Additional staff including bargaining units particiated and engaged in LCAP discussions through both meetings and surveys. Staff were invited to meetings focused on LCAP development and additional input and feedback was obtained via surveys to ensure greater and broader input from staff members. School Site Council meetings were held in January and April to enage staff members in these conversations. Surveys were sent out in March with great input and participation.

Educational Partner(s)	Process for Engagement
SELPA	TCOE engaged with the Tulare County SELPA in LCAP development through engagement during monthly meetings with SELPA administrators. This monthly meeting is referred to the Directors of Special Education (DOSE) meeting. During these meetings TCOE district staff collaborate with SELPA staff and review current needs of students with disabilities, effectiveness of current actions within the LCAP. This included reviewing student data, discussing root causes of areas of need, and exploring professional development ideas and included discussions of the Equity Multiplier funds, goals and actions. Monthly district Directors of Special Education meetings provide district and SELPA staff an opportunity to discuss students with disabilities needs and potential ideas for improvement and how these actions align with district priorities addressed in the LCAP.
Educational Partner Engagement for Purposes of Input and Feedback Relative to Equity Multiplier Funding for TCOE Court and Community Schools	As part of the School Site Council meetings (September, November, January, March, April and May) the TCOE team discussed with Educational Partners on student outcomes, review current needs, and gather input for development of possible steps to address these needs to elicit more positive student outcomes. Information regarding the purpose of the Equity Multiplier funding and the reason for the schools' eligibility was reviewed and discussed.

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

Provide a summary of the information and how this influenced the LCAP, not a repeat of the survey data listed in the annual performance. Make sure this is recorded in the LCAP before deleting (LCAP).

A review of the end-of-year feedback gathered from students, parents and teachers regarding the 2025-2026 academic year indicated that Parents generally report positive transformations in their children's personal growth and academic progress, though they request more mental health services and college readiness programs. Teachers emphasize the necessity of behavioral supports including dedicated behavioral staff. Educational partners also expressed the importance of postive behavior supports and consistent classroom routines to manage the unique challenges of a juvenile justice educational setting. The feedback highlights the success of hands-on vocational courses like culinary arts and music in fostering student engagement. To improve future outcomes, educational partners advocated for enhanced collaboration, updated instructional technology, and additional administrative support. Overall, the feedback from Educational Partners reflect a community committed to rehabilitative education through strong staff-student relationships and adaptable teaching strategies.

The actions of the LCAP were recognized as effective for meeting the LCAP goals and personal experiences were shared by Educational Parnters on how these LCAP actions are generalizing to the home environment. Examples included how the mental health supports provided

in LCAP actions 1.1 and 3.1 have been effective for students to learn to better express themselves and learn to identify their own feelings. Other examples shared identified how the CTE supports through actions 1.1, 4.1.

The following local data was collected from Educational Partners via surveys, meetings, site visits and focus groups:
Many students voiced that they lack motivation to attend, try their best and control their behavior. The incentives and Positive Behavior Intervention Supports as well as having hands on CTE classes help motivate them to attend, engage and behave.
Student also voiced that they enjoy the field trips, access to CTE courses available to them help them to see possibilities for careers and college options after high school. Students reported that CTE courses provided greater exposure to career options and they would like more CTE course options.
Staff report great communication, access to technology and good relationships with students
Parents report that students feel more confident, cared for and are making progress.

Following a review of input and feedback from Educational Partners, the TCOE district team reviewed the responses to help measure the effectiveness of the current LCAP actions as well as help guide the use of funds including Equity Mulitplier. This process helped inform TCOE in determining effectiveness of LCAP actions and where any changes may be needed. At this point the actions in the LCAP continue to be effective and valued by the Educational Partners and will continue.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All TCOE students will demonstrate improvement in educational performance in all academic areas including ELA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through analysis of the data and input from Educational Partners. The analysis of the California Dashboard data continues to indicate a need to support all TCOE students in Math and ELA performance and English Langauge Development to support Long Term English Language Learners. As measured by the dashboard, TCOE students are performing 185.9 points below standard in ELA and 211.9 points below standard in Math. During LCAP development process, feedback from staff, parents and students identified the need for ongoing instructional support in ELA, Math and ELD. Feedback from Educational Partners agreed that actions to improve educational outcomes for students is warranted including the following actions:

- Continued educational support from highly qualified teachers and support staff
- Purchase and utilization of additional supplementary supplies and materials for reading, writing, math, ELD and CTE.
- Professional Development for instructional staff to improve learning and teaching modalities and increase student achievement.
- Expanded instructional support to guide teachers in meeting the needs of diverse learners through highing Teachers on Special Assignment to provide additional support to students and teachers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC: English Language Arts Assessment Data Source: Dashboard	Performance represented by distance from standard Data year: 2022-23	Data Source: 2023-24 Dashboard • All TCOE students:	Data Source: 2024-2025 Dashboard • All TCOE students:	TCOE: • All TCOE students: 100 points	Improvement in ELA by 30 points districtwide. • All TCOE students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• All TCOE students: 185.9 points below standard • Hispanic Court Students: 184.8 points below standard • Low income students: 185 points below standard * Other student groups were too small to display dashboard data (ie. Foster, SWD) Court School: • All Court Students: 211.9 points below standard • Hispanic Court Students: 201.7 points below standard	154.9 points below standard (nearly 30 point improvement) • Hispanic students: 156.5 points below standard, 28.3 improvement • Low income students: 164.4 points below standard, 20.6 point improvement *other student groups were too small to display dashboard data. Court School:	174.6 points below standard (declined 19.7 points) • Hispanic students: *too few students to provide a performance level including specific student groups • Low income students: 174.6 points below standard, 10.2 point decline *other student groups were too small to display dashboard data.	below standard • Hispanic Court Students: 100 points below standard • Low income students: 100 points below standard Court School: • All Court Students: 100 points below distance standard • Hispanic Court Students: 150 points below standard	about 10 points better than the baseline. • Hispanic students: *too few students to provide a performance level including specific student groups • Low income students: about 10 points of improvement over baseline *other student groups were too small to display dashboard data. Court School: *too few students to provide a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Low income students: 211.9 points below standard * Other student groups were too small to display dashboard data (ie. Foster, SWD) Community School: No placement data is available for the 2023 reporting year	*too few students to provide a performance level including specific student groups Community School: *too few students to provide a performance level including specific student groups	Court School: *too few students to provide a performance level including specific student groups Community School: *too few students to provide a performance level including specific student groups	• Low income students: 150 points below standard Data source: Dashboard	performance level including specific student groups Community School: *too few students to provide a performance level including specific student groups
1.2	SBAC: Math Assessment Data Source: Dashboard	Data year: 2022-23 Performance represented by distance from standard • All TCOE Students 255.5 points below standard • All Court Students: 278.3 points below standard • Hispanic Court Students: 278.5 points below standard	Data Source: 2023-24 Dashboard • All TCOE students: 165.1 points below standard (nearly 90.4 point improvement) • Hispanic students: 177.9 points below standard (nearly	Data Source: 2024-2025 Dashboard • All TCOE students: 269.7 points below standard (declined 104.6 points) • Hispanic students: *too few students to provide a performance level	• All TCOE Students 200 points below standard • All Court Students: 200 points below standard • Hispanic Court Students: 200 points below standard	Significant improvement in scores, with 90.4 points improved in math districtwide. • All TCOE students: Decline of about 6 points from baseline • Hispanic students: *too few students to provide a performance level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Low income students: 278.3 points below standard * Other student groups were too small to display dashboard data (ie. Foster, SWD) • Community School: * no data available	84.3 point improvement) • Low income students: 185.7points below standard, 67.7 point improvement • Students with dIsabilities: 122.7 points below standard *other student groups were too small to display dashboard data. Court School: *too few students to provide a performance level including specific student groups Community School:	including specific student groups • Low income students: 269.7 points below standard, 84 point decline *other student groups were too small to display dashboard data. Court School: *too few students to provide a performance level including specific student groups Community School: *too few students to provide a performance level including specific student groups	• Low income students: 200 points below standard Date source: Dashboard	comparison from baseline • Low income students: Decline of about 6 points from baseline • Students with dIsabilities: *too few students to provide a performance level comparison from baseline *other student groups were too small to display dashboard data. Court School: *too few students to provide a performance level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*too few students to provide a performance level including specific student groups			including specific student groups Community School: *too few students to provide a performance level including specific student groups
1.3	English Learners Making Progress Toward English Language Proficiency Data Source: English Learner Progress Indicator, Dashboard	Data year: 2022-23 • TCOE 55.6% making progress • Court School: 58.3% making progress • Community School: * no data available	Data year: 2023-24 • TCOE 27.3% making progress • Court School: 58.3% making progress • Communit y School: * no data available	Data year: 2023-24 Data Source: CA Dashboard • TCOE 29.4% making progress (Improved by 2.1% • Court School: 15.4% making progress • Communit y School: * no data available	• TCOE 58% making progress • Court School: 60% making progress	TCOE: English Learner progress is below baseline but above last year. • Court School: declined 33.3% • Communit y School: * no data available
1.4	Credit Accrual towards Graduation Data Source: Student Information System	Data year: 2022-23 Percentage of students accruing credits towards graduation	Community: 100% earning credits towrads garduation.	Community: 86.7% of 9-12 grade students earned credits towards garduation.	Community: 95% Court: 75%	Improvement over baseline for both Court and Community schools.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		during period of attendance Community: 90% Court: 19.4%	Court: Between 43.18% depending on the duration of enrollment.	Court: 49.8% of students grades 9-12 earned credits towards graduation.		Community: 10% more earning credits towrads garduation. Court: Between 28.8% more students earning credits
1.5	CTE Course Completion Date Source: Student Information System	Data Year: 2022-23 Community: 17/42 students (40%) accrued at least some CTE credit Court: 2/425 students (0%) accrued at least some CTE credit	Data Year: 2024-25 Community: 19/20 (95%) accrued at least some CTE credit Court: 3/66 (4%) accrued at least some CTE credit	Data Year: 2025-26 Community: 9/10 (90%) of 9-12 accrued at least some CTE credit Court: 10/12 (83%) accrued at least some CTE credit	Community: 50% Court: 1%	Community: 35% more students accrued at least some CTE credit surpassing the 3 year outcome target for this metric. Court: 3% more students accrued at least some CTE credit supassing the 3 year outcome target for this metric.
1.6	Participation in CTE Courses and Vocational Certificates Data year: 2022-23 Data Source: Dashboard and local data from Student Information System	Data Year: 2023-24 Court: 3 out of 10 students completed the Retail Customer Service CTE certificate Community: "0 students completed the retail customer service certificate"	Data Year: 2024-25 Court: 20 students Community: 17 students	Data Year: 2025-26 Court: 27 students Community: 17 students	Court: 20 students will complete Retail Customer Service and obtain the CTE Certfiicate Community: 5 students will complete Retail Customer Service	Increase number of students participating in CTE courses. Court: 17 more students than last year Community: 17 students more

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					and obtain the CTE Certfiicate	students than last year
1.7	College Course Dual or Concurrent Enrollment (Broad Course of Study) Data Source: Local data from student information system	Data Year: 2023-24 Students enrolled in concurrent college enrollment: Court School: 2022-2023- 1 student 2023-2024- 1 student Community School: 0	Data Year: 2024-25 Students enrolled in concurrent college enrollment: Court School: 8 Community School: 0	Data Year: 2024-25 Students enrolled in concurrent college enrollment: Court School: 16 Community School: 3	Students enrolled in Dual or concurrent Enrollment: 2 Community School: 0	Significant Improvement in the number of students dually enrolled in college courses at Court School from 1 to 16 surpassing the three year target for this goal Community School: 3 students up from 0 and surpassing the three year target for this goal.
1.8	CTE Pathway and Completion Rates (Broad Course of Study) Data Source: Dashboard, College Career indicator	Data Year: 2022-23 TCOE: All Students: 3.3% Prepared Court School: 0% prepared • Hispanic Court Students: 0% prepared • Low income Court students: 0% prepared * Other student groups	Data Year: 2023-24 TCOE: All Students: 0% Prepared Court School: 0% prepared • Hispanic Court Students: 0% prepared • Low income	Data Year: 2024-25 TCOE: All Students: 0% Prepared Court School: 0% prepared • Hispanic Court Students: 0% prepared • Low income	Court: 0% • Hispanic 0% • Low income 0% Community: 0% • Hispanic 5% • Low income 5%	TCOE: All Students: Reduction of 3.3% Court School: 0% change • Hispanic Court Students: 0% change • Low income Court students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		were too small to display dashboard data (ie. Foster, SWD) Community School: No performance level on Dashboard • Hispanic Community students: less than 11 students - data not displayed for privacy • Low income Community students: less than 11 students - data not displayed for privacy	Court students: 0% prepared * Other student groups were too small to display dashboard data (ie. Foster, SWD) Community School: No performance level on Dashboard • Hispanic Community students: less than 11 students - data not displayed for privacy • Low income Community students: less than 11 students - data not	Court students: 0% prepared * Other student groups were too small to display dashboard data (ie. Foster, SWD) Community School: No performance level on Dashboard • Hispanic Community students: less than 11 students - data not displayed for privacy • Low income Community students: less than 11 students - data not		0% change * Other student groups were too small to display dashboard data (ie. Foster, SWD) Community School: No performance level on Dashboard • Hispanic Community students: less than 11 students - data not displayed for privacy • Low income Community students: less than 11 students - data not displayed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			displayed for privacy	displayed for privacy		for privacy
1.9	A-G Completion Rate Data Source: CALPADS EOY 3, Dashboard	Data Year: 2022-23 0%	Data Year: 2023-24 0%	Data Year: 2024-25 0%	5% Data Source: College Career indicator on Dashboard	No change
1.10	AP Class Passage Rate Data Source: CALPADS	Data year: 2022-23 Percentage of Students Passing AP Class with Score of 3 or higher 0%	Data year: 2023-24 Percentage of Students Passing AP Class with Score of 3 or higher 0%	Data year: 2024-25 Percentage of Students Passing AP Class with Score of 3 or higher 0%	0% Data source: CALPADS	No change
1.11	English Learner Reclassification Rate	Data Year: 2022-2023 Court: 0% Community 0% Data Source: CALPADS 2.16, EOY 3	Data Year: 2023-2024 Court: 5.56% Community: 0 % Data Source: CALPADS 2.16, EOY 3	Data Year: 2023-2024 Court: 0% Community: 0% Data Source: CALPADS 2.16, EOY 3	Court: 10% Community 10% Data Source: CALPADS 2.16, EOY 3	Slight improvement in reclassification rate at Court School Court: 5.56% increase Community: 0% change
1.12	Early Assessment Program (EAP) Date source: DataQuest	Data year: 2022-23 0%	Data year: 2023-24 0%	Data year: 2024-25 0%	0%	No change
1.13	Long-Term English Learners (LTELS)	Data year: 2023-24	Data year: 2024-25	Data year: 2024-25	Number of LTELs	Local data shows an increase in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: DataQuest and local data from student information system	Number of LTELs Court: 15 Community: 2	Number of LTELs Court: Data not available from Dataquest until July 2025, Local data shows 66 LTELs this school year. Community: Data not available from Dataquest until July 2025, local data shows 3 LTELs this school year	Aeries Analytics Number of LTELs Court: 57 Community: 3 Data Source: DataQuest	Court: 8 Community: 0	number of LTELs at Court School and Community School. Court: More LTELs enrolled this year Community: More LTELs enrolled this year
1.14	California Science Test (CAST) Data Source: CAASPP ETS & Dashboard	Data Year: 2022-2023 Percentage of Students Meeting or Exceeding Standard TCOE: 5.26% met or exceeded Court: 9.09% met or exceeded Community: In order to protect student privacy, data is suppressed because fewer that 11 students tested	Data Year: 2023-2024 Date Source: Dashboard and CAASPP ETS Percentage of Students Meeting or Exceeding Standard TCOE: • All students: 18.8% met or exceeded, 28.2 points	Data Year: 2024-2025 Date Source: Dashboard and CAASPP ETS Percentage of Students Meeting or Exceeding Standard TCOE: • All students: 33.9 points, improvement of 4.4 points	Percentage of Students Meeting or Exceeding Standard TCOE: 10% met or exceeded Court: 15% met or exceeded Community: 10% met or exceeded SPED School: 15.46% met or exceeded	2024 is the first year with CAST results in the dashboard, therefore there are no performance color in the Dashboard. Comparing scores the prior year TCOE as a whole showed improvement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPED School: 15.46% met or exceeded Data Source: CAASPP ETS	below standard • Hispanic: 15.9% met or exceeded, 28.2 points below standard • Low income: 15.1%, 30.6 points below standard * other student groups had too few students to show data Court: 0.0% met or exceeded, In order to protect student privacy, data is suppressed because fewer that 11 students tested Community: In order to protect student privacy, data is suppressed because fewer that 11 students tested	• Hispanic: other student groups had too few students to show data • Low income: 33.9 points, improved 4.8 points * other student groups had too few students to show data Court: 35 science points (increase of 10.6 points) Community: In order to protect student privacy, data is suppressed because fewer that 11 students tested SPED School: 45.7 science points (maintained 1.8 points)	Data Source: CAASPP ETS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SPED School: 19.7 points below the standard			
1.15	Graduation Rate and/or Completers CALPADS 15.1	Graduation Rate: TCOE All Students: 3.2% • Low income: 3.3% Court: • All students: 5% • Low income: 5% Community: • All students: Less than 11 students, data not displayed for privacy • Low income: Less than 11 students, data not displayed for privacy Data Year: 2023 Dashboard Special Ed: • All students: 0%	Graduation Rate: Data Source: Dashboard Data year: 2024 TCOE All Students: 18.2% • Low income: 18.8% Court: • All students: 20.8% • Low income: 20.8% • Hispanic: 21.7% Community: • All students: Less than 11 students, data not displayed for privacy	Graduation Rate: Data Source: Dashboard Data year: 2025 TCOE All Students: 33.3% (increase of 15.2%) • Low income: 33.3% (increase of 14.6) • Hispanic: 32.4% (increased 13%) Court: • All students: 36.6% • Low income: 36.6% • Hispanic: 0% Community: • All students:	Graduation Rate: TCOE All Students: 10% Low-income: 12% Court: 5% • All students: 10% • Low income: 10% Community: • All students: 10% • Low income: 10% Special Ed: • All students: 0% • Low income: 0% • 65% Certificate	Increase in graduation rate of 15% district wide. Court School also shows big improvements in graduation rates. TCOE All Students: increase of 15.2% • Low income: increase of 15.2% Court: • All students: increase of 15.8% • Low income: increase of 15.8% Community: • All students: Less than 11 students,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Low income: 0% • 56.12% Certificate of Completion (2023-24 CALPADS) Data Year: 2022-23 Graduation/Completers Annual: Court: 2 Community: 0 Special Ed: 110 certificate of completion	• Low income: Less than 11 students, data not displayed for privacy Special Ed: • All students: 0% • Low income: 0% • 56.12% Certificate of Completion (2023-24 CALPADS) Data Year: 2023-24 Data Source: CALPADS 15.1 Graduation/Completers Annual: Court: 3, 13.64% Community: 1 students, 33% Special Ed: 70	Less than 11 students, data not displayed for privacy • Low income: Less than 11 students, data not displayed for privacy Special Ed: • All students: 0% • Low income: 0% • 98.59% Certificate of Completion (2024-25 CALPADS) Data Year: 2024-25 Data Source:	of Completion Graduation/Completers annual: Court: 4 Community: 4 Special Ed: 110 certificate of completion	data not displayed for privacy • Low income: Less than 11 students, data not displayed for privacy Special Ed: • All students: No change • Low income: No change Data Year: 2023-24 Data Source: CALPADS 15.1 Graduation/Completers Annual: Court: 3, 36.6%, or and increase of 13.64% Community: 0, no graduates last year Special Ed: 70

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			certificate of completions (98.59%)	CALPADS 15.1 Graduation/Completers Annual: Court: 11, 36.6% Community: 0 students Special Ed: 70 certificate of completions (98.59%)		certificate of completions (98.59%)
1.16	Implementation of Academic Content and Performance Standards Data Source: Local Indicator Report	Data Year: 2023-24 Full Implementation and Sustainability	Data Year: 2024-25 Full Implementation and Sustainability	Data Year: 2025-26 Full Implementation and Sustainability	Full Implementation and Sustainability	No change

Goal Analysis [2025-26]

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.

1.1 Action is fully Implemented with all staffing hired for positions planned. A small but not substantive difference in the planned verses actual implementation was due to slower than expected hiring process to fill a few teacher vacancies. A noteworthy success in this implementation is the significant decrease in suspensions.

1.2 This action is fully implemented and no substanative differences or challenges observed.

1.3 This action is fully implemetned with no challenges observed and no challenges observed.

1.4 This action is fully implemented with no challenges observed and no challenges observed.

1.5 This action is fully implemented. Successes were noted with Educational Partner feedback reporting appropriate technology. No challenges observed.

1.6 This action is fully implemented with the hiring of the CTE teacher as planned. Educational Partners feedback recognized success of this action.

1.7 This action is fully implemented with no challenges observed and no challenges observed.

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

1.1 The actual estimated expenditures appear slightly lower than planned due to delays in filling staff vacancies. This delay lowered the budgeted costs associated with salaries and benefits of those staff.

1.2 Actual expenditures for supplemental materials and supplies were slightly higher than anticipated due to rising costs.

1.3 Actual expenditures for online educational programs also demonstrate increased costs above planned costs.

1.4 Overall professional learning expenditures surpassed planned costs when including other state funds. This materials diffence accounted for additional professional development in support of LCAP goal 1 using other state funds.

1.5 No significant material differences.

1.6 All Learning Recovery Block Grant funds were expended during the 2025-2026 school year, however the actual expenditures of these funds were shifted provide instructional support and additional supplemental instructional supplies during the summer program aligned to LCAP goal 1 rather than the CTE teacher as originally planned. Action 1.6 still was fully implemented with the use of other state funds (equity multiplier funds).

1.7 This action is funded through personnel therefore no additional funds were tied to this action. No material differences or challenges.

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

1.1 SBAC performance measures annual performance of the students in attendance, however the nature of Court and Community these students move in and out frequently therefore the SBAC does not provide a full picture of the effectivness of this action. Based on reviewing a combination of dashboard performance and local measures including feedback from educational partners this action is partially effective. The increase in grad rates and credit accural demonstrate this improvement more than the SBAC.

1.2 This action was determined effective towards supporting LCAP goal 1 as demonstrated with improved graduation rates. This action also addresses socioeconomically disadvantaged graduation rate. This action meets the red dashboard requirement for all students, Low income, Hispanic, students with disabilities, English Learners, to improve graduation rate This action is deemed effective as evidenced by the dashboard and local measures.

1.3 This action is deemed effective by a review of local measures including credit completion and accrual of credits during period of enrollment and Graduation rate. Additional local measures including educational partner feedback, demonstrating improvement tied to this action.

1.4 SBAC performance measures annual performance of the students in attendance, however the nature of Court and Community these students move in and out frequently therefore the SBAC does not provide a full picture of the effectivness of this action. Based on reviewing a combination of dashboard performance and local measures including feedback from educational partners this action is partially effective. The increase in grad rates and credit accural demonstrate this improvement more than the SBAC. The effectiveness of this action is recognized in the increase in students accruing credit towards graduation. This metric has more than doubled from the baseline.

1.5 SBAC performance measures annual performance of the students in attendance, however the nature of Court and Community these students move in and out frequently therefore the SBAC does not provide a full picture of the effectivness of this action. Based on local measures including feedback from educational partners this action is partially effective. The increase in grad rates and credit accural demonstrate this improvement more than the SBAC. With more online education programs, students have increased opportunities to gain credit towards graduation, made possible by this action to purchase appropriate technology.

1.6 In person feedback from Educational Partner feedback illustrated the effectiveness in the CTE teacher to increase the course of study and as improve student engagement.

1.7 Based on the small improvements in English Language Learners this action is deemed effective.

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.

1.1 One relevant planned change is the addition of Behavior Intervention Technicians for Court School in order to maintain the impovement in our suspension rates based on educational partner feedback.

1.2 Planned reduction in overall expenditures in supplemental materials and supplies based on this year's needs.

1.3 Based on Educational Partner feedback additional course and online materials and supplies will be added to this action.

1.4 No changes planned.

1.5 No changes planned.

1.6 is being discontinued now that all LREBG fund have been expended in support of LCAP goal #1. The CTE teacher will continue however moved to action 3.1 using Equity Multiplier funds.

1.7 No changes planned

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	Provide Highly Qualified Teachers and Staff	To address the needs identified in the data analysis and input from educational partners, continued hiring and maintaining appropriate highly qualified staff are needed to address educational outcomes for all TCOE students. The combination of credentialed teachers, support staff, including counselors, instructional assistants/aides, transition specialists, truancy officers and teachers on special assignment, social worker and Behavior Support Technicians work together to support TCOE students.	$3,207,435.00	Yes
1.2	Supplemental Instructional Materials and Supplies including those for administration of the program	The purchase of supplemental materials and supplies for reading, writing and math to supplement and enhance learning of all TCOE students in ELA, Math, ELD and CTE to meet their unique and individualized learning needs. This action is essential to improving CAASPP scores and graduation rates for all student groups, and most specifically our low income student group. This action also addresses socioeconomically disadvantaged graduation rate. This action meets the red dashboard requirement for all students, Low income, Hispanic, students with disabilities, English Learners, to improve graduation rate. Supplemental instructional materials and supplies includes supplies and office equipment required to meet the needs of the school to betters support students. Examples include various reading materials for the library.	$44,755.00	No
1.3	Online Educational Programs	To improve educational outcomes and opportunities for all TCOE students, additional learning options through online formats including CTE and intervention based supports are needed to provide a broad course of study. Includes added digital library to expand options for students.	$168,354.00	Yes
1.4	Professional Development	Professional Development to support improved instructional practices targeting indvidualized needs of Low income and Hispanic student and	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Language Learners. For Long Term English Learners PD will target strategies for increasing redesignation.		
1.5	Maintain updated technology for students to access curriculum and resources	Maintain update to date technology to support individualized learning needs to access supports.	$1,800.00	Yes
1.6	CTE teacher for Community School CTE teacher paid from Equity multiplier	LREBG fund remaining balance- $0. All LREBG Funds have been fully expended during the 2025-2026 school year. This action has been discontinued. The CTE teacher is moved to action 3.1	$0.00	No
1.7	English Language Acquisition	Teachers will incorporate Integrated ELD across all content areas to support the language acquisition of English Learners and Long-term English Learners. This includes embedding language objectives within content instruction and planning lessons that simultaneously build subject knowledge and academic language.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Within three years all TCOE students will improve or maintain appropriate attendance rates to improve access to education and supports by engaging in a supportive learning environment.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goals was developed in response to the needs identified through data analysis and input from our educational partners. The analysis of the California State Dashboard (Dashboard) data clearly indicated that since the COVID-19 pandemic students have continued to struggle to return to school and maintain attendance. Despite various prior efforts many of TCOE students continue to miss signfiicant days of attendance thus identying continued high levels of Chronic Absenteeism as evidenced on the California Dashboard. TCOE is committed to continuing to expand resources to target barriers to attendance through actions developed to improve transportation options, incentivize attendance and improve school climate and connectedness for our students.

During the LCAP development process, TCOE engaged all Educational Partners in discussion to explore barriers to attendance and possible strategies for new actions to target and improve attendance for TCOE students. The Educational Partners identifed perceived barriers to attendance including transportation, lack of sleep, lack of motivation and feeling stressed. Educational Partners recognized the need to improve attendance through new and enhanced LCAP actions and provide more options for students to get to school. Through collaboration with your Educational Partners including feedback on surveys additional strategies and actions were explored to improve Chronic Absenteeism. The value of social worker support was recognized as an action to address the feelings of stress and being overwhelmed and increase these services to students during this next LCAP cycle. Additional input suggested more field trip and career exploration opportunities may improve students desire to attend and address motivation recognized by Educational Partners. Through additional support, interventions and resources developed through this LCAP development cycle, TCOE will provide the following actions to target chronic absenteeism.

- Increase parent involvement
- Increase Social Worker to 5 days a week
- Increase options for transportation for students with an additional transport vehicle and bus passes for students
- Increase Student Transition Specialists to work with students in building connections to staff, the school community and available resources and supports to improve desire to attend

- Improve the school environment through well maintained and updated facilities
- Incentivize attendance by offering rewarding and engaging activities, and reinforcers for students with good or improved attendance

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate Data year: 2023-2024, up to this point in the year (March) Data source: Student Information System (Aeries)	Data year: 2023-2024 (to March) Court: Current average daily attendance: 100% Community: Current average daily attendance: 62.24% Special Ed School: 82.%	Data year: 2024-2025 (to March) Court: Current average daily attendance: 99.83% Community: Current average daily attendance: 69.31% Special Ed School: 82.64 %	Data year: 2025-2026 (July -Dec) Court: 99.02% Community: 82.08% Special Ed School: 83.88%	Court: average daily attendance: 100% Community: average daily attendance: 75% Special Ed School: 90%	Both Community school and Special Ed school showed small improvements over the baseline. Court reduced by less than 1%. Court: reduction of less than 1% Community:improvement of 2% Special Ed School: improvement of less than 1%
2.2	Chronic Absenteeism Data Source: Student Information System Aeries Analytics Attendance Percentage Chronic	Data Year: 2023-24 Special Ed School: 44.4% Court: 10.2% Community: 50%	Data Year: 2024-25 Special Ed School: 45.7% Court: 1.4% Community: 50%	Data year: 2025-2026 Data source: Aeries Analytics Special Ed School: 46.6% Court: 1.7% Community: 55.6%	Special Ed School: 30% Court: 5% Community: 35%	Both Court and Community Schools improved from baseline. Special Ed School: about 1% increase Court: about 9% decrease Community: 5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Percentage of Appropriately Assigned and Fully Credentialed Teachers Data Source: 2023 Dashboard.	Data Year: 2022-23 Teacher Assignment Monitoring Outcomes Appropriately Assigned (Fully Credentialed (Possessing either a Full or Preliminary Teaching Credential): Court - 100% fully credentialed, • 0% mis-assigned Community- 66.7% fully credentialed, • 33% out of field	Data Year: 2023-24 Teacher Assignment Monitoring Outcomes Appropriately Assigned (Fully Credentialed (Possessing either a Full or Preliminary Teaching Credential): Court - 100% fully credentialed, • 0% mis-assigned Community- 100% fully credentialed, • 0% out of field	Data year: 2024-2025 Teacher Assignment Monitoring Outcomes CE dashboard Appropriately Assigned (Fully Credentialed (Possessing either a Full or Preliminary Teaching Credential): Districtwide: 64.9% Court: 20% Community: 52%	Fully Credentialed (Possessing either a Full or Preliminary Teaching Credential): Court - 100% fully credentialed • 0% mis-assigned Community - 100% full credentialed - 0% mis-assigned	Improvement in fully credentialed teachers at Community School. No change in Court School.
2.4	Access to standards aligned instructional materials Data Source: Local Indicators, 2023 Dashboard	Data year: 2023-2024 100%	Data year: 2024-2025 100%	Data year: 2024-2025 Standard Met	100%	Continues to be 100%
2.5	Facilities Maintained in Good Repair	Data year: 2023-2024 • 0 instances of facilities not	Data year: 2024-2025 • 0 instances	Data year: 2024-2025 Standard Met	- 0 instances of facilities not meeting "Good Repair" status	All facilitaties in good repair, just as last year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local Indicators, 2023 Dashboard	meeting "Good Repair" status	of facilities not meeting "Good Repair" status			
2.6	Seek Parent Input and Promote Parent Participation in Programs for Unduplicated Pupils and students with Exceptional Needs Data Source: Local Indicators, 2023 Dashboard	Data year: 2023-2024 Status: Full Implementation	Data year: 2024-2025 Status: Full Implementation	Data year: 2025 Status: Full Implementation	Status: Full Implementation	Continues to be full implmentation for the current year.
2.7	Suspension Rate Data Source: 2023 Dashboard (additional local data of suspension counts from student information system)	Data Year: 2022-23 Districtwide: 1.6% Students with Disabilities: 5.6% English Learners: 4.9% Court: 0% Community: 16.7% SpEd: 0.4%	Data Year: 2023-24 Data source: Dashboard Districtwide: 5.9% supsended at least one day Students with Disabilities: 8.8% English Learners: Not enough students to measure Hispanic: 5.7% Low income: 5.7% Court: 6.3%	Data Year: 2024-25 Data source: Dashboard Districtwide: 0% supsended at least one day (declined 5.9) Students with Disabilities: 0% English Learners: 0% Hispanic: 0% Low income: 0% LTELS: 0% Court: 0%	Districtwide: < 1.5% Students with Disabilities: < 4% English Learners: < 2% Court: 0% Community: < 10% SpEd: < 1%	Overall TCOE saw a slight increase of 4.4% in suspensions districtwide. Court increased 6.3% Community decreased by 3.3% Sped: 0% also a small reduction

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Community: 13.3% SpEd: 0.4% Data year: 2024-25 Data source: student information system # of suspensions Court: 0 Community:0 Sped: 0	Community: 0% SpEd: 0% Data year: 2024-25 Data source: student information system # of suspensions Court: 0 Community:0 Sped: 0		
2.8	Dropout Rate Data Source: CALPADS EOY 15.1	Date Year: 2023-24 Data Source: CALPADS EOY 15.1 Cohort drop out rate Court: 86.36% Community: 33.33% SpEd school: 2.82%	Date Year: 2023-24 Data Source: CALPADS EOY 15.1 Cohort drop out rate Court: 86.36% Community: 33.33% SpEd school: 2.82% Newer data will not be available until July 2025	Date Year: 2024-25 Data Source: CALPADS EOY 15.1 Cohort drop out rate Court: 73.53% (currently 7.45%) Community: Less than 11 students (currently 0) SpEd school: 5.41% (currently 0)	Cohort drop out rate: Court: 45% Community: 10% SpEd school: 0%	Dropouts reduce at all schools with the exception of our SpEd school with a slight increase.
2.9	Student Connectedness Survey	Survey will be administered during the 2024-25 school year and data analyzed.	2024-25 Student Survey data indicates: • 70.4% of students (agree or strongly	2025-26 Student Survey data indicates: • 76.9% of students (agree or strongly	2026-27 Student Survey data indicates: • 80% of students (agree or strongly	No data was available during the Baseline year Difference from last year to this year:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			agree) feel they can ask staff for support • 57.4% of students (agree or strongly agree) feel safe at school • 46.3% of students (agree or strongly agree) report they have someone they can get support from	agree) feel they can ask staff for support • 75% of students (agree or strongly agree) feel safe at school • 61.5% of students (agree or strongly agree) report they have someone they can get support from	agree) feel they can ask staff for support • 78% of students (agree or strongly agree) feel safe at school • 65% of students (agree or strongly agree) report they have someone they can get support from	• 6.5% increase in students feel they can ask staff for support • 17.6% increase in students feeling safe at school • 15.2% increase in students feeling they have someone they can get support from

Goal Analysis [2025-26]

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.

2.1 The student information system (Aeries) communication system is in place and therefore Implemention is complete. No notable challenges however the increase in parent involvement is a notable success.

2.2 This action was discontinued in the prior year under 2.2 and moved to actions 1.1 and 4.1.

2.3 This action is fully implemented. Bus passes have been less needed this year due to the use of the purchased vans, howver one challenge experienced with implementation includes new staff clearance and vehicle inspections which slow implementation.

2.4 This action was discontinued in the prior year and moved to action 3.2.

2.5 To improve student belonging and sense of pride in coming to school, school facilitities will be properly maintained and updated to ensure the optimal learning environment. This action is fully implemented with relevant successes noted in the Educational Partner feedback supporting students.

2.6 To improve attendance throughout TCOE Court and Community, additional resources for incentives, interventions and supports targeting chronic absenteeism of SWD, Hispanic, and low income students is needed. Implementation is ongoing with many incentives purchased and not relevant challenges or successes.

2.7 To improve school connectedness, provide career possibility awareness, and improve attendance outcomes, student field trips will be provided. Implementation in complete, all field trips were held, however challenges in spending related to several planned field trips incurring minimal to zero cost upon implementation.

2.8 To improve attendance for SWD through additional resources for incentives, interventions and supports targeting chronic absenteeism and improve post secondary outcomes. This action addresses the following dashboard reds at TCOE Special Ed School for Chronic Absenteeism (EL, SED, SWD, and Hispanic), Grad rate (Low income, students with disabilities, and Hispanic) and College and Career (Low income, Students with Disabilities, and Hispanic). Implementation is complete and successes with this action identified in Educational Partner feedback.

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

2.1 No significant changes. Slight increase in material costs for parent communication system.

2.2 This action was discontinued in the prior year under 2.2 and moved to actions 1.1 and 4.1.

2.3 Significant material increase in actual expenditures with this action are related to the rising cost of fuel, maintance, and new requirements for vehicle inspections and staff certifications/training/clearance to transport. Due to these factors, costs nearly trippled.

2.4 This action was discontinued in the prior year.

2.5 No significant material differences.

2.6 Some increase in the costs of purchased reinforcers resulted in a small increase in expenditures.

2.7 No significant material differences.

2.8 No significant material differences.

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

2.1 The reduction in chronic absenteeism compared to the baseline year for Court school shows improvement, with mixed results at Community school. However, a better picture of overall effectiveness is recognized with the feedback from Educational Partners.

2.2 Action discontinued

2.3 This action deemed effective in improving attendance, reducing chronic absenteeism as designed based on mutilple measures including suspension.

2.4 This action was discontinued in the prior year. There were no particular successes nor challenges with implementation relating to this action.

2.5 This action is deemed effective in improving safety as indicated by feedback provided by Educational Partners.

2.6 This action is deemed effective in reducing chronic absenteeism including suspensions and improving connectedness seen in the survey.

2.7 This action is deemed effective in reducing chronic absenteeism including suspensions and improving connectedness seen in the survey by student feedback.

2.8 To improve attendance for SWD through additional resources for incentives, interventions and supports targeting chronic absenteeism and improve post secondary outcomes. This action addresses the following dashboard reds at TCOE Special Ed School for Chronic Absenteeism (EL, SED, SWD, and Hispanic), Grad rate (Low income, students with disabilities, and Hispanic) and College and Career (Low income, Students with Disabilities, and Hispanic). This action is deemed effective increasing attendance for students with disabilities.

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.

2.1 No planned changes.

Action 2.2 (Social Worker) has been discontinued and the social worker has been incorporated into Action 1.1, as the social worker position is no longer contracted out but now is a part of the TCOE staff.

2.3 Slightly increase in planned expenditures to accommodate the increase cost of fuel and vehicle maintance.

2.4 This action was discontinued in the prior year. There were no particular successes nor challenges with implementation relating to this action.

2.5 To improve student belonging and sense of pride in coming to school, school facilitities will be properly maintained and updated to ensure the optimal learning environment. Now that the cameras are being installed there is an expected decrease in the cost of facility updates.

2.6 To improve attendance throughout TCOE Court and Community, additional resources for incentives, interventions and supports targeting chronic absenteeism of SWD, Hispanic, and low income students is needed. Continue with incentives however due to reduce costs, less funding will be needed for next year. Due to the lag in suspension data, metric 2.7 will be adjusted to include both Dashboard suspension rates and local suspension counts from the student information system to provide more current data.

2.7 To improve school connectedness, provide career possibility awareness, and improve attendance outcomes, student field trips will be provided. Continue with field trips however costs will be decreased based on this years lower expenditures, since most places were free to students.

2.8 No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Involvement and communication through student information systems (Parent Sqaure communication portal)	Continue to improve systems of communication and collaboration between district and parents/guardians with a focus on improving attendance and targeting Chronic Absenteeism. Increase communication between home and school to monitor absences and verify absences where appropriate through student information systems.	$2,163.00	Yes
2.2	Social Worker	Hire Triage Social Worker to help address issues related to Chronic Absenteeism and address the social-emotional needs of students. The increase to five days per week is effective. This Action has been discontinued. The social worker has been incorporated into Action 1.1.	$0.00	

Action #	Title	Description	Total Funds	Contributing
2.3	Transportation bus passes, fuel costs and vehicle maintenance, driver clearance/training, and certification	Remove barriers to transportation to school impacting attendance and chronic absenteeism by increasing transportation options available. Bus passes, fuel costs, vehicle maintanence, driver training, certification and clearance and vehicle inspections will be used to allow continue the additional transportation options including those principallly directed for low income and Hispanic students. Transportation for home visits and transition follow ups with students and family.	$6,480.00	Yes
2.4	Additional Student Transition Specialist	This Action has been discontinued under this Goal and incorporated into Action 3.2.	$0.00	
2.5	Maintain and update proper facilities	To improve student belonging and sense of pride in coming to school, school facilitities will be properly maintained and updated to ensure the optimal learning environment.	$104,895.00	Yes
2.6	incentive structures and supports	To improve attendance throughout TCOE Court and Community, additional resources for incentives, interventions and supports targeting chronic absenteeism of SWD, Hispanic, and low income students is needed.	$3,000.00	Yes
2.7	Field trip and incentives for career exploration and improved school connectedness	To improve school connectedness, provide career possibility awareness, and improve attendance outcomes, student field trips will be provided.	$2,395.00	Yes
2.8	Incentives and interventions for attendance	To improve attendance for SWD through additional resources for incentives, interventions and supports targeting chronic absenteeism and improve post secondary outcomes. This action addresses the following	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		dashboard reds at TCOE Special Ed School for Chronic Absenteeism (EL, SED, SWD, and Hispanic), Grad rate (Low income, students with disabilities, and Hispanic) and College and Career (Low income, Students with Disabilities, and Hispanic).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Within three years, all students at Court and Community Schools including students who are Low income, English Language Learners, Foster Youth, Students with Disabilities and Hispanic will demonstrate improved outcomes specifically related to Chronic Absenteeism and Graduation rates, through academic and social-emotional interventions provided by additional staffing and enhanced CTE curriculum and technology.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This focus goal was developed by analyzing the data available and collaborating with the Educational Partners at our two Equity Multiplier schools (Court and Community) to help develop actions to best meet the needs of our students in the lowest performance areas, specifically Chronic Absenteeism and Graduation rates for our Low income, Hispanic, English Language Learners and students with disabilities. Through our discussions and analysis of data with Educational Partners, additional staffing is needed to improve outcomes for students particularly in the area of attendance and graduation rates. Input obtained via the LCAP development process by engaging Educational Partners clearly indicated that staff are critical to improving outcomes for students. Increasing staff available to support our students' academic and social emotional needs will improve outcomes for our students. In addition students expressed the desire to learn skills for employment, and the CTE curriculum helps students gain these skills and thereby improve both attendance and graduation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation Rates Data Source: California Dashboard	Data Year: 2022-23 Court: 5% Hispanic: 5.3	Data Year: 2023-24 Court: 20.8%	Data Year: 2024-25 Data source: CDE Dashboard	Court: 10% Hispanic: 5.3 English Learners: 8.3%	Improvement in graduation rates from prior year by 15%. 3 year target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 8.3% Low income: 5% Foster Youth: No data - Less than 11 students enrolled Community: Less than 9 students, therefore data not displayed for privacy for 2022-23 7.7% (2021-22 data)	Hispanic: 21.7% English Learners: Less than 11 students, therefore data not displayed for privacy for 2023-24 Low income: 5% Foster Youth: No data - Less than 11 students enrolled Community: Less than 9 students, therefore data not displayed for privacy for 2022-23 7.7% (2021-22 data)	Court School: All students: 36.6% (increase of 15.8%) Low income: 36.6% (increase of 15.8% Hispanic: 34.4% English Learners: 36.4% Foster Youth: No data - Less than 11 students enrolled Community: Less than 11 students, therefore data not displayed for privacy	Low income: 5% Foster Youth: 10% Community: 10%	outcomes already achieved. Court: 15.8% improvement Hispanic: 16.5% increase English Learners: Less than 11 students, therefore data not displayed for privacy for 2023-24 Low income: 15.8% increase Foster Youth: No data - Less than 11 students enrolled Community: Less than 9 students, therefore data not displayed for privacy for 2022-23 7.7% (2021-22 data)
3.2	Chronic Absenteeism Rate Data Source: Student information System (Aeries)	Data Year: 2023-24 Districtwide: 55.1% (District dashboard metric used. *California Dashboard data not available due to too few students	Data Year: 2024-25 Data Source: Dashboard Districtwide: 52% Low income: 50%	Data Year: 2024-25 Data Source: Dashboard Districtwide: Less than 11 students, therefore data not	Districtwide: 35% (District dashboard metric used. Low income: 35% Students with Disabilities: 35%	Both dashboard and local measures demonstrate improvement in Chronic Absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low income: 53.4% Students with Disabilities: 57.3% English Learners: 54.5% Foster: 51.7% Court: 53.33% Community: 0% Data Source CALPADS EOY Data Year: 2023 10% or greater Chronic Absenteeism Court: 10.2% Community: 50% Data Year: 2023-24 Data Source: Student Information System Aeries Analytics Attendance Percentage Chronic Absenteeism	Students with Disabilities: 61.9% English Learners: Less than 11 students, therefore data not displayed for privacy Foster: Less than 11 students, therefore data not displayed for privacy Data Source CALPADS EOY Data Year: 2024 10% or greater Chronic Absenteeism Court: 10% Community: 58% Data Year: 2024-25 Data Source: Student Information System Aeries Analytics Attendance Percentage Chronic Absenteeism	displayed for privacy for 2024-25 Low income: Less than 11 students, therefore data not displayed for privacy for 2024-25 • Students with Disabilities: Less than 11 students, therefore data not displayed for privacy for 2024-25 • English Learners: Less than 11 students, therefore data not displayed for privacy • Foster: Less than 11 students,	English Learners: 35% Foster: 35% Court: <10% Community: <35%	compared to baseline. Districtwide: 52% Low income: 3.4% improvement/decrease Students with Disabilities: 4% increase English Learners: Less than 11 students, therefore data not displayed for privacy Foster: Less than 11 students, therefore data not displayed for privacy 10% or greater Chronic Absenteeism Court: .2% decrease Community: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Special Ed School: 45.7% Court: 1.4% Community: 50%	therefore data not displayed for privacy Data Source CALPADS EOY Data Year: 2025 10% or greater Chronic Absenteeism Court: 0.0% Community: 64.82% Special Education: 47.55% Data Year: 2024-25 Data Source: Student Information System Aeries Analytics Attendance Percentage Chronic Absenteeism Special Ed School: 46.6% Court: 2.0% Community: 54.5%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of Court and Community Students Participating in Interventions Data Source: Local Records	Data Year: 2023-24 Court: 100% of students participated in credit recovery and intervention courses. (Specific disaggregated participation Baseline will be established during 2024-25) Community: Participation Baseline will be established during 2024-25	Data Year: 2024-25 Court: 100% of all students in significant student groups participated in credit recovery and intervention courses. (Specific disaggregated participation Baseline will be established during 2024-25) Community: 100% of all students in significant student groups participated in credit recovery and intervention courses.	100% students participated interventions	Court: 100% Community: 100%	100% participation in interventions continues as compared with baseline.
3.4	Attendance rate Data Source: Local attendance data from Aeries showing the rate of attendance for each student regardless of how short their enrollment period is within Court or Community School	Baseline obtained during 2025-2026 school year Attendance rates by school Court - 99.02%, Community - 82.08%		Attendance rates by school Court - 99.02%, Community - 82.08%		

Goal Analysis [2025-26]

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.

3.1 This action is fully implemented. The only challenge to implementation was the CTE teacher started later than planned. However the CTE program at Community School is a tremendous success. Educational Partners shared the impact and success experienced with this action.

3.2 Additional needs for students based on feedback, through an additional teacher, Student Transition Specialist, and a social worker. Implementation is completed. New staff hired. No relevant challenges experienced with implementation.

3.3 CTE curriculum, materials and supplies. Implementation is completed. Implementation was a little slower than anticipated due to the CTE teacher starting later the materials and supplies were purchased later, however the program is up and running successfully.

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

3.1 The actual expenditures were slightly lower than expected due to the CTE teacher for community school starting later than planned.

3.2 Actual Expenditures for action 3.2 were higher than planned with increases in salary and benefit costs.

3.3 This action was fully implemented, however a combination of state and federal funds were used to fund this action. While the combined costs are no significantly different, the Equity Mulitiplier funds actual expenditures were less than planned.

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

3.1 Evidence based interventions provided by the additional staffing will support improved outcomes for low income, Hispanic, English Learners, and Students with Disabilities in our Community Schools. This action addresses the dashboard reds for Hispanic students related to suspensions. This action is effective as shown by the decrease in behaviors, as evidenced by decreases in suspension and improved climate and student engagement. However due to the nature of the Court and Community schools with high mobility the annual metrics for absenteeism are insufficient to demonstrate short term progress or lack thereof. Based on graduation rates, there is a clear demonstration of evidence of improvement.

3.2 Additional needs for students based on feedback, through an additional teacher, Student Transition Specialist, and a social worker. This action is effective shown by decrease in behaviors, suspensions and improved climate and student engagement. However due to the nature of the Court and Community schools with high mobility the annual metrics for absenteeism are insufficient to demonstrate short term progress or lack thereof. Based on graduation rates, there is a clear demonstration of evidence of improvement.

3.3 CTE curriculum, materials and supplies including technology. The CTE courses, supplies and materials are shown to be effective to meet Goal 3 .However due to the nature of the Court and Community schools with high mobility the annual metrics for absenteeism are insufficient to demonstrate short term progress or lack thereof. Based on graduation rates this action demonstrates improvement.

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.

3.1 Based on the feedback from Educational Partners Action 3.1 will focus on an additional CTE teacher to help improve absenteeism and graduation rates. Due to the challenges with measuring Chronic Absenteeism through the CDE dashboard an additional metric of capture attendance rates at both Court and Community Schools will be used to measure attendance to help monitor effectiveness of Goal 3. With the new CTE culinary teacher serving Community School, CTE materials and supplies will be added to Action 3.1 to differentiate it from CTE materials and supplies in action 3.3 for Court School.

3.2 Additional needs for students based on feedback, through an additional teacher, Student Transition Specialist, and a Secure Youth teacher. Due to the challenges with measuring Chronic Absenteeism through the CDE dashboard an additional metric of capture attendance rates at both Court and Community Schools will be used to measure attendance to help monitor effectiveness of Goal 3.

3.3 CTE curriculum, materials and supplies including technology. Now that the majority of the CTE materials and supplies need to set up the CTE courses at Court school have been purchased to the new planned expenditures are significantly reduced. Due to the challenges with measuring Chronic Absenteeism through the CDE dashboard an additional metric of capture attendance rates at both Court and Community Schools will be used to measure attendance to help monitor effectiveness of Goal 3.

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	Community School Equity Multiplier Additional CTE teacher staffing and materials and supplies	Additional CTE opportunities for Community School students will provided by the additional staffing of a CTE teacher and materials and supplies will support improved outcomes for low income, Hispanic, English Learners, and Students with Disabilities in our Community Schools. This action addresses the dashboard reds for Hispanic students related to graduation rates and chronic absenteeism	$146,515.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Court School Additional Staffing Support	Additional needs for students based on feedback, through an additional teacher (Secure Youth teacher), Student Transition Specialist, and Intervention teacher. The Student Translation Specialist will collaborate and coordinate services related to Foster Youth to ensure timely creation and delivery of required educational status and progress reporting. This includes providing the juvenile court with information to maintain necessary educational services to Foster Youth and expedite transfer of student records. The school will also work with the county welfare agency to minimize student changes in school placement for Foster Youth.	$457,953.00	No
3.3	CTE Curriculum, materials and supplies for Court School	CTE course options will be expanded to provide students with increased opportunities to participate in classes related to career technical education and increase student engagement levels. This necessitates the purchase of CTE curriculum, in addition to materials and supplies, to support the increased course offerings.	$10,550.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Within three years, Tulare County Court School and Tulare County Community School students will receive additional social-emotional and CTE supports to reduce Suspension rates and increase CTE participation and course completion rates of all students, but specifically Hispanic, socioeconomically disadvantaged, students with disabilities, and white students. The schools will also increase the number of expelled students successfully transitioning back to their district of residence.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to feedback from Educational Partners by analyzing both qualitative and quantitative data from a vareity of sources including the California Dashboard CAASPP scores, Chronic Absenteeism, graduation rates as well as surveys provided by Educational partners. Throughout the LCAP year, Educational Partners engaged in discussion at School Site Council meetings, through surveys to identify areas of need as well as ideas for improvement. Following the Covid pandemic students continue to demonstrate challenges in emotional regulation and properly addresing mental health concerns. This continues to be an area of need for our students. Another area of focus for development of this goal is the very high suspension rate of Hispanic students at TCOE Community School. In 2022-23 the rate at which all students were suspended at least one time was 16.7%, but the rate of suspension for Hispanic students was 20%. This has driven a particular need to provide social-emotional learning support for these students at the school. 2024 Dashboard results indicate the Tulare County Court School's SED, SWD, and White students had a red performance indicator for Suspension. The suspension rates were 6.3% for SED students, 16.3% for SWD and 11.8% for White 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	CAASPP performance on English Langauge	Court School: 211.9 Points below standard	Court School: *too few students to provide a	Court School: *too few students to provide a	Court School: 100 Points below standard	*too few students to provide a performance level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Arts by distance from Standard	• Hispanic: 201.7 Points below standard • Low income: 211.9 points below standard *All other groups have too few students to display data Community School: too few students to provide a performance level including specific student groups	performance level including specific student groups Community School: *too few students to provide a performance level including specific student groups	performance level including specific student groups Community School: *too few students to provide a performance level including specific student groups	• Hispanic: 100 Points below standard • Low income: 100 points below standard *All other groups have too few students to display data Community School:	including specific student groups
4.2	CAASPP performance on Math by distance from standard	Court School: 278.3 Points below standard • Hispanic: 278.5 Points below standard • Low income: 278.3 points below standard *All other groups have too few students to display data Community School: Less than 11 students, data not displayed for privacy.	Court School: *too few students to provide a performance level including specific student groups Community School: *too few students to provide a performance level including specific student groups	Court School: *too few students to provide a performance level including specific student groups Community School: *too few students to provide a performance level including specific student groups	Court School: 150 Points below standard • Hispanic: 150 Points below standard • Low income: 150 points below standard *All other groups have too few students to display data	*too few students to provide a performance level including specific student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Community School: 150 points below standard	
4.3	Graduation rate from California Dashboard (Year 2023)	Court School: • All students: 5% • English Learners: 8.3% • Low income: 5% • Hispanic: 5.3% Community School: Less than 11 students, Data not displayed for privacy	Data source: Dashboard Data year: 2024 Court School: • All students: 20.8% • Low income: 20.8% • Hispanic: 21.7% • English Learners: Less than 11 students, Data not displayed for privacy Community School: Less than 11 students, Data not displayed for privacy	Data source: Dashboard Data year: 2025 Court School: • All students: 36.6% (increase of 15.8%) • Low income: 36.6% (increase of 15.8% • Hispanic: 34.4% • English Learners: 36.4% Community School: Less than 11 students, Data not displayed for privacy	Court School: • All students: 15% • English Learners: 15% • Low income: 15% • Hispanic: 15% Community School:	Improvement in graduation rates from prior year by 15%. 3 year target outcomes already achieved. Court: 15.8% improvement • Hispanic: 16.5% increase • English Learners: Less than 11 students, therefore data not displayed for privacy for 2023-24 • Low income: 15.8% increase Community: • Less than 9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						students, therefore data not displayed for privacy for 2022-23
4.4	Suspension data	Data year: 2023 Data Source: Dashboard Community School: • All students: 16.7% • Low Income: 17.1% • Hispanic: 20% • Students with Disabilities: 25% Court School: • All students: 0% • Low income: 0% • Hispanic: 0% • Students with Disabilities: 0% • White:0%	Data year: 2024 Data source: Dashboard Community School: • All students: 13.3% • Low income: 9.1% • Hispanic: 14.8% • Students with Disabilities: 15.4% Court School: • All students: 6.3% • Low income: 6.3% • Hispanic: 5.9%	Data year: 2025 Data source: Dashboard Community School: • All students: 0% • Low income: 0% • Hispanic: 10% • Students with Disabilities: 0% Court School: • All students: 0% • Low income: 0% • Hispanic: 0%	Community School: • All students: 10% • Low income: 11% • Hispanic: 15% • Students with Disabilities: 17% Court School: • All students: 0% • Low income: 0% • Hispanic: 0% • Students with Disabilities: 0%	Suspension rates for Community school decreased. • All students: -3.4% • Low income: -8% • Hispanic: -5.2% • Students with Disabilities: -9.6% Court School increased. • All students: +6.3% • Low income: +6.3% • Hispanic: +5.9% • Students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Students with Disabilities: 16.3% • White Students - 11.8%	• Students with Disabilities: 0% • White Students - 0%	• White: 0%	Disabilities: +16.3% • White: +11.8%
4.5	CTE course completion	Data Year: 2022-23 Community: 17/42 students (40%) accrued at least some CTE credit Court: 2/425 students (0%) accrued at least some CTE credit	Data Year: 2024-25 Community: 19/20 (95%) accrued at least some CTE credit Court: 3/66 (4%) accrued at least some CTE credit	Data Year: 2025-26 Community: 9/10 (90%) of 9-12 accrued at least some CTE credit Court: 10/12 (83%) accrued at least some CTE credit	Community: 50% Court: 1%	Community: 35% more students accrued at least some CTE credit surpassing the 3 year outcome target for this metric. Court: 3% more students accrued at least some CTE credit supassing the 3 year outcome target for this metric.
4.6	Participation in CTE Courses and Vocational Certificates Data year: 2022-23 Data Source: Dashboard	Data Year: 2023-24 Court: 3 out of 10 students completed the Retail Customer Service CTE certificate Community: "0 students completed the retail customer service certificate"	Data Year: 2023-24 TCOE: All Students: 0% Prepared Court School: 0% prepared • Hispanic Court Students:	Data Year: 2024-25 TCOE: All Students: 0% Prepared Court School: 0% prepared • Hispanic Court Students:	Court: 20 students will complete Retail Customer Service and obtain the CTE Certfiicate Community: 5 students will complete Retail Customer Service and obtain the CTE Certfiicate	Increase number of students participating in CTE courses. Court: 17 more students than last year Community: 17 students more

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0% prepared • Low income Court students: 0% prepared * Other student groups were too small to display dashboard data (ie. Foster, SWD) Community School: No performance level on Dashboard • Hispanic Community students: less than 11 students - data not displayed for privacy • Low income Community	0% prepared • Low income Court students: 0% prepared * Other student groups were too small to display dashboard data (ie. Foster, SWD) Community School: No performance level on Dashboard • Hispanic Community students: less than 11 students - data not displayed for privacy • Low income Community		students than last year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students: less than 11 students - data not displayed for privacy	students: less than 11 students - data not displayed for privacy		

Goal Analysis [2025-26]

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.

4.1 Additional staffing to support social emotional learning of students in Court School including Mental Health Clinician, Intervention Teacher, and a Triage Social Worker. This action is designed to provide proactive support to reduce suspensions. Implementation is complete with the Intervention Teacher, Social Workers and Mental Health Clinician all in place supporting students at Court School.

4.2 Additional SEL and CTE curriculum to support low income, Hispanic, English Learners, Students with Disabilities at Court School with particular emphasis on addressing Hispanic student suspension rates. This Action addresses the lowest level (Red and Very Low) Dashboard performance results. Implementation is complete.

4.3 Community school students will receive additional curriculum to support their improvement in social emotional learning and CTE curriculum to support low income, Hispanic, English Learners, Students with Disabilities at Community School with particular emphasis on addressing Hispanic student suspension rates. This action addresses the lowest level (Red and Very Low) Dashboard performance results. Implementation is complete.

There were no other particular successes nor challenges with implementation relating to any other Actions under this Goal.

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

4.1 Additional staffing to support social emotional learning of students in Court School including Mental Health Clinician, Intervention Teacher, and a Triage Social Worker. This action is designed to provide practive support to reduce suspensions. No material differences.

4.2 No material differences in total cost of planned expenditures, however the SEL curriculum was provided at no cost therefore the planned amount went to CTE curriculum instead of a combination of both.

4.3 No material differences.

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

4.1 Additional staffing to support social emotional learning of students in Court School including Mental Health Clinician, Intervention Teacher, and a Triage Social Worker. This action is designed to provide proactive support to reduce suspensions. Social worker and mental health clinician are Effective at reducing suspensions and increasing student engagement as evidenced by the significant reduction in suspensions to zero.

4.2 Additional SEL and CTE curriculum to support low income, Hispanic, English Learners, Students with Disabilities at Court School with particular emphasis on addressing Hispanic student suspension rates. This Action addresses the lowest level (Red and Very Low) Dashboard performance results. SEL and CTE curriculum are effective for student engagement and meeting goal 4 as evidenced by the reduction in suspensions.

4.3 Community school students will receive additional curriculum to support their improvement in social emotional learning and CTE curriculum to support low income, Hispanic, English Learners, Students with Disabilities at Community School with particular emphasis on addressing Hispanic student suspension rates. This Action addresses the lowest level (Red and Very Low) Dashboard performance results. SEL and mental health supports continue to be effective in reducing suspensions.

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.

4.1 Based on feedback from Educational Partners the additional staffing has been a great support of the social emotional learning of students in Court School however due ot increasing costs mental health staff associated costs and reduction in the available mental health providers (i.e. social workers), TCOE plans to continue this action however with only one mental health clinician for the next school year due to the increase in costs and the providers reduction in available staff. This will reduce the total amount of funds planned for 4.1 next year.

4.2 Additional SEL and CTE curriculum to support low income, Hispanic, English Learners, Students with Disabilities at Court School with particular emphasis on addressing Hispanic student suspension rates. This Action addresses the lowest level (Red and Very Low) Dashboard performance results. Now that the planned expansion of the CTE program has been fully implemented there is no new CTE curriculum needed or planned for the upcoming year and since the SEL curriculum is available at no cost this action will continue with no planned expenditures.

4.3 Community school students will receive additional curriculum to support their improvement in social emotional learning and CTE curriculum to support low income, Hispanic, English Learners, Students with Disabilities at Community School with particular emphasis on addressing Hispanic student suspension rates. This Action addresses the lowest level (Red and Very Low) Dashboard performance results. No planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Equity Multiplier Court School additional supports	Additional staffing to support social emotional learning of students in Court School including Mental Health Clinician and a Triage Social Worker. This action is designed to provide proactive support to reduce suspensions. This additional staffing will coordinate with probation, mental health, and social services to provide wraparound supports for expelled students. Additional staffing will also assist expelled students with returning to their district of residence by coordinating with students, families, and districts on transition and re-entry plans in order to maximize the possibility of a successful return to the home district.	$171,680.00	No
4.2	Equity Multiplier Court School SEL and CTE curriculum	Continue to utilize the additional (already on hand) SEL and CTE curriculum to support low income, Hispanic, English Learners, Students with Disabilities at Court School with particular emphasis on addressing Hispanic student suspension rates. This Action addresses the lowest level (Red and Very Low) Dashboard performance results.	$0.00	No
4.3	Community School SEL and mental health supports	Community school students will receive additional SEL support through a social worker and SEL curriculum to support their improvement in social emotional learning and mental health of low income, Hispanic, English Learners, Students with Disabilities at Community School with particular emphasis on addressing Hispanic student suspension rates. This Action addresses the lowest level (Red and Very Low) Dashboard performance results.	$68,672.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,040,847	$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
3.618%	0.000%	$0.00	3.618%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Provide Highly Qualified Teachers and Staff **Need:** Tulare County Court and Community schools largely instruct students facing difficult life challenges and these are in turn some of the most challenging students to teach, thus requiring highly experienced and effective staff that possess much more than just great	Based on the identified needs, it is evident that providing highly skilled staff to meet the academic, social, and mental well-being needs of socio-economically disadvantaged, English Learner and Foster Youth is of prime importance at TCOE Community and Court Schools. The acquiring, development, and retention of staff that is uniquely skilled to address the varied needs of students is a TCOE priority.	CA Dashboard SBAC performance in ELA, Math,

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
	instructional abilities, but also sound abilities in meeting the varied needs that these students bring to the education site each day. This action is intended to address staffing and the needs of Unduplicated Pupils by ensuring the recruitment and retention of highly qualified and effective personnel. • 32..63% of TCOE Court School students were enrolled less than 14 days, 75% were enrolled less than 30 days and 82% were enrolled less than 60 days. • Per the 2023 Dashboard, a fifth of enrolled Court students were English Learners and all students (100%) were socioeconomically disadvantaged. • Academically, the socioeconomically disadvantaged students were 211.9 points below standard in ELA. In comparison, the state average result on the 2023 Dashboard was 42.6 points below standard. In Math, this student group was 278.3 points below standard, compared to 80.8 points below standard for average state performance. • Hispanic students at Court School, though not an Unduplicated Pupil group, but which all are socioeconomically disadvantaged, were 201.7 points below standard in	By providing a highly qualified and effective staff (teachers, counselors, behavioral support personnel, mental health support staff, instructional support staff, etc...) to serve these Unduplicated Pupil groups, the schools will ensure the effective delivery of academic and behavioral well-being services no matter the time span these students are enrolled in the schools. Effective staff recruitment and retention efforts positively impact students who are English Learners, Foster Youth and low income through the rapport and relationships maintained through retention; however, effective staffing benefits all other student groups. Although the English Learner, Foster Youth and low-income student groups are of primary focus for this action, and make the up majority of our student population. So while we are focusing on these students of low socio-economic status, by doing so we are supporting the vast majority of our students. Other student groups also perform well below standard a whole in either ELA or mathematics, providing rationale for this action being implemented school-wide and benefit from these actions that are focused on These primary groups.	

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
	ELA. In comparison, the state average result for this student group on the 2023 Dashboard was 40.2 points below standard. In Math, this student group was 278.5 points below standard, compared to 80.8 points below standard for average state performance. Furthermore, per the 2023 Dashboard, the graduation rate for Court School English Learners was 8.3%. Court School socioeconomically disadvantaged students graduated at a rate of 5%, nearly matching the rate for the Hispanic student group (5.3%). Also, per the California Healthy Kids Survey results, 31% of Court School students reported feelings of social-emotional distress, and 18% reported missing school due to feelings of sadness, hopelessness, anxiety, stress, or anger. The TCOE Community School population is very transient, thus enrollment can vary widely throughout the school year. The average number of days Community School students were enrolled was 84. 11% of students were enrolled less than 14 days, and 44% of students were enrolled less than 60 days. Per the 2023 Dashboard, nearly half of Community School students enrolled were English Learners, and over 80% were socioeconomically disadvantaged. The Hispanic student population makes up		

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
	approximately 81% of enrollment with the vast majority of these students being socioeconomically disadvantaged. Due to the varied swings in enrollment numbers and the high transiency of the student population, there are no Dashboard color performance results for any student group on any 2023 Dashboard indicators, except for Suspension rate. Nearly all students who enroll at TCOE Community School are severely credit deficient. • Per the 2023 Dashboard, the suspension rate for socioeconomically disadvantaged students at TCOE community was 17.1%. In comparison, the state average for this student group was 4.5%. English Learners were suspended at a rate of 38.5% which was a 30% increase from the previous year. The Hispanic student group and students with disabilities though not Unduplicated, but largely socioeconomically disadvantaged, had suspension rates of 20% and 25%. The majority of Hispanic students enrolled at TCOE Court and Community schools are also low-income, and actions contributing to increased or improved services for this student group are principally directed based on their identified needs as part of the low-income Unduplicated student group.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.3	**Action:** Online Educational Programs **Need:** To improve educational outcomes and opportunities for all TCOE students, additional learning options through online formats including CTE and intervention based supports will be provided. Students whose academic proficiency are at levels below grade enrollment require additional tools and resources to accelerate their learning in order to attain more successful outcomes. Per the 2023 Dashboard, the graduation rate for Court School English Learners was 8.3%. Court School socioeconomically disadvantaged students graduated at a rate of 5%, nearly matching the rate for the Hispanic student group (5.3%). -Academically, at TCOE Court School, the socioeconomically disadvantaged students were 211.9 points below standard in ELA. In comparison, the state average result on the 2023 Dashboard was 42.6 points below standard. In Math, this student group was 278.3 points below standard, compared to 80.8 points below standard for average state performance.	Through this action, increased academic options for credit recovery will address graduation rates, CTE, and academic needs in ELA and Math, and provide more learning intervention options. This action will provide the opportunity for accelerated learning, thus enabling Unduplicated Pupils to increase the possibility of getting back on track and current with credit totals leading to graduation. By implementing this action school-wide, it aims to provide consistent support across the schools, ensuring that each student benefits. This approach helps to standardize high-quality educational resources, promoting equity in learning opportunities and addressing disparities not only for Hispanic, English learners and low-income students but for all students who may face academic challenges. A school-wide implementation ensures that the benefits of learning tools and additional learning supports are widespread, contributing to improved educational outcomes across both schools.	Graduation Rate from CA Dashboard, local measures of credit completion and accrual of credits during period of enrollment.

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
	Hispanic students at Court School, though not an Unduplicated Pupil group, but which all are socioeconomically disadvantaged, were 201.7 points below standard in ELA. In comparison, the state average result for this student group on the 2023 Dashboard was 40.2 points below standard. In Math, this student group was 278.5 points below standard, compared to 80.8 points below standard for average state performance. Nearly all students who enroll at TCOE Community School are severely credit deficient. **Scope:** Schoolwide		
1.4	**Action:** Professional Development **Need:** In addition to acquiring and retaining high-quality and effective instructional staff, these individuals must continue to be developed to ensure the maintaining of effective instructional practices and continued self-improvement in areas needing strengthening. • Per the 2023 Dashboard, a fifth of enrolled Court students were English Learners and all students (100%) were socioeconomically disadvantaged.	This comprehensive professional development will focus on the latest best practices and instructional techniques. This continuous training will equip teachers with the skills and knowledge necessary to address the diverse learning needs of Hispanic, English Learners, and Low-Income students, thus improving instructional teaching effectiveness. Instructional staff will also participate in ELD training provided by TCOE Educational Resource Services consultants. This will ensure that with implementation, English Learners and Long-term English Learners will experience increased acceleration toward English language proficiency. Providing this action on a school-wide basis ensures that support is distributed equitably across all students who need it. This approach helps	Student progress will be measured by CAASPPand ELPAC performance in a reduction of the distance from standard.

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
	• Academically, the socioeconomically disadvantaged students were 211.9 points below standard in ELA. In comparison, the state average result on the 2023 Dashboard was 42.6 points below standard. In Math, this student group was 278.3 points below standard, compared to 80.8 points below standard for average state performance. • Hispanic students at Court School, though not an Unduplicated Pupil group, but which all are socioeconomically disadvantaged, were 201.7 points below standard in ELA. In comparison, the state average result for this student group on the 2023 Dashboard was 40.2 points below standard. In Math, this student group was 278.5 points below standard, compared to 80.8 points below standard for average state performance. Furthermore, per the 2023 Dashboard, the graduation rate for Court School English Learners was 8.3%. Court School socioeconomically disadvantaged students graduated at a rate of 5%, nearly matching the rate for the Hispanic student group (5.3%). Per the 2023 Dashboard, nearly half of Community School students enrolled were English Learners, and over 80% were	address systemic challenges by creating consistent levels of support and intervention throughout the schools, thereby reducing disparities. It also allows for a more coordinated effort in addressing the needs of diverse student populations, ensuring that best practices are implemented broadly and that all students receive the assistance they need to succeed academically.	

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
	socioeconomically disadvantaged. The Hispanic student population makes up approximately 81% of enrollment with the vast majority of these students being socioeconomically disadvantaged. Due to the varied swings in enrollment numbers and the high transiency of the student population at TCOE Community, there are no Dashboard color performance results for any student group on any 2023 Dashboard indicators. Nearly all students who enroll at TCOE Community School are severely credit deficient. **Scope:** Schoolwide		
1.5	**Action:** Maintain updated technology for students to access curriculum and resources **Need:** The report "Equity and Access: How Resource Availability Affects Student Engagement" by Yonezawa, S., & Jones, J. (2014) discusses how increased access to resources and timely support services can positively impact student engagement, particularly for underserved populations such as Low-Income and English Learners. The study emphasizes that providing these groups with the necessary resources and support can lead to improved academic outcomes and a stronger sense of belonging within the school community.	Implementation of this action minimizes disruptions in the learning process, ensuring that Unduplicated students can fully participate in their educational experiences by having consistent access to technology without being hindered by technical challenges. Unduplicated students will be able to readily access online curriculum tools and resources to be better prepared and engaged in their learning. Providing this action on a school-wide basis benefits all students within both schools, promoting inclusive educational practices and ensuring that all students are empowered to succeed academically. Ultimately, an school-wide approach reinforces the commitment to equity and	CAASPP performance measures

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
	Per feedback from students and their parents, many families of TCOE Court and Community schools do not have the fiscal resources to afford technological devices such as laptops or able to afford internet services (Wi-Fi) in the home to support student learning. Students must be able access this technology to support their learning needs. Per the 2023 Dashboard, a fifth of enrolled Court students were English Learners and all students (100%) were socioeconomically disadvantaged. Per the 2023 Dashboard, nearly half of Community School students enrolled were English Learners, and over 80% were socioeconomically disadvantaged. The Hispanic student population makes up approximately 81% of enrollment with the vast majority of these students being socioeconomically disadvantaged. • Academically, the socioeconomically disadvantaged students at TCOE Court School were 211.9 points below standard in ELA. In comparison, the state average result on the 2023 Dashboard was 42.6 points below standard. In Math, this student group was 278.3 points below standard, compared to 80.8 points below standard for average state performance. • Hispanic students at Court School, though not an Unduplicated Pupil	access, creating a more cohesive and supportive learning environment for every student.	

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
	group, but which all are socioeconomically disadvantaged, were 201.7 points below standard in ELA. In comparison, the state average result for this student group on the 2023 Dashboard was 40.2 points below standard. In Math, this student group was 278.5 points below standard, compared to 80.8 points below standard for average state performance. Furthermore, per the 2023 Dashboard, the graduation rate for Court School English Learners was 8.3%. Court School socioeconomically disadvantaged students graduated at a rate of 5%, nearly matching the rate for the Hispanic student group (5.3%). Nearly all students who enroll at TCOE Community School are severely credit deficient. **Scope:** Schoolwide		
2.1	**Action:** Parent Involvement and communication through student information systems (Parent Sqaure communication portal) **Need:**	Based on input from Educational Partners further intervention and focus on incentivising attendance is needed to Positive Behavior Invention ans supports	Chronic Absenteeism on dashboard, Attendance Rates

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
	Securing parental involvement in supporting good attendance habits for their children is paramount to students academic and social success. This is especially important for schools that serve highly at-risk youth. The overall attendance rate at TCOE Community School was 62.24%, an indicator that students academic progress is a challenge. The student chronic absenteeism rate, per local student information systems, indicate that chronic absenteeism at TCOE Court was 10.2% in 2023-24 and was 50% at TCOE Community. Suspension rates also impacted students' school attendance. Per the 2023 Dashboard, the suspension rate for socioeconomically disadvantaged students at TCOE Community was 17.1%. In comparison, the state average for this student group was 4.5%. English Learners were suspended at a rate of 38.5% which was a 30% increase from the previous year. The Hispanic student group and students with disabilities though not Unduplicated, but largely socioeconomically disadvantaged, had suspension rates of 20% and 25%. This Action is intended to focus primarily on low-income students, English learners, and foster youth, as these groups often encounter challenges in accessing school-related		

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
	information and support. By enhancing communication channels and fostering engagement, the action aims to bridge gaps and strengthen connections between schools and families, thus building a stronger partnership with parents/guardians by providing education on the importance of school attendance and the impact on student success. Additionally, through incorporation of effective and timely two-way communication processes and tools, parents and schools will stay informed and be better able to assist in creating good attendance habits. Although this action is principally focused on high need student groups such as English learners, Foster Youth and students from low-income families, due to the benefit to these groups, this action also benefits other student groups, and improves the organization as a whole, and will be reflected in student attendance, thus this action will be implemented school-wide. **Scope:** Schoolwide		
2.3	**Action:** Transportation bus passes, fuel costs and vehicle maintenance, driver clearance/training, and certification **Need:**	This action will assist in removing a barriers to school attendance by providing options to low-income, English learners, and Foster Youth. Removing of barriers to school attendance will include the purchase of an additional	Chronic Absenteeism on dashboard, Attendance rates

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
	Transportation barriers are impacting students attendance and consequently student academic progress. As Unduplicated students and their parents have shared, reliable transportation is often a reason given for missing school. The overall attendance rate at TCOE Community School was 62.24%, an indicator that students academic progress is a challenge. The student chronic absenteeism rate, per local student information systems, indicate that chronic absenteeism at TCOE Court was 10.2% in 2023-24 and was 50% at TCOE Community. Per the 2023 Dashboard, the population of TCOE Community was 81.3% low-income and 43.8% English Learners (most are low-income, as well). **Scope:** Schoolwide	transportation vehicle and providing students with bus passes. The intent of this action is to ensure the maximizing of student engagement in learning through increased daily school attendance. Providing this action service on a school-wide basis will positively impact the school attendance rates for all students, address chronic absenteeism, and provide equitable access to learning for any student needing to utilize transportation services to engage in school.	
2.5	**Action:** Maintain and update proper facilities **Need:** Foster Youth and students from low-income families often face unique challenges that impact their educational experience, such as instability at home, higher rates of mobility, and less access to optimal environments conducive to learning These factors make the school's physical and psychological safety	This Action addresses the identified needs of Unduplicated students by providing clean, safe, and aesthetically pleasing environments that are conducive to learning, build a sense of connectedness to school, and increase student engagement in learning. This action addresses the need for facility repairs, upgrades, and maintenance to enhance security, and maintain the overall appeal of school sites. By allocating funds for these purposes, the district prioritizes the creation of a positive and conducive learning	Chronic Absenteeism on dashboard, Student Connectedness Survey, Facilities Maintained in Good Repair

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
	crucial for their ability to engage and succeed academically. This is the case for many of the Unduplicated students and both TCOE Court and Community Schools. Environments not conducive to learning results in a lack of assignment completion and therefore a lack of academic progress. Educational partners feedback emphasized the importance of safe, well-maintained and visually appealing school campuses. **Scope:** Schoolwide	environment that supports student success and well-being. This initiative is provided on an school-wide basis to benefit all students across both schools, ensuring equitable access to safe and welcoming school facilities.	
2.6	**Action:** incentive structures and supports **Need:** Based internal data on students' attendance, there is an identified need to implement strategies to motivate students to attend school regularly. The overall attendance rate at TCOE Community School was 62.24%, an indicator that students academic progress is a challenge. The student chronic absenteeism rate, per local student information systems, indicate that chronic absenteeism at TCOE Court was 10.2% in 2023-24 and was 50% at TCOE Community.	Continued efforts to increase attendance rates are needed to improve all-around student outcomes. These incentives may include recognition for students with excellent attendance, and rewards for improved attendance. By incentivizing attendance, the district aims to increase student engagement, build connectedness, and reduce chronic absenteeism rates, particularly among unduplicated pupils, thereby supporting their academic success and overall well-being. In order to provide equity in recognition of all students exhibiting positive attendance, this action is implemented site-wide so all students have the opportunity to be recognized.	Chronic Absenteeism on dashboard, Student Connectedness Survey

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
	Suspension rates also impacted students' school attendance. Per the 2023 Dashboard, the suspension rate for socioeconomically disadvantaged students at TCOE Community was 17.1%. In comparison, the state average for this student group was 4.5%. English Learners were suspended at a rate of 38.5% which was a 30% increase from the previous year. The Hispanic student group and students with disabilities though not Unduplicated, but largely socioeconomically disadvantaged, had suspension rates of 20% and 25%. **Scope:** Schoolwide		
2.7	**Action:** Field trip and incentives for career exploration and improved school connectedness **Need:** Based internal data on students' attendance, there is an identified need to implement strategies to motivate students to attend school regularly. The overall attendance rate at TCOE Community School was 62.24%, an indicator that students academic progress is a challenge. The student chronic absenteeism rate, per local student information systems, indicate that	This action will address the need by allocating district funds for school-sponsored field trips. These excursions contribute to a well-rounded education by exposing students to real-world contexts, fostering curiosity, and enriching their understanding of various subjects. By providing equitable access to these educational opportunities, the district ensures that unduplicated pupils receive the same experiential learning benefits as their peers, promoting inclusivity and enhancing overall academic engagement and achievement.	Chronic Absenteeism on dashboard, Student Connectedness Survey

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
	chronic absenteeism at TCOE Court was 10.2% in 2023-24 and was 50% at TCOE Community. Suspension rates also impacted students' school attendance. Per the 2023 Dashboard, the suspension rate for socioeconomically disadvantaged students at TCOE Community was 17.1%. In comparison, the state average for this student group was 4.5%. English Learners were suspended at a rate of 38.5% which was a 30% increase from the previous year. The Hispanic student group and students with disabilities though not Unduplicated, but largely socioeconomically disadvantaged, had suspension rates of 20% and 25%. Outside school sponsored field trips, TCOE Community low-income, Foster Youth, and English Learner students seldom have the opportunity, due to fiscal hardship or transportation challenges (per student and parent/guardian interviews), to participate in learning-related, enrichment, or career awareness field trips. **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.

Professional Development and Online educational programs were selected based on the review of qualititative and quantative data analysis including feedback from Educational Partners. Based on this process TCOE believes that these actions will support Low income, English Leaners and Hispanic students performing in the lowest range.

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.

The COE does not receive this type of funding.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned 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	28,765,148	1,040,847	3.618%	0.000%	3.618%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,056,642.00	$1,345,190.00	$0.00	$9,815.00	$4,411,647.00	$3,983,583.00	$428,064.00

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	Provide Highly Qualified Teachers and Staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court, TCOE Community	On-going	$3,207,435.00	$0.00	$2,722,065.00	$485,370.00			$3,207,435.00	
1	1.2	Supplemental Instructional Materials and Supplies including those for administration of the program	All Students with Disabilities Students with Disabilities, Low Income, Hispanic	No			All Schools	On-going	$0.00	$44,755.00	$44,755.00				$44,755.00	
1	1.3	Online Educational Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court School, TCOE Community School	On-going	$0.00	$168,354.00	$168,354.00				$168,354.00	
1	1.4	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court School, TCOE Community School	On-going	$0.00	$15,000.00	$185.00	$5,000.00		$9,815.00	$15,000.00	
1	1.5	Maintain updated technology for students to access curriculum and resources	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: TCOE Court School,	On-going	$0.00	$1,800.00	$1,800.00				$1,800.00	

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
							Community School									
1	1.6	CTE teacher for Community School CTE teacher paid from Equity multiplier	All	No			Specific Schools: Community Schools	Ongoing	$0.00	$0.00		$0.00			$0.00	
1	1.7	English Language Acquisition	All English Learners and Long-term English Learners	No			All Schools	On-going	$0.00	$0.00	$0.00				$0.00	
2	2.1	Parent Involvement and communication through student information systems (Parent Sqaure communication portal)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court,TCOE Community schools	Ongoing	$0.00	$2,163.00	$2,163.00	$0.00	$0.00	$0.00	$2,163.00	
2	2.2	Social Worker							$0.00	$0.00	$0.00				$0.00	
2	2.3	Transportation bus passes, fuel costs and vehicle maintenance, driver clearance/training, and certification	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Community School	Ongoing	$0.00	$6,480.00	$6,480.00				$6,480.00	
2	2.4	Additional Student Transition Specialist	Low Income			Low Income			$0.00	$0.00	$0.00				$0.00	
2	2.5	Maintain and update proper facilities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court, TCOE Community schools	Ongoing	$0.00	$104,895.00	$104,895.00				$104,895.00	
2	2.6	incentive structures and supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court, TCOE Community schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Field trip and incentives for career exploration and improved school connectedness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Community School	Ongoing	$0.00	$2,395.00	$2,395.00				$2,395.00	
2	2.8	Incentives and interventions for attendance	All Students with Disabilities Low income, English Learners, Hispanic	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Community School Equity Multiplier Additional CTE teacher staffing and materials and supplies	All	No			Specific Schools: Community School	Ongoing	$146,515.00	$0.00	$0.00	$146,515.00	$0.00	$0.00	$146,515.00	
3	3.2	Court School Additional Staffing Support	All	No			Specific Schools: Court School	Ongoing	$457,953.00	$0.00	$0.00	$457,953.00	$0.00	$0.00	$457,953.00	
3	3.3	CTE Curriculum, materials and supplies for Court School	All Students with Disabilities	No			All Schools Specific Schools: Court School Hispanic, Low Income, Students with Disabilities	Ongoing	$0.00	$10,550.00	$550.00	$10,000.00			$10,550.00	
4	4.1	Equity Multiplier Court School additional supports	All	No			Specific Schools: Court School	Ongoing	$171,680.00	$0.00	$0.00	$171,680.00	$0.00	$0.00	$171,680.00	
4	4.2	Equity Multiplier Court School SEL and CTE curriculum	All	No			Specific Schools: Court School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	Community School SEL and mental health supports	All	No			Specific Schools: Tulare County Community School	Ongoing	$0.00	$68,672.00		$68,672.00			$68,672.00	

2026-27 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
28,765,148	1,040,847	3.618%	0.000%	3.618%	$3,011,337.00	0.000%	10.469 %	**Total:**	$3,011,337.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$3,011,337.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Provide Highly Qualified Teachers and Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court, TCOE Community	$2,722,065.00	
1	**1.3**	Online Educational Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court School, TCOE Community School	$168,354.00	
1	**1.4**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court School, TCOE Community School	$185.00	
1	**1.5**	Maintain updated technology for students to access curriculum and resources	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: TCOE Court School, Community School	$1,800.00	
2	**2.1**	Parent Involvement and communication through student information systems	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court,TCOE Community	$2,163.00	

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 (%)
		(Parent Sqaure communication portal)				schools		
2	**2.3**	Transportation bus passes, fuel costs and vehicle maintenance, driver clearance/training, and certification	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Community School	$6,480.00	
2	**2.4**	Additional Student Transition Specialist			Low Income		$0.00	
2	**2.5**	Maintain and update proper facilities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court, TCOE Community schools	$104,895.00	
2	**2.6**	incentive structures and supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court, TCOE Community schools	$3,000.00	
2	**2.7**	Field trip and incentives for career exploration and improved school connectedness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Community School	$2,395.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,055,553.47	$3,857,772.00

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**	Provide Highly Qualified Teachers and Staff	Yes	$2,679,824.00	2,666,537
1	**1.2**	Supplemental Instructional Materials and Supplies including those for administration of the program	No	$47,488.00	49,965
1	**1.3**	Online Educational Programs	Yes	$159,084.00	171,933
1	**1.4**	Professional Development	Yes	$15,000.00	19,273
1	**1.5**	Maintain updated technology for students to access curriculum and resources	Yes	$1,800.00	1,550
1	**1.6**	CTE teacher for Community School	No	$150,000.00	0
1	**1.7**	English Language Acquisition	No	0	0
2	**2.1**	Parent Involvement and communication through student information systems	Yes	$1,446.00	2,163
2	**2.2**	Social Worker		0	0
2	**2.3**	Transportation bus passes, fuel costs and vehicle maintenance	Yes	$2,500.00	7,340

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)
2	**2.4**	Additional Student Transition Specialist		0	0
2	**2.5**	Maintain and update proper facilities	Yes	$114,276.00	113,035
2	**2.6**	incentive structures and supports	Yes	$3,000.00	3,500
2	**2.7**	Field trip and incentives for career exploration and improved school connectedness	Yes	$2,500.00	2,395
2	**2.8**	Incentives and interventions for attendance	No	$0.00	0
3	**3.1**	Community School Equity Multiplier Additional CTE teacher staffing	No	$122,967.47	103,060
3	**3.2**	Court School Additional Staffing Support	No	$393,492.00	434,295
3	**3.3**	CTE Curriculum, materials and supplies for Court School	No	$90,000.00	10,550
4	**4.1**	Equity Multiplier Court School additional supports	No	$201,132.00	201,132
4	**4.2**	Equity Multiplier Court School SEL and CTE curriculum	No	$4,000.00	4,000
4	**4.3**	Community School SEL and mental health supports	No	$67,044.00	67,044

2025-26 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)
1,016,353	$2,969,430.00	$2,987,726.00	($18,296.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide Highly Qualified Teachers and Staff	Yes	$2,679,824.00	2,666,537		
1	1.3	Online Educational Programs	Yes	$159,084.00	171,933		
1	1.4	Professional Development	Yes	$5,000.00	19,273		
1	1.5	Maintain updated technology for students to access curriculum and resources	Yes	$1,800.00	1,550		
2	2.1	Parent Involvement and communication through student information systems	Yes	$1,446.00	2,163		
2	2.3	Transportation bus passes, fuel costs and vehicle maintenance	Yes	$2,500.00	7,340		
2	2.5	Maintain and update proper facilities	Yes	$114,276.00	113,035		
2	2.6	incentive structures and supports	Yes	$3,000.00	3,500		
2	2.7	Field trip and incentives for career exploration and improved school connectedness	Yes	$2,500.00	2,395		

2025-26 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)
2,335,909	1,016,353	0.00	43.510%	$2,987,726.00	0.000%	127.904%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- 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, Statues 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 2026-27, 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 2026-27, 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:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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