COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: San Bernardino County Superintendent of Schools
CDS Code: 36103630000000
School Year: 2025-26
COE contact information:
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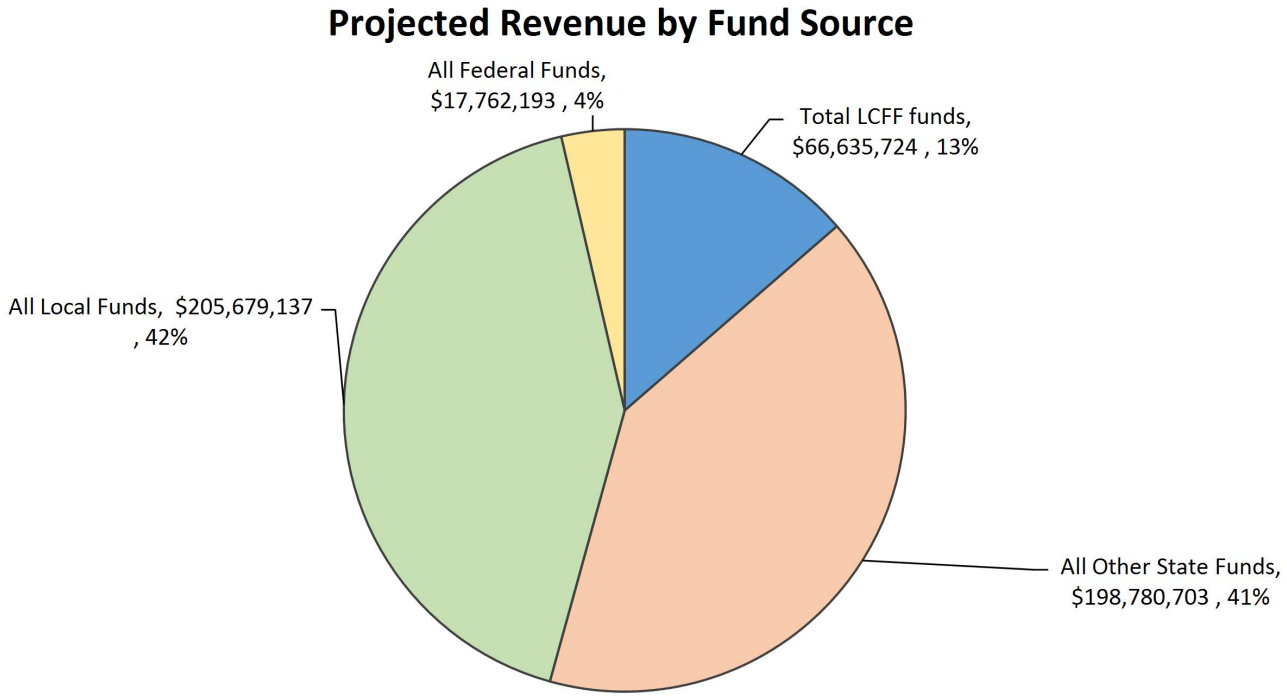
County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

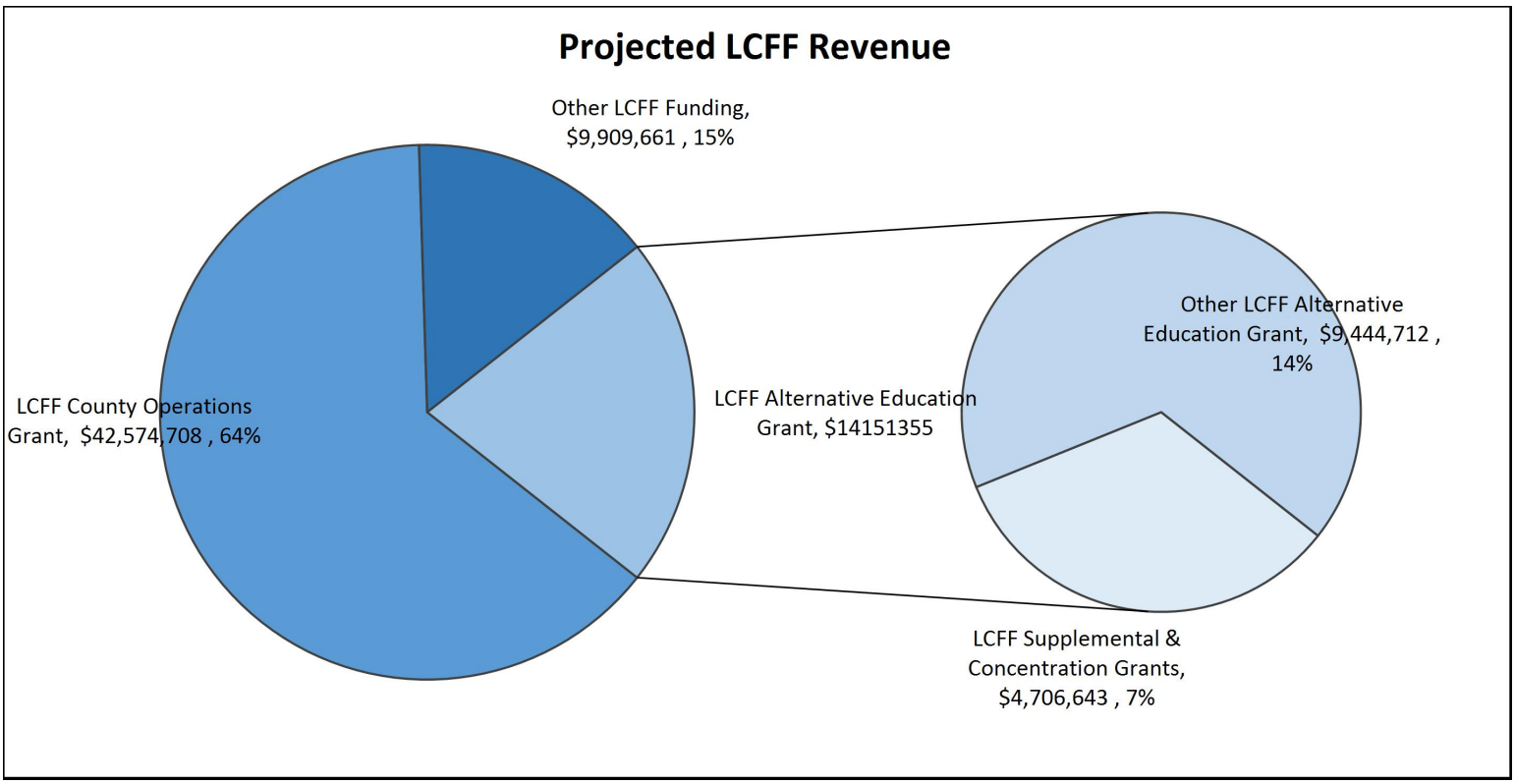


This chart shows the total general purpose revenue San Bernardino County Superintendent of Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Bernardino County Superintendent of Schools is 488,857,757, of which 66,635,724 is Local Control Funding Formula (LCFF), 198,780,703 is other state funds, 205,679,137 is local funds, and 17,762,193 is federal funds.

Of the $198,780,703 attributed to All Other State Funds, $1,813,350 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

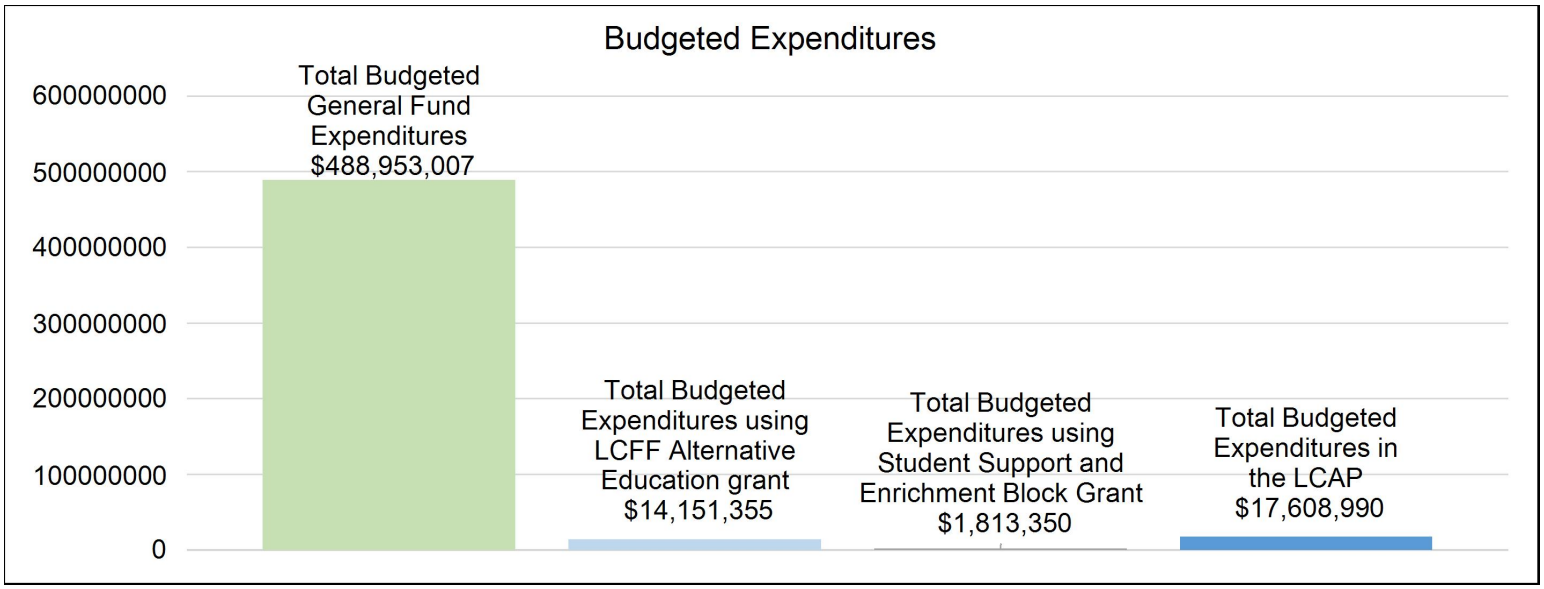


This chart shows the LCFF revenue San Bernardino County Superintendent of Schools expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for San Bernardino County Superintendent of Schools is $66,635,724, of which $42,574,708 is attributed to the LCFF County Operations Grant, $14,151,355 is the attributed to the LCFF Alternative Education Grant, and $ is other LCFF funds. Of the $14,151,355 attributed to the LCFF Alternative Education Grant, $4,706,643 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

In addition to the County Operations Grant and the Alternative Education Grant, the county office receives LCFF funding associated with district-funded services such as regionalized programs and services for students with disabilities operated by the county, and supplemental or concentration grant funds for programs directly serving foster youth or other unduplicated students enrolled in COE-operated programs outside of alternative education. These funds support targeted services aligned with the students' needs and may include instructional support, counseling, and coordination with community-based agencies.

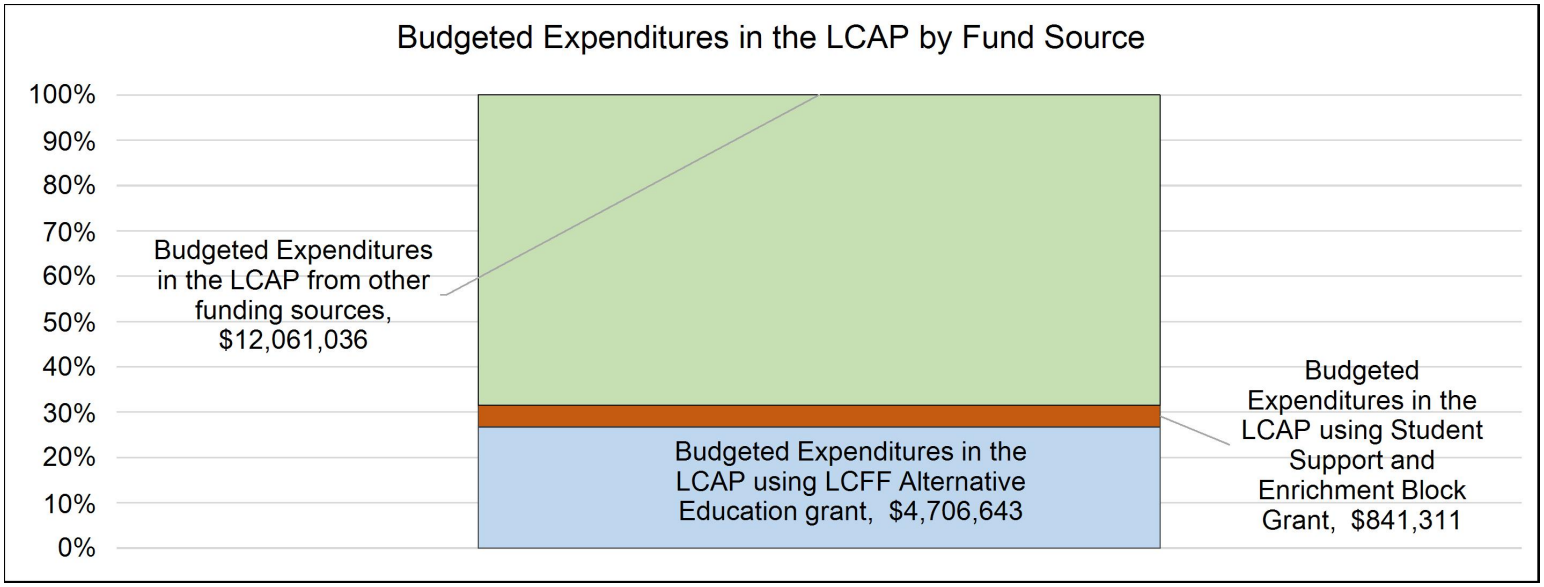
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Bernardino County Superintendent of Schools plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Bernardino County Superintendent of Schools plans to spend $488,953,007 for the 2025-26 school year. Of that amount, $14,151,355 is attributed to the Alternative Education Grant and $1,813,350 is attributed to the Student Support and Enrichment Block Grant. $471,344,017 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 budget expenditures for the LCAP year that are not included in the LCAP relate to funding mandated programs and services, providing district support, and other state, federal, and locally restricted programs.
The Alternative Education Base Grant allocation is $9,444,712 and is used to support program base costs.



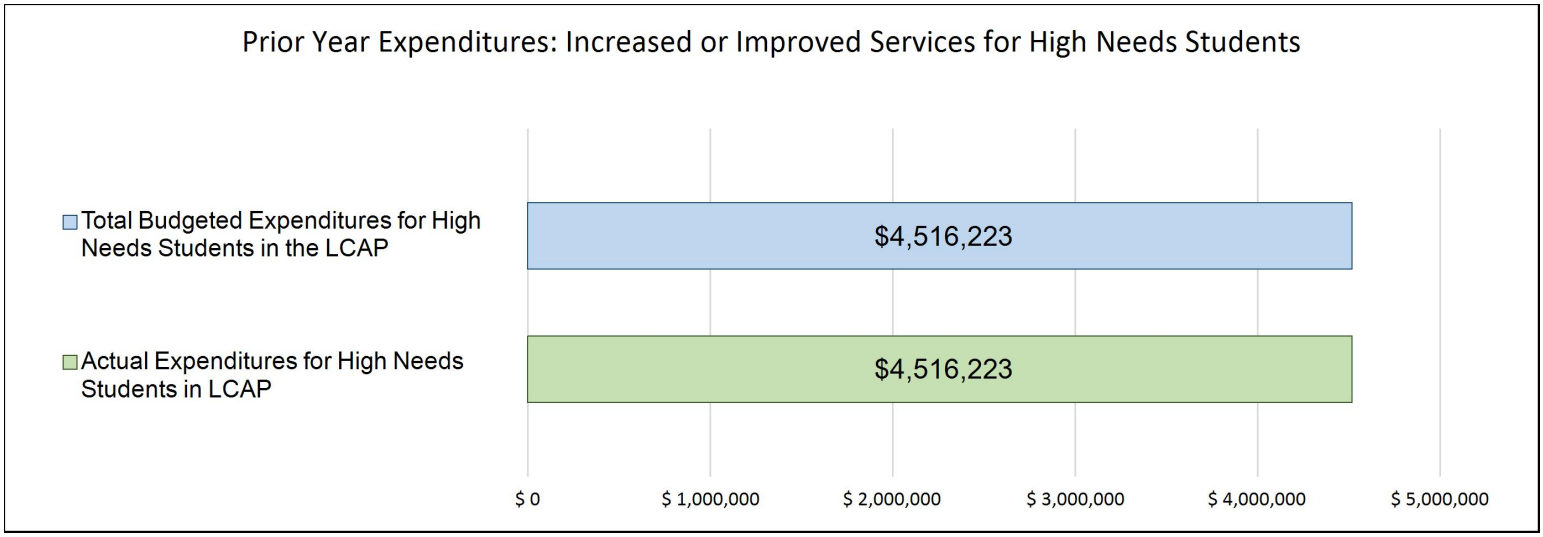
This chart provides a quick summary of how much San Bernardino County Superintendent of Schools plans to spend for 2025-26 for planned actions and services in the LCAP.

The text description of the above chart is as follows: San Bernardino County Superintendent of Schools plans to spend $17,608,990 on actions/services in the LCAP. Of those funds, $4,706,643 is attributed to the Alternative Education Grant and $841,311 is attributed to the Student Support and Enrichment Block Grant.

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

In 2025-26, San Bernardino County Superintendent of Schools is projecting it will receive 4,706,643 based on the enrollment of foster youth, English learner, and low-income students. San Bernardino County Superintendent of Schools must describe how it intends to increase or improve services for high needs students in the LCAP. San Bernardino County Superintendent of Schools plans to spend 5,952,751 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what San Bernardino County Superintendent of Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Bernardino County Superintendent of Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, San Bernardino County Superintendent of Schools's LCAP budgeted 4,516,223 for planned actions to increase or improve services for high needs students. San Bernardino County Superintendent of Schools actually spent 4,516,223 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Bernardino County Superintendent of Schools	Myrlene Pierre Assistant Superintendent - Student Services	Myrlene.Pierre@sbcss.net 909-387-8511

Plan Summary [2025-26]

General Information

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

The San Bernardino County Superintendent of Schools (SBCSS) is located in the Riverside-San Bernardino metropolitan area (sometimes called the "Inland Empire"). San Bernardino County is ethnically diverse, with public school enrollments of slightly under 400,000 students (2023-2024, CDE/Dataquest).

SBCSS serves students residing throughout San Bernardino County, the largest county, geographically, in the contiguous United States, covering nearly 20,052 square miles. SBCSS Student Services has an enrollment of approximately 5,000 students in PK-12 (across all programs) and provides a myriad of educational services and opportunities to students in Alternative Education (AE) and Special Education (SE) settings. Program services and administration are divided into three regions (Desert/Mountain, East Valley and West End). Special Education students served by SBCSS are referred by local districts through the Individual Education Program (IEP) process and are covered under their district of accountability LCAP. Students attending our Special Education School have their own School Site Council and School Plan for Student Achievement (SPSA or school plan).

In addition to the special education school, SBCSS operates eight Community School (CS) campuses, an Independent Study program (IS) across San Bernardino County, under one school CDS Code (County-District-School code issued by CDE), and the Juvenile Court School (JCS); these programs make up the SBCSS Alternative Education (AE) Program. As of the 2024 census date (the first Wednesday in October), enrollment consisted of 18% English Learners, 6% Foster Youth, 8% Homeless, 90% Socio-Economically disadvantaged, and 21% Special Education. The unduplicated ethnic student demographic data in the AE programs show: 65% Hispanic/Latino, 21% African American, 10% White and 4% Other.

SBCSS operates a Title I school-wide program (SWP) in all schools. 76% of students are high school level, with 22% middle school and 2% elementary (Victorville Education Center Elementary Program). The actions and services included in the SPSAs not only reflect individual school differences but are aligned to this SBCSSs Local Control Accountability Plan (LCAP) to support student achievement while incorporating flexible local control. In the 2025-2026 school year, in order to create a clear connection between SBCSS performance and the planning process that is memorialized in the LCAP, we will highlight specific goals and actions in the LCAP focused on improving student outcomes of low-performing student groups. The SBCSS targeted student groups are English learners, foster youth, Hispanic, African American, and socioeconomically disadvantaged youth.

San Bernardino County Superintendent of Schools is utilizing our community and court schools Local Control Funding Formula (LCFF) Base Grant to increase mental health, college and career counseling services to support the academic, behavioral and social emotional well-being of our students. These funds will also be used for the enhancements and continuation of career technical education (CTE), youth leadership empowerment programs, as well as increased academic intervention services. The Student Enrichment and Support Block Grant will ensure an increase in work-based and vocational learning experiences and additional access to dual enrollment programs. All three SBCSS schools receive Comprehensive Support and Improvement (CSI) and Equity Multiplier (EM) funds. based on Educational Partner feedback, these funds will be used to address the needs of students to increase academic achievement, increasing literacy and math skills, as well as career vocational and leadership opportunities. We are committed to transparently utilizing these resources to promote student success and expand access for educational opportunities.

Reflections: Annual Performance

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

The California School Dashboard annually reports progress in the areas of Pupil Achievement, School Climate, Pupil Engagement, and Outcomes to a Broad Course of Study.

On the 2023 CA Dashboard, SBCSS Pupil Achievement performance indicator in English Language Arts (ELA) and Mathematics showed growth and were at the orange level on the CA Dashboard. Although ELA and Mathematics scores were below standard by 140.4 and 213.4 points respectively, both areas showed an increase, ELA by 39.5 points and Math by 42.9 points. On the 2024 CA Dashboard, students continued to show movement towards standard in ELA by increasing 1.9 points, to 138.5 below standard. Mathematics showed a decline of 16.9 points, to 230.3 points below standard.

A continuous notable area of growth was in the English Learner Progress, which moved to green status with 52.3% students making progress—an increase of 12.8%. This positive trend will be leveraged to build comprehensive strategies that address academic performance for English Learners

The college and career readiness indicator is in the red status, with 1.3% of students being prepared. This continues to be an area of focus in this 3-year LCAP cycle. There will be enhanced efforts to provided college and career experiences for all students. It is important to note that this indicator is calculated based on the percentage of high school graduates in the four-year cohort. Hence, it is a subset of the students

calculated in the graduation rate. The graduation rate has increased by 1.5%, with 45.8% of students graduating.

School Climate and Pupil Engagement indicators showed chronic absenteeism at 62%, an increase of 2.9%, which places the indicator in the red category. There was a significant improvement in the suspension rate as it moved to the yellow category, with 6.5% of students suspended at least once, reflecting a 5% decrease. These indicators will continue to be highlighted in the LCAP to improve outcomes in these areas.

Based on the 2023 CA Dashboard all schools and student groups with red indicators were required to be addressed in the three-year LCAP cycle. With the release of the 2024 CA Dashboard, there was an evaluation to see which schools, indicators and/or students groups made progress and which continue to be in the red category. An asterisk (*) indicates that the school or student group made progress and moved out of the red category on the 2024 CA Dashboard:

School within the LEA:
Suspension-
Community School/Independent Alternative Education*

Chronic Absenteeism-
Community School/Independent Alternative Education

Graduation-
Community School/Independent Alternative Education
San Bernardino County Juvenile Detention and Assessment Center
San Bernardino County Special Education

College/Career-
Community School/Independent Alternative Education
San Bernardino County Juvenile Detention and Assessment Center
San Bernardino County Special Education

Student Groups within the LEA:
English Learners (Differentiated Assistance) - Suspensions*, Chronic Absenteeism, Graduation and College & Career Indicator
Foster Youth (Differentiated Assistance)- Suspension*, Graduation and College & Career Indicator
Homeless Youth (Differentiated Assistance)- Suspension*, Graduation and College & Career Indicator
Socioeconomically Disadvantaged (Differentiated Assistance)- Suspension*, Chronic Absenteeism, Graduation and College & Career Indicator
Students with Disabilities (Differentiated Assistance)- Suspension*, Chronic Absenteeism, Graduation and College & Career Indicator
African American (Differentiated Assistance)- Suspension*, Chronic Absenteeism, Graduation and College & Career Indicator
Hispanic (Differentiated Assistance)- Suspension*, Chronic Absenteeism, Graduation and College & Career Indicator
White- Suspension*

Red Dashboard Indicators by School, Indicator and student groups

Community School/Independent Alternative Education (Equity Multiplier) (CSI)

Suspension Rate
-English Learners*
-Foster Youth
-Homeless*
-Socioeconomically Disadvantaged*
-Students with Disabilities*
-African American*
-Hispanic*
-White*

Chronic Absenteeism
-English Learners
-Socioeconomically Disadvantaged
-Hispanic

Graduation Rate
-English Learners
-Homeless
-Socioeconomically Disadvantaged
- Students with Disabilities
- African American
- Hispanic

College/Career
-English Learners*
-Homeless
-Socioeconomically Disadvantaged
-Students with Disabilities
-African American
-Hispanic

San Bernardino County Juvenile Detention and Assessment Center (Equity Multiplier) (CSI)

Graduation Rate
-Socioeconomically Disadvantaged

College/Career
-Socioeconomically Disadvantaged

San Bernardino County Special Education (Equity Multiplier) (CSI)

Suspension Rate
-African American
-Two or More Races

Graduation Rate
-Socioeconomically Disadvantaged
-Students with Disabilities
-Hispanic

College/Career
-Socioeconomically Disadvantaged
-Students with Disabilities
-Hispanic

Learning Recovery Emergency Block Grant (LREBG)- SBCSS has unexpended LREBG funds. Based on the comprehensive needs assessment completed with the Educational Partners, feedback determined an emphasis to continue to provide additional academic supports to address the areas of ELA, math and intervention that will lead to improved graduation rates. Based on the allowable use of funds, LREBG will be used to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as learning recovery programs and materials designed to accelerate pupil academic proficiency. This will be addressed in Goal 1 Action 1 ELA and Math Achievement (Curriculum Specialist) and Goal 2 Action 2- Graduation Rates and Guidance Support (Academic Counselors).
Effectiveness of these actions and use of funds will be evaluated with the associated metrics that will be monitored with LREBG actions are metrics 1.1, 1.2, 1.8 and 2.2.

Additional data analysis was conducted based on the local climate survey data from the 2024/25 Annual Student Survey conducted by the San Bernardino County Superintendent of Schools, here are the key learnings:

The key learnings from the 2024/25 Annual Student Survey illustrate notable strengths and areas that require attention within the school environment, broken down into categories such as classroom efforts, engagement, learning recovery, school safety, and self-efficacy, with data further analyzed by different student demographics including ethnicity, economic status, and educational needs.

Strengths:
Classroom Engagement and Instruction: The survey shows high levels of student satisfaction with instructional clarity and engagement. A

significant majority of students agree that teachers explain course material well and maintain an appropriate presentation speed, suggesting strong classroom efforts and effective teaching methods.

School Safety: Most students report feeling safe on campus, which reflects positively on the existing safety measures and overall climate of the school.

Material Provision and Future Preparedness: The high level of agreement on the provision of necessary learning materials and preparedness for future academic and career paths indicates a strong foundation in resource availability and forward-looking educational planning.

Areas for Improvement:
Learning Recovery: Despite strong overall satisfaction, there is a specific need for targeted support in areas such as Mathematics and Science, where about 20.89% of students requested more focused help, highlighting a gap in the post-pandemic recovery efforts.

Equity and Inclusion: There is a continuous need to address resource disparities, particularly among economically disadvantaged students and English learners, who constitute a substantial portion of the student body. These groups often require additional resources and tailored support to ensure equitable educational outcomes. LCAP actions will continue to address the high needs of our economically disadvantaged and English Learner students.

Reflections: Technical Assistance

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

SBCSS Community Schools (CS) and Juvenile (JCS) are in Differentiated Assistance and receive Technical Assistance due to the student outcomes on the 2024-2025 CA Dashboard. The student groups are English Learners (Chronic Absenteeism & Grad Rate), Foster Youth (Grad Rate & CCI), Socio-Economically Disadvantage (SED) (Math, ELA, Chronic Absenteeism, Grad Rate and CCI), and Hispanic (Math, ELA, Chronic Absenteeism, Grad Rate and CCI).

The SBCSS administrative team is addressing these areas in three ways:

In the 2023-24 school year and in collaboration with the SBCSS County-wide LCAP division, the SBCSS Student Services team has attended Differentiated Assistance full-day planning. The Community Schools/IS and Juvenile Court School team members participated in the Plan-Do-Study-Act cycle focused on the suspension rate data. It was decided that the initial steps will be to focus on understanding the data processing and train staff on appropriate responses to discipline, including "other means of correction." During this cycle, the 2024 CA Dashboard showed that the team's Differentiated Assistance PDSA cycle had a positive impact on the suspension rate, with a decrease of 5%. For the 2024-25 school year, the Differentiated Assistance team will focus on Chronic Absenteeism in the PDSA cycle. The goal will be to see improved outcomes that will be reflected in the 2025 CA Dashboard.

In the 2023-24 school year, the Tri-County Consortium was the venue in which technical assistance is supported. The Tri-County Consortium was made up of San Bernardino, Orange and Riverside County Alternative Education Divisions. Based on the fact that all three counties

serve similar populations in Alt Ed, and share similar challenges with improving student outcomes, the technical assistance collaboration has been critical. The team has committed to a Plan-Do-Study-Act cycle focused on English Learner data. This resulted in an area of growth in the English Learner Progress, which moved to green status with 52.3% students making progress—an increase of 12.8%. In the 2024-25 school year, Los Angeles County of Education has joined the consortium, which has not been renamed the Southern California Consortium (SCC). This technical assistance group continues to address English Learner data, including Long-Term English Learners, who are now their own specific subgroup that needs to be addressed.

The third level of technical assistance support comes from the California Department of Education (CDE). The CDE team has met with SBCSS leadership to support all aspects of LCAP writing for a county Alt Ed program. These meeting are ongoing, with feedback provided on a regular basis.

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.

During the 2023-24 school year, three SBCSS schools were identified as being eligible for Comprehensive Support and Improvement (CSI) funds. This is a 3-year designation, meaning schools will maintain this status for three years, unless they meet the requirement to exit CSI status base on improved graduation rates.

- San Bernardino County Special Education School - County-District-School (CDS) code 36-10363-6069348
- San Bernardino County Juvenile Detention and Assessment Center CDS code 36-10363-3630431
- Community School / Independent Alternative Education School CDS code 36-10363-0107466

Each school was determined eligible based on the graduation rate.

Support for Identified Schools

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

The San Bernardino County Superintendent of Schools (SBCSS) is committed to providing targeted support to its eligible schools through a structured, data-driven approach to Comprehensive Support and Improvement (CSI). As allowable by the California Department of Education (CDE), SBCSS has incorporated the CSI improvement plan into the LCAP process. In this process, SBCSS collaborates with school administrators, teachers, and educational partners to develop an improvement plans that address key areas of need, including academic achievement, chronic absenteeism, suspension rates, and graduation rates. Using California School Dashboard data, local assessment results, and Educational Partner input, SBCSS conducts root-cause analyses to identify barriers to student success and develop evidence-based interventions. Schools receive technical assistance, professional development, and instructional coaching, along with ongoing monitoring and evaluation through the Plan-Do-Study-Act (PDSA) cycle of Continuous Improvement. Additionally, SBCSS leverages

partnerships with external agencies, county-wide initiatives, and the Southern California Consortium (SCC) to align best practices across similar Alternative Education programs. The CSI process is continuous and collaborative, ensuring that each school's improvement plan is responsive to student needs and results in measurable progress toward long-term success.

Monitoring and Evaluating Effectiveness

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

The LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement through a consistent and frequent use of data. Specifically, data associated with student performance (local assessments, attendance, chronic absenteeism, credit-acquisition, and discipline) will be reviewed by administration on a weekly and quarterly basis. Negative trends in student data will be reported immediately to the school site where intervention can take place in a timely manner. Time will be set aside during monthly administrative meetings to review and assess data and evaluate the effectiveness of current interventions/practices.

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
Educational Partners: Parents, Students, Teachers, Other School Personnel, Local Collective Bargaining Units, SELPA & Community Members	LCAP Educational Partner Engagement - Hybrid Educational Partner meetings were held November 13, 2024, January 22, 2025 and April 9, 2025. Educational partners to reviewed actions for the 2024-25 school year and provided input in a variety of ways, including surveys, interactive activities, such as LCAP scavenger hunts, and written feedback on each action. During these meetings, parents and all educational partners were presented with information on LCFF, State and Federal funds. Specifically, information was shared on the Comprehensive Support and Improvement (CSI) and Equity Multiplier (EM) funds that each of the three (3) SBCSS schools received. Educational partners representing all three schools contributed to how the CSI and EM funds would be used to improve outcomes for students. The work of this group influenced the development of LCAP goals. November 2024-January 2025 Surveys- In addition to meetings, parents, students, teachers, and other school staff were asked to complete surveys that asked about school climate, academic support, and knowledge of available resources. From November 2024 to January 2025 surveys were completed, and findings were presented at the LCAP meeting in April. All parents with students in the Alternative Education programs received information to access the surveys through the communication system (phone, email, and text) and through fliers and

Educational Partner(s)	Process for Engagement
	postings at each school site. 353 students, 177 parents, and 78 staff members responded to the surveys.
Parent Advisory Councils	Parent Advisory Meetings (consisting of parents and District Advisory Council (DAC) and English Learner Advisory Council (DELAC) members) were conducted in November, January, March, and April. SBCSS Student Services' African American Parent Advisory Council (AAPAC) held meetings in November, February, and April. Advisory meetings included parent-specific questions, needs, and feedback as it relates to the LCAP and their role in the monitoring and reviewing of the plan.
School Site Councils	School Site Council meetings, comprised of principals, teachers, parents, students, and other school staff members were held in each region and the Juvenile Court School during the months of September/October, December, February, and May. Participants reviewed the LCAP actions, the CA Dashboard released in November 2024, and LCAP Climate Survey results. All meetings allowed participants to provide feedback.
Area Directors, Principals and Student Services Leadership	Area Director and principal meetings were held regularly throughout the year. Principals were also asked to complete a survey in January-February. March 2025, Student Services Branch staff were asked to participate in reviewing and providing feedback LCAP Data and actions.
Public Comment	The public comment period began on April 18, 2025, and on May 12, 2025, a public hearing occurred, and a draft LCAP was presented to the county board of education, along with a presentation.
County Board of Education	February 10, 2025, the written LCAP Mid-Year Report was submitted and an LCAP Mid-Year presentation was completed during the open session of the Board meeting.

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

SBCSS strives to meet four main goals when engaging educational partners:
1. To engage more parents and students
2. To show value to our partner voices
3. To be transparent
4. To encourage out of the box thinking and consider innovative practices to improve student outcomes

To meet these goals SBCSS actively engaged educational partners throughout the year to monitor progress and continually provide input in the LCAP goals, action, and revision/development process. Educational partners were engaged early in the year, and quarterly progress monitoring meetings were held.
The information gathered from each opportunity was reviewed and compared to prior year goals and actions. Goals and actions for 2025-2026 year were revised based on the feedback.

The comprehensive analysis of educational partner feedback across key stakeholder groups—parents, teachers, students, other school personnel, local collective bargaining unit members, Special Education Local Plan Area (SELPA), and administrative leadership—reveals several strengths, areas for growth, and actionable recommendations for the Local Control and Accountability Plan (LCAP).
The analysis of feedback from staff, families, and students gathered from the documents provides a comprehensive overview of the perspectives and needs within the educational community, which is crucial for the LCAP writer to incorporate into strategic planning.

Staff Feedback:
Staff feedback highlights a variety of professional development opportunities and resources available within the Alternative Education program. Staff appreciated the support programs and are particularly interested in further information about AVID availability across sites and job/career programs that can benefit students. They also expressed interest in connecting students to paid employment opportunities, which indicates a proactive approach to career readiness.

Family Feedback:
Parents showed an active interest in programs that directly benefit their children's academic and future career success. They seek more information on programs like Dream Catcher and other supplemental programs focusing on reading and math. The feedback points to a desire for more resources that can help their children have better lives.

Student Feedback:
Student responses underscore a keen interest in job and employment opportunities. They appreciate career readiness programs and express a need for practical, hands-on activities that align with counseling, which indicates a demand for engaging and interactive learning environments. Students valued initiatives that provide them with real-world skills and connections, such as partnerships with companies for seasonal job opportunities.

The Educational Partners recommend a continued focus on academic supports with an emphasis on ELA and mathematics. This includes additional staff to support students in these areas. They also stressed the continued emphasis on college and career initiatives.

To enhance overall educational outcomes, the LCAP will continue to focus on increasing parental engagement through flexible scheduling and digital platforms, improving professional development for teachers with a focus on practical application, and enriching the school climate with motivational and inclusive practices. Strengthening staff-family relationships through regular, meaningful communication and engagement activities will also be vital.

In addition, specific feedback regarding the continued focus on areas of student engagement, achievement, and other outcomes provided specific input to LCAP goals and actions. Educational partners representing all three Comprehensive Supports and Improvement (CSI) Equity Multiplier (EM) schools contributed to how the CSI and EM funds would be used to improve outcomes in these areas.

These recommendations aim to create a more cohesive, supportive, and engaging educational environment for all stakeholders, ultimately leading to improved student success and well-being. Implementing these strategies will require dedicated efforts and resources but promises significant benefits for the school community.

SBCSS will continue to address the six areas of focus that the educational partner feedback provided to influence the actions in the LCAP three-year cycle. The areas are as follows:
1. Professional Development/Training
2. High-quality Instructional Programming
3. School Climate/Positive Behavior Interventions and Supports (PBIS)
4. Additional staffing to meet students' diverse needs
5.Increased focus on procedures and practices related to student data
6. Increase and improve family resources

The goals and actions created for the 2024-25 LCAP and updated for the second year, 2025-26, is written to align with the student needs as determined by various data points, including the above feedback from the engaged educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Conditions of Learning: SBCSS will provide a high-quality, structured, and safe learning environment that proactively addresses the unique academic needs of the student population we serve for increased academic achievement, increased English language proficiency, and increased college and career readiness. Over the next three-year cycle, SBCSS will improve academic achievement in the areas of Math CAASPP, ELA CAASPP, and English Learner Proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Comprehensive analysis of academic achievement data and in consultation with educational partners, SBCSS has chosen to prioritize improving academic achievement in English Language Arts (ELA), Math, and English Learner Proficiency. This decision reflects a strategic focus on addressing disparities in achievement and fostering a foundation of lifelong learning across all student groups.

Although the 2023 CA Dashboard showed that there was growth in the areas of ELA, Math, and English Language Proficiency, SBCSS maintains a continued focus on improving outcomes in these areas. The academic data shows that several student groups are underperforming in ELA, Math and English Learner Proficiency, with an emphasis on the low-income, Hispanic, African American, and English Learner subgroups.

Overall performance: The 2023 data showed that the All Students group is -140.4 points distance from standard in ELA, -213.4 points distance from standard in Math, and 38.9% of English Learners show language proficiency. This goal will be maintained as the 2024 CA Dashboard showed the All Student group at -138.5 points distance from standard in ELA, -230.3 points distance from standard in Math. There was improvement in the area of English Language Proficiency with a 10% increase of 48.9% proficiency.

This goal was refined and prioritized through meaningful consultation with a wide range of educational partners. The feedback included a need for continued professional development for staff, and ongoing monitoring go student academic progress. This led to an ongoing focus on the unique needs of the population of students served int the SBCSS Alternative Education Program.

Upon enrollment, 97% of students score below grade level in ELA and Math. Of those that have pre/post scores, 59% in ELA and 64% math overall showed growth during the first three quarters of the 2024-2025 school year. This is a 1% increase in both ELA and Math. Low-Income (LI)/Socio-economically disadvantaged (SED) students did well compared to all students in both subjects The English learner and Hispanic subgroups were less at 55% and 57% in ELA respectively and 58% and 62% in math. Students with disabilities demonstrated growth at a rate of 65% ELA and 68% in math. Foster youth,50% demonstrated growth, and 80% demonstrated growth in math. The data continues to show a need for additional supports and services (such as para-educators, McKinney-Vento liaisons, etc.), teacher training, and other resources to increase academic gains. Specific targeted supports are also needed for the English learners, and Hispanic subgroups in ELA and English learners, low-income, foster youth and Hispanic subgroups in math.

English learner supports and services continue to focus on increasing academic language and access to academic content. While language development is a focus, the average length of enrollment is 50 days, causing most students not to be enrolled long enough to reach reclassification.

Due to the incoming academic level of students and the high transiency rate within the alternative education program, with an average enrollment in the CS is 85 days and 16 days at the JCS, advanced placement courses are not provided at the sites, and there is a high need for credit recovery supports. However, a focus on completing A-G courses was identified as a need by educational partner feedback, as over 50% of students surveyed expressed interest in higher education after graduation, which further supports a need for additional supports and services (such as para-educators, McKinney-Vento liaisons, etc.), teacher training, and other resources to increase academic achievement and successful completion courses.

This goal also outlines how SBCSS meets the minimum legally required component related to teacher licensing, safe sanitary buildings, and instructional materials. Educational partner input and local data have identified these required components, combined with areas of need such as interventions, assessment, facilities in locations that provide a healthy environment for students, internet safety, and individualized supports, as strategic ways to ensure students demonstrate academic growth. Through the continuous improvement process and progress monitoring, SBCSS will ensure that through these actions students will have increased academic achievement, English language proficiency, and college and career readiness skills as measured by the identified metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA scores Distance From Standard (DFS)- County Alt Ed Schools and Student Groups	2022-23 County Alt Ed All -140.4 DFS LI/SED - 142 DFS Hispanic -143.2 DFS	2023-24 County Alt Ed All -138.5 DFS LI/SED - 140.1 DFS		County Alt Ed All -125.4 DFS LI/SED - 127 DFS Hispanic -128.2 DFS	County Alt Ed All +1.9 DFS LI/SED +1.9 DFS Hispanic +2.1 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023 CA School Dashboard (State priority 2A, 4A)	Community Schools/IS All -144.2 DFS LI/Sed -143.8 DFS Hispanic -137.3 DFS LI/SED- Low-Income/Socioeconomically Disadvantaged	Hispanic -141.1 DFS Community Schools/IS All -134.9 DFS LI/Sed -136.7 DFS Hispanic -140.1 DFS LI/SED- Low-Income/Socioeconomically Disadvantaged		Community Schools/IS All -129.2 DFS LI/Sed -128.8 DFS Hispanic -122.3DFS	Community Schools/IS All +9.3 DFS LI/Sed +7.1 DFS Hispanic -2.8 DFS
1.2	CAASPP MATH scores Distance From Standard (DFS)- County Alt Ed Schools and Student Groups Source: 2023 CA School Dashboard (State priority 2A, 4A)	2022-23 County Alt Ed All -213.4 DFS LI/SED - 220.6 DFS Hispanic -223.5 DFS Community Schools/IS All -220.5 DFS LI/Sed -228.2 DFS Hispanic -222.2 DFS	2023-24 County Alt Ed All -230.3 DFS LI/SED - 229 DFS Hispanic -231.7 DFS Community Schools/IS All -231.1 DFS LI/Sed -230.2 DFS Hispanic -236.3 DFS		County Alt Ed All -198.4 DFS LI/SED - 205.6 DFS Hispanic -208.5 DFS Community Schools/IS All -205.5 DFS LI/Sed -213.2 DFS Hispanic -207.2 DFS	County Alt Ed All -16.9 DFS LI/SED - 8.4 DFS Hispanic -8.2 DFS Community Schools/IS All -10.6 DFS LI/Sed -2 DFS Hispanic -14.1 DFS
1.3	Percent English Language Proficiency- County Alt Ed Schools and Student Groups	2022-23 County Alt Ed 38.9% Community Schools/IS 39.4%	2023-24 County Alt Ed 48.9% Community Schools/IS 52.3%		County Alt Ed 53.9% Community Schools/IS 54.4%	County Alt Ed 10% Community Schools/IS 12.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023 CA School Dashboard (State priority 2A, 4A)					
1.4	The percentage of students who demonstrate growth as measured by STAR ELA and Math Pre and Post assessments, disaggregated by subgroups, and supports provided (tutoring, summer school, etc.) Source: STAR ELA and Math (State priority 2A, 4A)	In the Community School 51% in ELA and 57% in Math and in Juvenile Court School, 79% and 80% of students with a pre and post assessment demonstrated growth in 2023-24. Overall, 58% showed growth in ELA and 63% showed growth in Math. (Overall = CS + JCS) Below stats are for CS + JCS (ELA and Math, respectively) English Learners: 60% and 62% Low-Income: 57% and 63% (NSLP = Y) Foster Youth: 50% and 50% Hispanic: 58% and 63% Students with disabilities (SWD): 57% and 60%	In the Community School 54% in ELA and 63% in Math and in Juvenile Court School, 73% (in ELA) and 66% (in Math) of students with a pre and post assessment demonstrated growth in 2024-25. Overall, 59% showed growth in ELA and 64% showed growth in Math. (Overall = CS + JCS) Below stats are for CS + JCS (ELA and Math, respectively) English Learners: 55% and 57% Low-Income: 60% and 64% (NSLP = Y)		80% of students with pre and post STAR assessment scores will demonstrate growth.	Community School 3% ELA 6% Math Juvenile Court School -6% ELA -14% Math Overall (CS + JCS) 1% ELA 1% Math EL -5% ELA -5% Math SED/LI 3% ELA 1% Math Foster 0% ELA 30% Math Hispanic 0% ELA -1 Math SWD 5% ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth: 50% and 80% Hispanic: 58% and 62% Students with disabilities (SWD): 65% and 68% --			8% Math
1.5	Special Education Support (a) Progress toward goals as identified by their IEP team. (State priority 7C) (b) Number of trainings offered in the area of special education and/or section 504	1.5(a) 93% of SWD are demonstrating progress towards goals in the first three quarters of2023-24 1.5 (b) Two trainings offered in the area of special education and/or section 504	1.5 (a) 96.1% of SWDs are demonstrating progress towards goals in the first three quarters of 2024-25 1.5 (b) Collaborative efforts include 3 Special Education training courses provided by West End SELPA, one(1)4-part series Autism Support Group provided by Desert Mountain SELPA, and 1 Parent Resource Fair for special education offered		1.5 (a) 95% of SWD will demonstrate progress toward goals 1.5 (b) a minimum of two annual trainings in the area of special education and Section 504.	1.5 (a) Increase of 3.1% of SWD demonstrating progress towards goals. 1.5 (b) Five additional training sessions were offered.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			by East Valley SELPA.			
1.6	Ratio of Teacher/Paraeducator Source: SBCSS HR 2023 (State Priority 1A)	Maintained teacher/paraeducator ratio of 1:2	There are 24 paraeducators assigned to the 28 Alt Ed classrooms.		1:1 Teacher: Paraeducator ratio	Approximately 14% of classrooms have a 1:2 teacher/paraeducator ratio. Approximately 86% of classrooms have a teacher/paraeducator ratio of 1:1
1.7	Percent of Basic Conditions for Learning: (a)Teacher Credentialing (b)Standards-based Instructional Material (c)School Facilities Source: SBCSS HR 2023 and FIT Report (State Priority 1A, B, C)	1.7(a) 100% of teachers are appropriately assigned per their credential 1.7(b) 100% of sites have sufficient standards-based material 1.7(c)100% of sites are in overall good repair as indicated by the Facilities Inspection Tool (FIT)	1.7 (a) 100% of teachers are appropriately assigned per their credential 1.7 (b) 100% of sites have sufficient standards-based material 1.7 (c)100% of sites are in overall good repair as indicated by the Facilities Inspection Tool (FIT)		1.7(a) 100% of teachers are appropriately assigned per their credential 1.7(b) 100% of sites have sufficient standards-based material 1.7(c)100% of sites are in overall good repair as indicated by the Facilities Inspection Tool (FIT)	All metrics have been met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Additional Supports Percent of students who participated in additional supports to accelerate learning with a focus on increasing literacy, math skills and credit recovery Source: Curriculum Data (State Priority 7B)	93% of students participated in additional supports to accelerate learning with a focus on increasing literacy, math skills, and credit recovery.	93% of students continue to participate in additional supports including STAR Freckle, Desmos, Khan Academy, Subject (Credit Recovery), Summit K-12 (EL Proficiency), and others.		100% of students will participate in additional supports to accelerate learning with focus on increasing literacy, math skills, and credit recovery.	Maintained
1.9	Long-term English Learners (LTELs) Increase the percent of LTEL reclassification Source: Ellevation 2024 (State Priority 2A, 4A)	2023-24- 115 students qualify as LTELs (Ellevation 2024) 2022-23- 45 students qualify as LTELS 3/45 = 7% of LTELS reclassified in 2022-23 New Metric- No baseline data	2024-2025 79 students qualify as LTELs 7/79 LTELs have been reclassified for the 2024/2025 school year. That is 9% of LTELs reclassified.		20% of LTEL students will be reclassified	Increase of 2% of LTEL students reclassified.

Goal Analysis [2024-25]

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

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

Goal 1 addresses conditions of learning. SBCSS will provide a high-quality, structured, and safe learning environment that proactively addresses the unique academic needs of the student population we serve for increased academic achievement, increased English language

proficiency, and increased college and career readiness. The eight actions for this goal are fully implemented in the first year of the three-year LCAP cycle.

ELA and Math Achievement, Assessments and Students With Disabilities:
The actions related to ELA and Math achievement were fully implemented. Action 1.1 supported the ongoing implementation of evidence-based ELA and Math instructional practices and intervention programs. Action 1.3 provided a system of assessing student academic progress quarterly, which has allowed ongoing monitoring of academic growth and needs. The challenge in this area is due to the high student turnover due to the population of students serviced. However, the success is evidenced in the ability to monitor student ELA and Math progress for students enrolled longer than one quarter of the school year. Action 1.4 was fully implemented. The success of the implementation was due to the use of the SEIS systems to monitor student progress towards IEP goals. In addition, two training sessions per year were offered to parents and staff on special education and Section 504 processes and services.

English Learner (ELs) and Long-Term English Learners (LTELs)
Actions 1.2 and 1.8, related to English Learners and Long-Term English learners were fully implemented. Systems such as Ellevation and SummitK12 have been instrumental in the implementation of ELD instruction and support.

Basic Conditions for Learning-Paraeducator Support, Teacher Assignment, and Safe and Sanitary Campuses:
The actions related to Basic Conditions for Learning (1.6), paraeducator support (1.5) were fully implemented. There has been a direct effort to overcome the challenges associated with staffing by ongoing collaboration with Human Resources.

Additional Supports:
Action 1.7 were also fully implemented. The additional supports such as extended learning opportunities, tutoring and credit recovery were also successfully accessed by students upon their school attendance.

Overall, all Goal1 actions were fully implemented.

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

There has been no material difference in the Budget Expenditure and Estimated Actual Expenditures.

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

This is year 1 of a three-year LCAP cycle. All actions for Goal 1 related to addressing the conditions for learning have all been effective in various area.

ELA and Math Achievement & Assessment:
Progress in ELA and Math, with emphasis on subgroups, showed varied results. While some improvements were noted, there is a continued need to address academic achievement, particularly among socio-economically disadvantaged students. The evidence of Actions 1.1 and

1.2 effectiveness are demonstrated by the 2024 CA Dashboard, which shows that students' ELA achievement improved by 1.9 points and Math achievement declined by -16.9 points. English Language Proficiency increased by 10%. Additionally, Metric 1.4 serves to support the effectiveness of using a pre/post ELA and Math assessments tool to monitor student growth. For those students who remain in the program longer than one quarter and receive multiple assessments, there is evidence of improved academic growth as evidenced by pre-post STAR assessments. Educational partner feedback also supports the effectiveness of using this tool to inform instructional practices, as 58% and 63% of students with two assessments showed growth in ELA and Math respectively.

Students With Disabilities:
Action 1.4, related to supporting students receiving special services, was effective, as approximately 95% of students demonstrated progress towards meeting their IEP goals as evidenced by Metric 1.5.

Basic Conditions for Learning-Paraeducator Support, Teacher Assignments, and Safe and Sanitary Campuses
Actions 1.5 and 1.6, related to Basic Conditions for Learning were all effective as evidenced by Metrics 1.6 and 1.7.

Additional Supports:
Action 1.7, additional instructional support, credit recovery and extended learning opportunities, as students made academic progress in ELA and Math. Student Services effectively implemented programs and practices including AVID, Summit K12 (EL), Khan Academy, Desmos and Freckle. Further plans to increase outcomes in ELA and Math include continued professional development by Curriculum Specialist staff

Overall, actions of Goal 1 were effective to various degrees as evidenced by the associated metrics and educational partner feedback. However, there will be a continuous emphasis on improving ELA and Math achievement and assessment.

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.

Based on internal and CA Dashboard metrics, as well as Educational Partner feedback, there is a continued need to address academic achievement among all student groups. Thus, all current actions will be maintained. However, for Action 1.1, additional LCFF funding will be used to support this action. Due to adding LCFF funds, this action was changed from non-contributing to contributing. All additional requirements for contributing actions are met in the LCAP document.
On the 2024 Dashboard, the following groups were added to the red level of the Community Schools/IS ELA and Math indicators: ELA-Hispanic & Math- Low Income and Hispanic student groups. These groups will be monitored in Metric 1.1 and 1.2.

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	ELA and Math Achievement	SBCSS will implement evidence-based ELA and Math instructional practices and intervention programs, principally directed towards low-income, Hispanic, and African American student groups to improve ELA and Math outcomes. Action measured by M1.1 and M1.2	$1,574,973.00	Yes
1.2	English Language Proficiency	SBCSS will implement evidence-based English Language Development (ELD) support principally directed towards English Learners (EL). Action measured by M1.3	$63,077.00	Yes
1.3	ELA and Math Assessment	SBCSS Alternative Education students will be given an English Language Arts and Mathematics proficiency assessment upon enrollment (within the first 10 days of attendance) and quarterly thereafter. Assessment results will be used to guide instruction, supports, and differentiate learning opportunities. Action measured by M1.4	$185,579.00	No
1.4	Students with Disabilities	(a) SBCSS will actively monitor and ensure that students with disabilities (SWD) receive services appropriate to their IEP and that they are making adequate progress toward meeting their IEP goals. (b) Provide staff and parents training in special education and section 504 related processes and services. Actions measured by M1.5	$420,458.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Paraeducator Support	SBCSS Alternative Education programs will continue to provide additional support to classrooms by assigning paraeducators to work directly with students during the school day to support the instructional practices and strategies implemented by the classroom teacher. Action measured by M1.4 and M1.6	$1,223,983.00	Yes
1.6	Basic Conditions for Learning	(a)SBCSS will ensure all classrooms have fully credentialed (appropriate to their assignment) teachers, administrative, and support staff (b) SBCSS will ensure that all classrooms have sufficient standards-based materials (c) SBCSS classrooms will be in safe sanitary buildings and have core instructional materials as required by Education Code 35186. To increase student and staff safety, including internet safety, SBCSS will provide facilities in safe locations and utilize Gaggle software to monitor student content for behaviors and statements that may make known a risk to self- and/or others Actions measured by M1.7	$181,450.00	No
1.7	Additional Supports	Students will be offered additional supports to accelerate learning with a focus on increasing literacy and math skills, and credit recovery. Actions measured by M1.8	$218,000.00	No
1.8	Long-term English Learners	SBCSS will implement evidence-based practices to address the specific language acquisition needs of Long-Term English Learners (LTELs). This includes professional development in the areas of Designated and	$57,471.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Integrated English Language Development (ELD), and a focus on reclassification. Actions measured by M1.9		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Engagement: SBCSS will provide all students, with an added focus on low performing student groups (English learners, foster youth, socioeconomically disadvantaged, Hispanic, and African American subgroups) increased positive interactions and experiences between school personnel, students, parents, and community members to increase student attendance, academic achievement, and graduation rate and decrease suspension rates. Over the course of the next three-year cycle, SBCSS will reduce chronic absenteeism, suspension and increase graduation rates at both the Community Schools (CS) and Juvenile Court Schools (JCS) for the following student groups: English Learners, Foster, Homeless, Low Income, Students with Disabilities, African American, White and Hispanic youth. SBCSS Special Education School will reduce suspension rates (African American and Two or more races), increase graduation rates and the college career indicator.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research shows that "effective family engagement can contribute to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels." (CDE, 2017). Educational partner feedback also identified Parent involvement, student engagement, and student and family support as top current challenges for SBCSS Alternative Education (AE) programs during the 2023-24 planning year for the new three-year LCAP cycle. Educational partners continue to acknowledge the need for increased interactions, timely communication, community outreach, and the importance of the student/teacher relationship in keeping students engaged.

Included in this goal are supports and services to ensure students are aware of what they need to stay on track toward graduation. The 2023 graduation rate was at 49.5% with significant subgroups between 42.6% (Students with Disabilities) and 56.7% (Foster Youth) as indicated in metric 2.2.

Educational partner input continues to identify the need to increase parent/student information and supports, especially related to what is needed to graduate as an action due to the decline in the overall graduation rate. Therefore, the actions identified to provide an academic counselor and/or transition specialist to minimize the gaps in subgroup graduation rates continue to be supported. Educational partners also continue to identify the academic counselor and transition supports as actions to help decrease the middle and high school dropout rates through the support of students during the transition from the SBCSS program to their next educational program.

This goal provides the support and resources to expand the efforts of SBCSS to engage families, connect them to community resources, and continue building strong student/teacher and parent/teacher relationships to increase student attendance, participation, and ultimately achievement through school connectedness. By providing the supports and resources as outlined, and through continual progress monitoring, SBCSS will increase positive interactions and experiences between school personnel, students, parents, and community members for increased student attendance and academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate- County Alt Ed Schools and Student Groups Source: 2023 CA School Dashboard (State Priority 5B)	2022-23 County Alt Ed All 56.7% EL 41.9% LI/SED 58.9% SWD 59.5% African American 74% Hispanic 52.4% White 10.9% Two or More 5.3% Community Schools/IS All 59% EL 41.5% LI/SED 60.9% Hispanic 53.9% EL- English Learner LI/SED- Low-Income/Socioeconomically Disadvantaged	2023-24 County Alt Ed All 59.2% EL 61.1% LI/SED 67.7% SWD 60.9% African American 51.2% Hispanic 62.7% Community Schools/IS All 62% EL 59.4% LI/SED 65.1% Hispanic 64.6%		Decrease by 9%	2023-24 County Alt Ed All 2.5% EL 19.2% LI/SED 8.8% SWD 1.4% African American - 22.8% Hispanic 10.3% Community Schools/IS All 3% EL 17.9% LI/SED 4.2% Hispanic 10.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- Students with Disabilities	EL- English Learner LI/SED- Low-Income/Socioeconomically Disadvantaged SWD- Students with Disabilities			
2.2	Graduation Rate- County Alt Ed Schools and Student Groups Source: 2023 CA School Dashboard (State Priority 5E,7A)	2022-23 County Alt Ed All 49.5% EL 44.2% FY 56.7% HY 52.9% LI/SED 48.8% SWD 42.6% African American 66% Hispanic 42.7% Community Schools/IS All 44.4% EL 45.2% HY 49% LI/SED 43.2% SWD 34.8% African American 46.9% Hispanic 42.7% Juvenile Detention and Assessment Center All 61.2% LI/SED 61.2%	2023-24 County Alt Ed All 48.9% EL 42.9% FY 37.1% HY 52.1% LI/SED 48.7% SWD 46.3% African American 51.1% Hispanic 49% Community Schools/IS All 45.8% EL 34.2% HY 49.2% LI/SED 45.5% SWD 47.1% African American 61.3% Hispanic 40.9% LTEL (2024 Dashboard Baseline) 37.1%		Increase by 20%	County Alt Ed All -0.6% EL -1.3% FY -19.6% HY -0.8% LI/SED -0.1% SWD 3.7% African American -14.9% Hispanic 6.3% Community Schools/IS All 1.4% EL -11% HY 0.2% LI/SED 2.3% SWD 12.3% African American 14.4% Hispanic -1.8% LTEL (2024 Dashboard Baseline) 37.1% Juvenile Detention and Assessment Center

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Juvenile Detention and Assessment Center All 55.4% LI/SED 55.4%			All -5.8% LI/SED -5.8%
2.3	Suspension Rate-County Alt Ed Schools and Student Groups Source: 2023 CA School Dashboard (State Priority 6A)	2022-23 County Alt Ed All 10.6% EL 9.2% FY 15.8% HY 12% LI/SED 11.2% SWD 13.3% African American 13% Hispanic 10.1% White 10.9% Two or More 5.3% Community Schools/IS All 11.5% EL 9.5% FY 18.8% HY 11.5% LI/SED 12.5% SWD 17.2% African American 15% Hispanic 10.9% White 11.8% Juvenile Detention and Assessment Center All 7.5% EL 7.3% FY 9.3% LI/SED 7.5% SWD 7.8%	2023-24 County Alt Ed All 6.1% EL 4.6% FY 12% HY 7.3% LI/SED 6% SWD 10.4% African American 11.1% Hispanic 4.8% White No Data Two or More 3.8% Community Schools/IS All 6.5% EL 5.8% FY 19.9% HY 3.9% LI/SED 6.7% SWD 8.6% African American 9.6% Hispanic 6.3% White 3% Juvenile Detention and Assessment Center All 3.8%		Decrease by 6%	County Alt Ed All -4.5% EL -4.6% FY -3.8% HY -4.7% LI/SED -5.2% SWD -2.9% African American -1.9% Hispanic -5.3% White No Data Two or More -1.5% Community Schools/IS All -5% EL -3.7% FY 1.1% HY -7.6% LI/SED -5.8% SWD -8.6% African American -5.4% Hispanic -4.6% White -8.8% Juvenile Detention and Assessment Center All -3.7% EL -5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American 8.8% Hispanic 6.9% White 10%	EL 1.9% FY 7.7% LI/SED 3.8 % SWD 6.8% African American 8.1% Hispanic 2.3% White 0%			FY -1.6% LI/SED -3.7 % SWD -1% African American -0.7% Hispanic -4.6% White -10%
2.4	Percentage of McKinney-Vento (MV) students contacted regarding needs within 2 weeks of attendance or identification. (State priority 8).	74% of McKinney-Vento students were contacted in 2022- 2023 within two weeks of enrollment.	86% McKinney-Vento students contacted, within two weeks of attendance or identification.		Maintain 100% McKinney-Vento students contacted, within two weeks of attendance or identification.	12% increase
2.5	Parent Information-Percent of parents contacted with the communication tools (State Priority 3A, B, C)	This is a maintenance action, as 100% of parents who have students enrolled in a SBCSS receive appropriate communication from school sites and central office via the communication tools.	100% of SBCSS parents have access to receive timely communication through the communication tools, such as, direct calls, emails, text, voicemails, and social media		100% of SBCSS parents will receive timely communication through the communication tools.	Maintained
2.6	Parent Engagement- (a) Number of meaningful options for decision-making, participation in school activities, educational opportunities, and training strategies to support student learning.	(a) 10 or more family engagement opportunities (events, workshops, and/or meetings) have been provided to parents for decision making, meaningful participation in school activities,	(a) 10 or more family engagement opportunities (events, workshops, and/or meetings have been provided to parents for decision making,		(a) Ensure that diverse and flexible participation options, including virtual meetings and online resources are provided. Conduct	(a) 10 engagement activities (b) Baseline Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(b) Percent of parents who rate the engagement activities as meeting their needs/expectations as determined by post-event survey. (State priority 3A, B, C, 6C)	educational opportunities, and training in strategies to support student learning. These options have been provided virtually, in-person, via Podcast, and hybrid. (b) Baseline Year	meaningful participation in school activities, educational opportunities, and training in strategies to support student learning. These options have been provided virtually, in-person, via Podcast, and hybrid. (b) Baseline Year		an annual review of parental engagement programs to assess their impact and identify areas for improvement. (b) 75% of parent participants report that the engagement activities meet needs/expectations.	
2.7	Alternative Learning Experiences Number of available alternative learning experiences (ALE) each year. (State priority 8)	11 out of 11 sites provided two or more ALE opportunities in 2023-24.	11 of 11 sites have provided two (2) or more ALE opportunities in 2024-25		At least two (2) opportunities per year will be available per site.	Maintained
2.8	Special Education School-Suspension, Graduation Rate & CCI Schools and Student Groups Source: 2023 CA School Dashboard (State Priority 5E,7A)	(a) Suspension rate African American-16.8% Two or more - 11.5% (b) Graduation Rate All 8.6% LI/SED 8.1% SWD 8.6% Hispanic 8.9%	2.8 (a) Suspension rate African American 18.3% Two or more 15% Homeless (2024 Dashboard Baseline) 11.9% Foster (2024 Dashboard Baseline) 24.2%		(a) Decrease by 6% (b) Increase by 15%	2.8 (a) Suspension rate African American 1.5% Two or more 3.5% 2.8 (b) Graduation rate All -4.3% LI/SED -3.5% SWD -4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(c) College Career Indicator All 0% LI/SED 0% SWD 0% Hispanic 0% d) Students participating in work-based learning experiences - Baseline year	2.8 (b) Graduation rate All 4.3% LI/SED 4.6% SWD 4.3% Hispanic 5.8% 2.8 (c) College Career Indicator All 0% LI/SED 0% SW D0% Hispanic 0% 2.8 (d) 62 Students are participating in work-based learning experiences (Baseline year) 2.8 (e) Chronic Absenteeism Homeless (2024 Dashboard Baseline) 63% 2.8 (f) English Language Arts (ELA) (2024 Dashboard Baseline) English Learners - 73.1 DFS		(c)Increase by 10% (d) Increase by 10%	Hispanic -3.1% 2.8 (c) College Career Indicator All 0% LI/SED 0% SW D0% Hispanic 0% 2.8 (d) 62 Students are participating in work-based learning experiences (Baseline year) 2.8 (e) Chronic Absenteeism Homeless (2024 Dashboard Baseline) 63% 2.8 (f) English Language Arts (ELA) (2024 Dashboard Baseline) English Learners - 73.1 DFS African American - 93.6 DFS 2.8 (g) Math (2024 Dashboard Baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American - 93.6 DFS 2.8 (g) Math (2024 Dashboard Baseline) African American - 114.8 DFS			African American - 114.8 DFS

Goal Analysis [2024-25]

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

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

The implementation of Goal 2, which focuses on increasing positive interactions, student engagement, attendance, graduation rates, and reducing suspensions, has been implemented with some notable successes and persistent challenges. The primary objectives of this goal were to improve chronic absenteeism, suspension rates, and graduation rates for key student groups, including English Learners, foster youth, low-income students, students with disabilities, African American, Hispanic, and White students.

The 2022-23 CA Dashboard shows that suspensions were at 10.6%, an increase of 5.6%. Chronic Absenteeism was at 56.7%, and increase of 12.2%, and Graduation rate at 49.5%, a decrease of 1.4%.
The 2023-24 CA Dashboard shows that suspensions were at 6.1%, a decrease of 4.5%. Chronic Absenteeism was at 59.2%, an increase of 2.5%, and Graduation rate at 48.9%, a decrease of 0.6%

Attendance and Chronic Absenteeism:
Action 2.1 was implemented. The success of this action is that all appropriate staff were trained in the attendance process and Absenteeism/Truancy notifications to families were issued. In addition, staff went above and beyond to identify barriers to student attendance and meet student and family needs with a variety of recourses, including bus passes and food boxes. One of the challenges in the implementation of the attendance process in that more than 90% of the students who attend the county schools Alt Ed programs had prior attendance concerns and had been through the SARB process in their local school district. SBCSS will continue to use alternative means to engage students and families to improve attendance.

School Climate and Culture:

Action 2.3 related to Positive Behavior and Support (PBIS) was implemented at several sites. The success in implementing this action was seen in the state-wide PBIS recognition of three school sites. However, the challenge was in fully implementing the framework at all sites. Implementation of PBIS will need to continue to be a focus.

Parent Information and Parent Engagement:
Parent engagement activities associated with actions 2.5. and 2.6 were fully implemented. The success associated with Action 2.5 was in the increased ability to provide timely information to families. This also allowed for increased engagement in the multiple opportunities to be a part of the decision-making process for their students' education. A challenge with Action 2.6 continues to be greater access for parent participation in engagement meetings. This will continue to be addressed by having more hybrid meetings. This is helping to meet the needs of parents who could not attend in-person.

Alternative Learning Experiences & Guidance and Registration Support:
Actions 2.2 and 2.7 were implemented. The success of these actions was in the number of partnerships and activities in which students were able to participate. In addition, the guidance counselors/registrars were able to directly support students in the enrollment and course assignment process. Students were able to successfully transition to and from Juvenile Court School with electronic referrals, which enabled them to report to school in a timely manner.

Overall, all Goal 2 actions were fully implemented.

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

Goal 2 did have material difference in the Budget Expenditure and Estimated Actual Expenditures.

2.1 Attendance and Chronic Absenteeism. SBCSS is still in the process of purchasing vehicles for each site. The vehicles will be purchased in the 2025-26 school year.

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

All actions for Goal 2 related to student engagement have all been effective to some degree.

School Climate and Culture:
Efforts to improve school climate and culture are an ongoing priority of SBCSS. PBIS has been effective, as evidenced by the significant reductions in suspensions by -4.5% to 6.1%. SBCSS is committed to continuing the implementation of PBIS throughout all sites.

Parent Information and Parent Engagement:

Parent engagement efforts associated with actions 2.5 and 2.6 continue to be an area of focus in increasing the number of parent participation. The rate of parents attending student centered events and survey completion will continue to be a priority in the 2025-26 school year.

Alternative Learning Experiences & Guidance and Registration Support:
A strong highlight of the LCAP was the successful implementation of action 2.4, Alternative Learning Experiences (ALE). Every student was able to participate in at least two ALE designed to provide community-based learning experiences tied to academic and career achievement. Action 2.2 focused on guidance and registration support served to help students in course placement a credit recovery. These efforts were effective as evidenced by 92% of students successfully having their transcripts evaluated with the first month of enrollment in JCS and 75% of students successfully enrolling in another educational setting after exiting JCS.

Attendance and Chronic Absenteeism:
Action 2.1 was partially effective in the area of addressing attendance and chronic absenteeism. Although sites have been trained in the attendance process and interventions have been put in place, absenteeism did not decrease during the 2023-24 school year. However, internal data monitoring predicts that the rate will decrease for the 2024-25 school year.

Overall, most actions of Goal 2 were effective as evidenced by the associated metrics and educational partner feedback. However, there will be a continuous emphasis on improving Chronic Absenteeism.

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.

Based on internal and CA Dashboard metrics, as well as Educational Partner feedback, there is a continued need to address school climate and engagement among all student groups. Thus, all current actions will be maintained.

On the 2024 Dashboard, the following groups were added to the red level:
Community Schools/IS - Graduation indicator (2.2) Long-Term English Learners (LTELs)
Special Education School (2.8)- Chronic Absenteeism- Homeless, Suspensions- Homeless and Foster Youth, ELA- English Learners (EL) and African American (AA), Math- African American (AA).

These groups will be added and monitored in Metric 2.2 and 2.8.

Metric 2.6- Based on Education Partner feedback and the California Department of Education (CDE) there was an adjustment to capture the number of parent engagement activities, and their effectiveness based on parent survey/feedback at the end of each engagement activity.

Additionally, for Actions 2.5 and 2.6, LCFF funding will be used to support these actions. Due to adding LCFF funds, these actions were changed from non-contributing to contributing. All additional requirements for contributing actions are met in the LCAP document.

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	Attendance and Chronic Absenteeism	(a) A Chronic Absenteeism report will be accessible to all principals and staff, as appropriate. The principals, teachers, behavior health counselors, and probation officers will work with the parents and students to improve student attendance. Teachers will annotate student records (in Aeries) with the interventions used to improve student attendance. (b) SBCSS will utilize and provide resources to increase student attendance and decrease chronic absenteeism (such as transportation assistance, bus passes, etc.) Actions measured by M 2.1	$129,820.00	Yes
2.2	Graduation Rates and Guidance Support	(a) SBCSS will increase graduation rates at all three schools (Community Schools/IS, Juvenile Detention Assessment Center (JDAC), and Special Education) by maintaining a Academic Counselor/Registrar(s) to help students develop course plans toward graduation, and coordinate with local districts for students returning to their home school to graduate. Credit recovery supports will also be provided, and students (grades 11 and 12) will be evaluated within 1 month of enrollment to determine eligibility under Education Code 51225.1. (b) SBCSS will assist students in successfully transitioning into and out of the Juvenile Court School and Community School programs, utilizing an electronic referral process to provide record transfer support, and ensure partial credits are earned. Actions measured by M 2.2	$1,258,955.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	School Climate and Culture	SBCSS will continue implementing Positive Behavior Interventions and Supports (PBIS) in its Community Schools and Juvenile Court schools to create and sustain a positive school campus environment conducive to positive student achievement, attendance, and reduce suspensions. Counselors will support the implementation of Positive Behavior Intervention and Supports (PBIS) within the schools. Actions measured by M 2.3	$1,999,609.00	Yes
2.4	McKinney Vento Services	The behavioral health counseling team will serve as school McKinney-Vento liaisons. 100% of students identified as McKinney-Vento eligible will first be assessed for the need of emergency resources (transportation, academic, shelter, food, etc.) and provided those resources within two weeks of established eligibility or two weeks from the date of enrollment if already identified as McKinney Vento eligible. Actions measured by M 2.4	$80,000.00	No
2.5	Parent Information	SBCSS will provide parents with timely information regarding programs and resources (i.e., McKinney-Vento supports, English learner programs, attendance information, etc.). Actions measured by M 2.5	$38,112.00	Yes
2.6	Parent Engagement	SBCSS will provide parents with multiple options for decision-making, meaningful participation in school activities, educational opportunities, and training in strategies to support student learning. Actions measured by M 2.6	$299,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Alternative Learning Experiences	SBCSS students will have the opportunity to participate in alternative/community-based learning experiences tied to academic curricular objectives (as appropriate). These learning experiences may include culminating lessons at locations outside of the school (such as museums, performing arts centers, local businesses, etc.), service learning, community colleges and university visits, etc. In addition, SBCSS will partner with local educational, social, and non-profit agencies to bring educational and culturally enriching experiences to our diverse student population. Partnerships could include, but are not limited to, guest speakers, culturally empowering curriculum, leadership opportunities, and mentoring. Actions measured by M 2.7	$1,300,669.00	No
2.8	Special Education School	(a) SBCSS will decrease the suspension rate at the Special Education School by continuing to implement PBIS and other means of correction, including restorative practices and counseling services. (b) SBCSS will increase graduation rates at the Special Education School by ongoing monitoring of each students' Transition Plan, including course of study, and access to core curriculum. (c) SBCSS will increase the college and career indicator by increasing access to transition classrooms and work-based learning experiences, including Workability and Transitions Partnership Programs (TPP). Actions measured by M 2.8.	$1,826,644.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Pupil Outcomes/Achievement: SBCSS will focus on addressing the needs of the whole child with expanded course offerings, Future Ready skills, and social and cross-cultural skills vital for all students' success, including targeted supports for students in low-performing subgroups. Over the course of the next three-year cycle, SBCSS will increase college and career pathway completion at the Community Schools (CS), Independent Learning Academy (ILA), and Juvenile Court Schools (JCS) principally directed for the following student groups: English Learners, Foster, Homeless, Low Income, Students with Disabilities, African American, and Hispanic youth.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In the 21st century, students will need to acquire a deeper conceptual and practical knowledge of multiple content areas in order to be sufficiently prepared for today's entry-level careers, freshman-level college courses, and workforce training programs. Educational partner feedback in both current and prior year surveys show that over 50% of students want to pursue post-secondary education (college or vocational school) and that partners believe access to specialized programs and expanded course offerings are important to student success. However, the CA state dashboard College Career Indicator (CCI) shows only 0.5% of 2023 graduates, and 1% of 2024 graduates, were prepared for college and career based on the state indicator.

Fully engaging in the educational process continues to be an area of growth for student, not just academically, but also mentally and emotionally. Because of this, stakeholders continue to identify the areas of mental and emotional health supports as increased area of need, especially for our low income, foster and homeless youth populations. Therefore, stakeholders and data determined these actions combined address the needs of the whole child, including basic needs, and mental and emotional needs. SBCSS is addressing this goal by employing actions such as working with behavior health counselors, utilizing instructional materials, assessments, and resources that provide students with the future ready skills necessary to be successfully prepared for the future.

For the 2023-24 school year, SBCSS met the criteria to include specific goals in the 2023-24 LCAP due to three-years of low performance in specific priority areas within specific subgroups. The actions and metrics included in this goal contribute toward improved outcomes for low-

performing student groups in the areas of English language Arts, Math, and English Learner achievement/progress. The actions, metrics, and expenditures included will help achieve the outcomes identified as they focus on providing individual and targeted student supports and staff training needed to increase student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	College & Career Indicator- County Alt Ed Schools and Student Groups Source: 2023 CA School Dashboard	2022-23 County Alt Ed All 0.5% EL 0% FY 0% HY 0% LI/SED 0.5 SWD 0% African American 0% Hispanic 0.8% Community Schools/IS All 0% EL 0% HY 0% LI/SED 0% SWD 0% African American 0% Hispanic 0% Juvenile Detention and Assessment Center All 1.9% LI/SED 1.9% EL- English Learner FY-Foster Youth HY- Homeless Youth	2023-24 County Alt Ed All 1% EL 2.3% FY 0% HY 0% LI/SED 1% SWD 0% African American 0% Hispanic 1.5% Community Schools/IS All 1.3% EL 2.8% HY 0% LI/SED 1.3% SWD 0% African American 0% Hispanic 0% Juvenile Detention and Assessment Center All 0% LI/SED 0%		Increase by 10%	County Alt Ed All 0.5% EL 2.3% FY 0% HY 0% LI/SED 0.5% SWD 0% African American 0% Hispanic 0.7% Community Schools/IS All 1.3% EL 2.8% HY 0% LI/SED 1.3% SWD 0% African American 0% Hispanic 0% Juvenile Detention and Assessment Center All -1.9% LI/SED -1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI/SED- Low-Income/Socioeconomically Disadvantaged SWD- Students with Disabilities	EL- English Learner FY-Foster Youth HY- Homeless Youth			
3.2	Ensure all students have access to supplemental instructional materials for core relate subjects: ELA and Math (State priority 1B).	Baseline Year 2025 All students have access to ELA and Math supplemental materials as monitored in ClassLink.	Baseline Year 2025 100% of students have access to ELA and Math supplemental instructional materials as monitored in ClassLink		100% of students have access to ELA and Math supplemental instructional materials as monitored in ClassLink	Baseline Year 2025
3.3	Aggregated improvement change in school attendance, school achievement, and school behavior as measured by the Child Adolescent Needs and Strengths Assessment (CANS) 2.0 evaluation. (State priorities 5A, 6C).	School Attendance- 44.7% School Achievement- 53.8% School Behavior- 58%	School Attendance- 45.4% School Achievement- 53.9% School Behavior- 58%		Maintain an aggregate improvement change for School Attendance at 45%, School Achievement at 54%, and School Behavior at 58% on the CANS.	School Attendance- 0.7% increase School Achievement- 0.1% increase School Behavior- Maintained
3.4	(a) Number of professional development offerings in a year.	(a) 39 professional development offerings have been provided. In addition to on-demand online professional development.	August 2024 – 41 trainings were conducted		(a) All staff will have an opportunity to participate in at least 2 professional	(a) An increase of 148 professional development sessions have been offered.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(b) Number of professional development sessions each month by the content area specialists and TOSAs.	(b) An average of 4 professional development offerings each month were provided by the instructional technology coach.	September 2024 – 24 trainings were conducted October 2024 – 27 trainings were conducted November 2024 – 10 trainings were conducted December 2024 – 9 trainings were conducted January 2025 – 36 Trainings were conducted February 2025 – 26 Trainings were conducted March 1 – 18 2025 – 14 Trainings were conducted Total = 187 sessions Average 23 sessions		development trainings per year. (b) An average of 4 professional development sessions will be held each month by the content area specialists and TOSAs.	(b)An average of 23 professional development sessions have been offered.

Goal Analysis [2024-25]

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

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

Goal 3 addresses Pupil Outcomes and Achievement. SBCSS focused on addressing the needs of the whole child with expanded course offerings, future ready skills, and social and cross-cultural skills vital for all students' success, including targeted supports for students in low-performing subgroups. The actions over the three-year cycle showed improvement in course offerings and expanded offerings for college and career experiences for all students. All Goal 3 actions were fully implemented.

The 2022-23 Dashboard showed a very low status with 0.5% of students being "prepared". The 2023-24 Dashboard was in the red at 1% "prepared", an increase of 0.5%.

Career Exploration and Experience:
Action3.1 related to course offerings and future ready skills were successfully implemented. There was an increase in students earning CTE/Vocational credits.

Supplemental Instructional and Assessment Materials:
Action 3.2 was fully implemented. SBCSS has provided all core-curriculum classrooms with a variety of supplemental instructional materials in all core subjects, allowing for support in improving ELA and Math proficiency.

Counseling Center:
Action 3.3 which allowed SBCSS to provide consistent counseling services to individual students, and group counseling was fully implemented. This was a success as students were able to meet counseling requirements set forth by their home-districts while attending County Schools.

Professional Development:
Action 3.4 related to professional development was fully implemented. The increase in professional development offerings has been a success during the LCAP cycle. One hundred eighty-seven (187) professional development sessions have been offered. In addition, PD on-demand was
implemented to provide more flexibility to staff in how and when they were able to attend trainings.

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

There has been no material difference in the Budget Expenditure and Estimated Actual Expenditures.

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

The holistic approach to student needs, including expanded course offerings and social skills development, yielded positive outcomes, though the effectiveness varied across different student subgroups.

Career Exploration and Experience:
There was an increase in students earning CTE/Vocational credits, 13.6% compared to 7.1% This outcome shows progress towards engaging students in vocational education. Data shows that this action was effective, however, additional focus on this area will continue.

Supplemental Instructional and Assessment Materials:
The actions related to supplemental instructional and assessment materials were effective. This is an area of success as the availability of supplemental instructional materials remained consistent, ensuring resources were available across core subjects. This consistency meets the desired outcome, reflecting effectiveness in resource provision. This is an area of success as the availability of supplemental instructional materials remained consistent, ensuring resources were available across core subjects. The effectiveness of this action is supported by the data showing students who demonstrate growth when taking the ELA and Math assessments a minimum of two times.

Counseling Center:
The implementation of the actions related to providing ongoing counseling services were effective. The team was able to be onsite to provide direct services to students and to meet counseling requirements set as conditions of their successful enrollment in SBCSS programs. One data point used to assess this action is the Child Adolescent Needs and Strengths Assessment (CANS). The data showed a 45.4% improvement in attendance, 53.9% in achievement and 58% in school behaviors.

Professional Development:
The professional development actions were effective in providing the needed instructional support to SBCSS teachers. One hundred eighty-seven (187) professional development sessions have been offered, including an average of four monthly professional developmental session offered by the instructional technology coach. However, one of the challenges is increasing the number of teachers who attend the training due to the lack of substitute teachers. Professional development will continue to be a priority and there will be continued collaboration with Human Resources to meet the needs for substitute coverage.

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.

Based on internal and CA Dashboard metrics, as well as Educational Partner feedback, there is a continued need to address school climate and engagement among all student groups. Thus, all current actions will be maintained.

Metric 3.2- Based on Education Partner feedback and the California Department of Education (CDE) there was an adjustment to capture the percent of students who access supplemental instructional materials in the areas of ELA and Math, as measured by frequency of logins by students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College and Career Exploration and Experiences	(a) SBCSS Alternative Education students will have the opportunity to enroll in career education classes (CTE courses) both on campus and off campus. SBCSS will coordinate with the Regional Occupational Centers and Programs (ROCP) and local colleges to expand opportunities. Depending on staffing and enrollment, classes will be offered during regular school hours (and after school where appropriate). (b) Students will be given a career inventory and interest assessment to expose them to possible colleges and careers of interest. (c) Students will be provided with increased dual enrollment opportunities. Actions measured by M 3.1	$510,753.00	Yes
3.2	Supplemental Instructional and Assessment Materials	SBCSS will ensure that 100% of students and their teachers have access to supplemental instructional resources, including updated online credit recovery program aligned with A-G requirements, that have the potential to increase student engagement, understanding, and mastery of English Language Arts and Mathematics standards as specified in the California Content Standards, (i.e. Freckle Math, Lindamood-Bell, etc.). Actions measured by M 3.2	$361,240.00	Yes
3.3	Counseling Center	The SBCSS Counseling Center will continue to offer individual, group, and family counseling to100% of eligible students, drug and alcohol counseling, anger management classes, and other social and emotional/mental health related training and supports.	$2,368,248.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Actions measured by M 3.3		
3.4	Professional Development	(a) SBCSS will implement professional development and supports to ensure students benefit from a highly qualified teaching staff who are competent in cutting-edge technology, instructional practices, and the implementation of the California Content Standards (ex topics: EL supports and instruction, Lindamood-Bell learning processes, cognitive engagement, etc.). (b) Content area specialists will provide on-going staff development in the areas of the California Content Standards, effective practices, technology integration, and implementation of standards-aligned instructional materials and assessments. Actions measured by M 3.4	$916,512.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Expelled Youth: SBCSS will ensure expelled youth receive access to a continuum of services for successful transition back to their district of residence and completion of graduation requirements.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

As a county office, SBCSS provides technical assistance and leadership, and collaborates with school districts to coordinate instruction of expelled students. This goal addresses those supports necessary to ensure expelled youth receive access to a continuum of services through inter-agency collaboration and tracking. SBCSS is addressing this goal by the following actions and services: child welfare and attendance meetings will be offered to promote networking and collaboration amongst districts and pupil expulsions will be documented and disseminated to all needed parties.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of SB county district CWA's that receive information and materials shared at monthly meetings. (State priority 9).	Monthly CWA meetings are held and 100% of SB districts have access to the information and materials shared.	Monthly CWA meetings are held and 100% of SB districts have access to the information and materials shared.		100% of SB county school districts will receive information and materials shared at monthly meetings.	Maintained
4.2	(a) Percentage of students identified by the expulsion tracking tool with verifiable and successful transition among schools.	(a) 100% of students identified by the expulsion tracking tool had verifiable and successful transition among schools in 2022-2023.	4.2 (a) 100% of students identified by the expulsion tracking tool had verifiable and successful transition among		(a) 100% of students identified by the expulsion tracking tool will have verifiable and successful	(a) Maintained (b) 2% increase in the successful enrollment within 5 attendance days.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(b) Percent of expelled youth enrolled within 5 days as documented on the Pupil School Attendance Review Board Report (PSR).	(b) 57% of expelled students were successfully enrolled in school within 5 attendance days in 2022-2023.	schools in 2023-2024. 4.2 (b) 59% of expelled students were successfully enrolled in school within 5 attendance days in 2023-2024.		transition among schools. (b) 75% of expelled students will be successfully enrolled in school within 5 attendance days.	

Goal Analysis [2024-25]

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

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

Goal 4 addressed supports for expelled youth. As a county office, SBCSS is responsible for supporting 33 school districts in applying California Education Codes that guide student discipline procedures and protocols within the school districts. LCAP actions related to this goal were fully implemented.

Technical Assistance to Districts:
Action 4.1 related to SBCSS Children Deserve Success/Child Welfare and Attendance (CWA) was fully implemented. All 33 school districts were encouraged to participate in monthly meetings. This action required that agendas, materials and minutes from each meeting be provided. All materials were also posted on the SBCSS website and sent to all stakeholders via email transmission.

Coordinate Instruction of Expelled Youth:
Action 4.2 focused on coordinating instruction for expelled youth. This was done through the creation of a Pupil Expulsion Report (PER) to ensure that expelled youth were successfully transitioned into their next educational placement. This action was fully implemented

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

There has been no material difference in the Budget Expenditure and Estimated Actual Expenditures.

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

SBCSS Children Deserve Success/Child Welfare and Attendance (CWA) fully implemented the actions.

Technical Assistance to Districts:
In an effort to provide consistency throughout San Bernardino County monthly meetings were held with representatives from all 33 school districts. This action was effective as monthly CWA meetings are held and 100% of SB districts have access to the information and materials shared.

Coordinate Instruction of Expelled Youth:
This action was effective, as 100% of the districts successfully used the expulsion tracking tool and 59% of the students were enrolled within 5 attendance days. The actions aimed at facilitating expelled youth's transition between the County and district schools demonstrated effectiveness, with a notable percentage of successful transitions.

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.

The actions were fully implemented and there was no material difference in the implementation of the actions. These actions will continue to be implemented in the next three-year LCAP cycle with 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
4.1	Technical Assistance to Districts	The SBCSS Child Welfare and Attendance (CWA) Office will encourage district participation in CWA meetings through multiple participation methods. Increased participation will be achieved by increasing the access to agendas, materials, and minutes from monthly CWA regional meetings for all stakeholders, including posting all information on the SBCSS website and/or through email transmission. Metric 4.1	$47,531.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Coordinate Instruction of Expelled Youth	(a) The SBCSS Child Welfare and Attendance (CWA) Office will use the Pupil Expulsion Report (PER) to ensure expelled youth are successfully transitioning into their next educational placement after expulsion to prevent at-promise students from dropping out of high school. (b) The CWA office will continue to implement the Pupil School Attendance Review Board Report (PSR) to ensure expelled youth are successfully enrolled into their next educational placement within 5 attendance days. Metric 4.2	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Foster Youth: SBCSS will increase the coordination of foster youth programs and services to ensure equitable opportunities and outcomes for foster youth. Over the course of the next three-year cycle, SBCSS will increase graduation rates, college and career pathway completion and reduces the suspension rate for foster youth at both the Community Schools (CS) and Juvenile Court Schools (JCS).	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

As a county office, SBCSS provides technical assistance and leadership, and collaborates with school districts to coordinate instruction, supports and resources for foster youth. Foster youth have identified needs and support in the areas related to building leadership skills, transition from high school to college/career, computer technology advancement, resiliency, and other areas associated with successful transition to adulthood. These actions combined help achieve the goal through coordination of resources, offering opportunities that promote student achievement, and accompanying supports to ensure equitable opportunities and outcomes for foster youth.

In addition, almost 4% of SBCSS alternative education students are foster youth. On average each year, approximately 12% of foster youth are suspended at least once, less than 40% graduate, and almost 100% are below grade level upon entering the program. Foster youth are also amongst the group of students experiencing the greatest gaps in learning necessitating even greater supports and services to close this achievement gap. SBCSS is addressing this goal by ensuring policies and procedures are in place to immediately identify and enroll foster youth, training liaisons to identify foster youth and their needs, providing culturally responsive activities to students and training to staff, and providing targeted interventions based on the individual assessed needs for each individual student.

Case management, mentoring, educational support, and transition support are the priorities for Foster Youth Services Coordinated Programs (FYSCP) program. In addition, remote communities are a major target for the FYSCP this year, helping to make sure that youth living in small communities are able to participate in opportunities. A major focus for events is engagement and the transition from high school to college/career. Approximately 160 youth have participated in statewide summits, served on youth panels at events, or participated in leadership roles in planning and development. Also, approximately 1,200 youth are engaged and participating in school-based mentoring across the county. Over 2,500 records requests, educational rights notification, and youth event participations have also been recorded.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Current policies and procedures regarding foster youth, including enrollment, credit attainment, and supports.	SBCSS Board policies are current, sample template board policies for LEA's have been shared. LEA's have reported having updated board policies. All 33 LEA's have access to foster focus, CALPADS, and meet the ESSA school stability requirements using a countywide transportation plan established through the Foster Care Advisory Council.	SBCSS board policies are current, sample templates have been shared with all 33 LEAs. All 33 LEAs have access to CALPADS 5.7 foster report, all 33 LEAs have access to foster focus (8 districts are direct link districts will full academic uploads), all 33 LEAs, child welfare, and probation are current in their transportation plans to meet ESSA mandate		Maintain and update as necessary board policies and procedures.	SBCSS Board policies are current, template is shared with LEAs and charter schools for replication. All 33 LEAs have access to foster focus, 8 districts have MOU for direct link, uploading more educational, attendance, and discipline information. All 33 LEAs have met ESSA transportation written policy mandate, and all 33 LEAs have a CALPADS administrator or direct access to foster youth reports.
5.2	Number of Foster Care Advisory Council meetings offered each year (agendas, minutes, etc.). (State Priority 10A,B)	Six Foster Care Advisory Council meetings have been held. Focus for this year has been on establishing practices for discipline notification statewide for youth in	Three Foster Care Advisory Council meetings have been held so far in the 2024/2025 school year. The three co-chairs (Children's		Provide a minimum of 5 Foster Care Advisory Council meetings a year.	Seven Foster Care Advisory Council meetings have been held so far. A total of nine will occur by the end of the year (dark November,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		foster care suspended for a period longer than one class period. This notification is made to attorney, social worker, and education rights holder of the youth. This is a statewide effort to ensure notification regardless of county of jurisdiction.	Network, SBCSS, and child welfare) have put emphasis on capacity building within county agency partners this year. Building a better understanding of whole support for youth and families.			December, and July). The FCAC has prioritized school stability and collective impact this year.
5.3	Number of culturally responsive activities/events that promote student achievement, physical fitness, resiliency, and mentorship opportunities. (State Priority 10)	Approximately 60 culturally responsive activities have been provided to approximately 6,000 attendees. In an attempt to be more equitable emphasis has been placed on providing multiple options and venues. Opportunities has been provided virtually, at school sites, district wide, county wide, region wide, statewide, and nationally.	Approximately 85 culturally responsive activities have been provided in the 2024/2025 school year. Many of these opportunities have been at school sites through the school-based mentoring programs. Numerous transition workshops and events featuring college/career opportunities have also occurred this year. Opportunities continue to be offered in numerous options		Maintain offering at least 50 culturally responsive events/activities each year.	Approximately 90 culturally responsive activities have been provided. Many of the opportunities have been multiple agency, district, and partner planned. Events have been regionalized with an emphasis of ensuring opportunities for remote rural areas. School based mentoring and supports, educational case management, transition workshops, college/career opportunities,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			including virtual, webinar, school site, district, countywide, and statewide options.			FAFSA completion support, and scholarship completion remain priorities for youth activities.
5.4	Percent of foster youth participating in extended learning/enrichment opportunities as measured by supplemental attendance tracking.	Approximately 90% of San Bernardino dependents have received at least one service from the San Bernardino FYSCP. Depending on the needs of the youth services range from notification of Educational Rights Holder, assistance with records retrieval, numerous youth events focusing on college/career, school-based mentoring, post-secondary support programs, and many other collaborative efforts with LEAs and partners.	Approximately 90% of San Bernardino County dependents have received at least one service from the SBCSS FYSCP program already this year. This includes court records, academic records, advocacy, notifications, workshops, partnered events, and other opportunities.		90% of foster youth participate in extended learning/enrichment opportunities.	Approximately 90% of all dependent's attending school in San Bernardino receive at least one service. This includes dependents from other counties attending school in San Bernardino. Services include but are not limited to educational right's holder notification to LEAs across the state, records retrieval and analysis, numerous youth events, and other collaborative efforts with partners.

Goal Analysis [2024-25]

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

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

Goal 5 focused on supports for foster youth. As a county office, SBCSS Foster Youth Coordinating Program (FYSCP) provides technical assistance and leadership, and collaborates with school districts to coordinate instruction, supports and resources for foster youth.

Policy and Procedures and Liaison Training:
Actions 5.1 and 5.2 were fully implemented, as FYSCP established policies and necessary data infrastructure to support and monitor the educational success of foster youth. There was increased coordination of foster youth programs and services This goal was reached as indicated by the four LCAP metrics. There was consistent progress in updating board policies and procedures regarding foster youth.

Culturally Responsive Activities/Events and Academic Achievement:
Action 5.3 and 5.4 were fully implemented. Foster youth were provided opportunities to participate in culturally responsive activities/events to promote student achievement. These activities provided foster youth with increased learning and enrichment opportunities.

The actions were fully implemented and there was no material difference in the implementation of the actions.

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

Initiatives aimed at assisting districts in supporting foster youth throughout the county were effective.

Policy/Procedures & Liaison Training:
Efforts to improve coordination of foster youth programs and services showed positive trends in engagement and support. Overall, the metrics reflect a strong commitment to supporting foster youth, with particular strengths in policy implementation, community engagement, cultural responsiveness, and extended learning opportunities. The data suggests that the LCAP actions are effectively addressing the specific needs of foster youth in San Bernardino County, as all 33 districts had access to Foster Focus, CALPADS, and met the ESSA school stability requirements using a countywide transportation plan established through the Foster Care Advisory Council. More than 7 Foster Care Advisory Council meetings were held. Eight districts have started direct uploads to the foster focus system. This process is automatic and nightly. This process has increased the available educational information for each youth and because the upload is nightly increased the accuracy of information.

Culturally Responsive Activities/Events & Academic Achievement:
Actions to meet the unique needs of foster youth were implemented by County Foster Youth administrative team with great effectiveness. The purpose of this three-year LCAP cycle was to create foundational systems for the 33 school districts that are served by SB County Superintendent of Schools. This included creating systems for consistent policy updates and regularly scheduled advisory council meetings. Actions that directly impacted students were successfully implemented, this included engaging 6,000 students in 60 culturally responsive activities and approximately 90% of San Bernardino foster youth have received at least one service, including extended learning opportunities. Despite the absence of baseline data, there was significant engagement of foster youth in extended learning opportunities, surpassing the desired outcome of 75% participation. This indicates high effectiveness in providing enriching experiences for foster youth.

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.

There were no substantive changes made to the goal, actions, or metrics in Goal 5.

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
5.1	Policy and Procedures	(a) The Foster Youth Services Coordinating Program (FYSCP) will establish policy and necessary data infrastructure to support and monitor the educational success of FY (i.e., CALPADS, County SIS, Foster Focus). (b) The FYSCP will ensure SB County 33 school districts use policy and procedures necessary to ensure FY are promptly enrolled and awarded credits for all work completed, including partial credits (per CA Ed. Code 48853.5 and 51225.2).	$0.00	No
5.2	Liaison Training	The Foster Youth Services Coordinating Program (FYSCP) will ensure all school liaisons for FY (including SBCSS) have training and policy guidelines on FY rights, and they will provide ongoing consultation to school level staff and collaborate internally and externally with stakeholders (San Bernardino County Probation, 33 District Child Welfare and Attendance representatives and Foster Youth Liaisons, Department of	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Behavioral Health, and Juvenile Justice Representatives) [per CA Ed.Code 48853.5]. *Costs are encompassed in Goal 5 Action 1 budgeted expenses.		
5.3	Culturally Responsive Activities/Events	The FYSCP will coordinate with the Alliance for Education to ensure County Schools FY have the opportunity to participate in culturally responsive activities/events that promote student achievement (including graduation and post-secondary opportunities), physical fitness, resiliency and mentorship. Participation in activities/events will also be available to enrolled AE students as funding permits.	$232,593.00	No
5.4	Academic Achievement	SBCSS will provide foster youth with increased learning and enrichment opportunities, such as tutoring, summer school, etc. based on data informed needs. *Costs are encompassed in Goal 1 Action 7 budgeted expenses.	$2,313,598.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$4,706,643.00	$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
9.048%	0.000%	$0.00	9.048%

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:** ELA and Math Achievement **Need:** This action addresses the need to provide a higher level of support for Low Income (LI/SED) students in the area of ELA and math. Low Income (LI/SED) students performed -140.1 DFS in ELA and -229 DFS in math	There are unique needs of LI/SED students that must be addressed to improve in the areas of ELA and math. This action is being provided on a schoolwide basis, and we expect that all students will benefit from this action. However, because of the significantly greater number of LI/SED who need to improve in ELA and math, and because the action meets the needs identified as increasing low-income students engagement and academic proficiency, we expect that students will improve in the ELA and math indicators.	Effectiveness will be measured by Metric 1.1 and 1.2

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		
1.2	**Action:** English Language Proficiency **Need:** English Learner Progress is at 48.9% (10% increase). Educational partners feedback supports the continued focus on English language acquisition for the English learner population. **Scope:** Schoolwide	This action will improve the implementation of additional English language supports to increase English language acquisition for the English learner subgroup. The goal of these increased efforts is to demonstrate growth in EL language acquisition as demonstrated in the increased percentage of reclassified students and EL Progress data. These actions are being provided on a schoolwide basis due to ELA data and educational partner feedback indicating that all students will benefit from these actions. Because the actions meet the need to provide targeted instruction and individual and small group supports, we expect to see improvement for all students.	Effectiveness will be measured by Metric 1.3.
1.4	**Action:** Students with Disabilities **Need:** This action is determined based on academic indicators as well as educational partner feedback. There is a continued need to monitor students' progress toward meeting IEP goals, as well as continued training of staff and parents on special education and 504 plan process and services. **Scope:** Schoolwide	Professional development is necessary to ensure staff is trained on how to provide specialized instructional support and monitor student progress towards meeting IEP goals. Educational partners identified this as a continuing action in supporting the academic achievement of students. These actions are being provided on a schoolwide basis and we expect that the strategies will benefit low-income students in this student group.	Effectiveness will be measured by Metric 1.5.

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
1.5	**Action:** Paraeducator Support **Need:** Unduplicated students continue to need additional support in ELA and Math. Based on educational partner feedback, there is a request to expand supports of paraeducators to one per classroom. Through assessment data and educational partner feedback, there is a continued focus on designing instruction focused on closing learning gaps for low-income students. Educational partners and SBCSS identified paraeducators in the classroom as one strategy which offers additional individual and small group support to low-income students, including primary language support and translation when needed. Training is also necessary to ensure paraeducators and additional support staff are trained in research-based programs and services shown to increase low-income student achievement at higher rates than non-low-income students. **Scope:** Schoolwide	This action is to increase the academic support in each Alt Ed classroom. Although the action is principally directed to unduplicated youth, it will support all students in the Alt Ed programs. The paraeducator:teacher ratio over the prior three-year LCAP was 2:1, but educational partners identified a 1:1 ratio as a priority to close the achievement gap of low-income students. These actions are being provided on a schoolwide basis and we expect that all students will benefit from these actions. However, because of the significantly greater number of low-income students needing support, and because the actions meet the need to provide targeted instruction and individual and small group supports, we expect to see improvement for all students.	Effectiveness will be measured by Metric 1.6.
1.8	**Action:** Long-term English Learners **Need:** There are 135 students who qualify as LTELs (Ellevation 2025). This is the first year that	The actions will focus on improving language acquisition of the LTELS. By focusing on the elements required for reclassification, SBCSS will add supports needed to meet requirements for students to be reclassified.	Effectiveness will be measured by Metric 1.9.

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
	LTELs will be identified as a unique student group on the CA Dashboard. Based on this data and educational partner feedback, additional supports are needed improve language acquisition of our LTEL subgroup. **Scope:** Schoolwide	These actions are being provided on a schoolwide basis due to ELA data and educational partner feedback indicating that all students will benefit from these actions. Because the actions meet the need to provide targeted instruction and individual and small group supports, we expect to see improvement for all students.	
2.1	**Action:** Attendance and Chronic Absenteeism **Need:** CA Dashboard showed that 61.1% of English learner students were chronically absent in 2023-2024. Educational partners also identified the need for improved student participation as a unique need for our English learner population. This data point describes the unique needs of English learner students to build school connectedness and providing supports for the student and family related to why they don't attend regularly. In addition, the data shows a need for tiered reengagement strategies that continually monitor student attendance and address chronic absenteeism. **Scope:** Schoolwide	SBCSS is addressing this need by providing supports, such as transportation assistance and translation services to increase parent support, to help remove barriers student face in getting to school. SBCSS believes this action will impact English learner attendance rates at a higher rate than non-English learner students as evidence by improved attendance rate percentages and decreased chronic absenteeism related to the English learner population.	Effectiveness will be measured by Metric 2.1
2.2	**Action:** Graduation Rates and Guidance Support **Need:**	SBCSS plans to minimize these gaps in subgroup graduation rates by increasing parent/student information and supports related to what is needed to graduate, but also to provide academic counseling support directly to students so they	Effectiveness will be measured by Metric 2.2.

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
	A breakdown of the graduation rate by subgroups shows that English learners had a 42.9% graduation rate, compared to the overall graduation rate of 48.9%. These data points describe the unique needs of English learners to have actions related to increasing the graduation rate of English learners. In addition, educational partners identified this action as a continued need, especially due to the low graduation rate of unduplicated pupils, English learners in particular. **Scope:** LEA-wide	know what is needed to graduate and have support in building an academic plan to obtain that goal. This action is being provided on a schoolwide basis and we expect that all students will benefit and graduate high school within four years.	
2.3	**Action:** School Climate and Culture **Need:** Educational partner feedback identified school climate, including parent involvement and student engagement as top current challenges for the 90% low-income population in the SBCSS Alternative Education (AE) programs. Educational partners expressed the unique needs of low-income students is a continual need to have positive interactions, timely communication, and community outreach and the importance of the student/teacher relationship to keep students engaged. **Scope:**	SBCSS believes these actions working together provide the support and resources to expand the efforts of SBCSS to engage families, connect them to community resources, and continue building strong student/teacher and parent/teacher relationships to increase low-income student attendance, participation, and ultimately achievement. Parent and student surveys demonstrated that PBIS strategies are successfully being implemented and working toward creating a positive school culture. Educational partners determined the positive school culture created by PBIS strategies needs to be continued and expanded.	Effectiveness will be measured by Metric 3.1

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
	Schoolwide		
2.5	**Action:** Parent Information **Need:** Parent engagement of our Low Income (LI/SED) families/students is a top priority, with a goal of effectively communicating vital information to all families. Educational partner feedback identified parent involvement as top current challenges for the 90% low-income population in the SBCSS Alternative Education (AE) programs. Educational partners expressed the unique needs of low-income students is a continual need to have positive interactions, timely communication, and community outreach. **Scope:** Schoolwide	SBCSS believes these actions working together provide the support and resources to expand the efforts of SBCSS to engage families, connect them to community resources, and continue building strong student/teacher and parent/teacher relationships to increase low-income student attendance, participation, and ultimately achievement. Additional parent communication tools will support improvement in these areas.	Effectiveness will be measured by Metric 2.5
2.6	**Action:** Parent Engagement **Need:** Parent engagement of our Low Income (LI/SED) families/students is a top priority, with a goal of providing families the opportunities to contribute to the decision-making processes. Educational partner feedback identified parent involvement as top current challenges for the 90% low-income population in the SBCSS Alternative Education (AE) programs. Educational partners expressed the unique	SBCSS believes these actions working together provide the support and resources to expand the efforts of SBCSS to engage families, connect them to community resources, and continue building strong student/teacher and parent/teacher relationships to increase low-income student attendance, participation, and ultimately achievement. Impactful opportunities will be provided for families to engage in the educational process and contribute to the decision-making processes to improve student outcomes.	Effectiveness will be measured by Metric 2.6

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
	needs of low-income students is a continual need to have positive interactions, timely communication, and community outreach. **Scope:** Schoolwide		
3.1	**Action:** College and Career Exploration and Experiences **Need:** Data shows that only 1% of the low-income subgroup, 2.3% English learners and 0% foster youth rated in either prepared or approaching on the dashboard CCI indicator, demonstrating students would benefit from guidance toward career interests so they are better prepared for post-secondary opportunities. **Scope:** Schoolwide	SBCSS is offering to meet these unique needs by utilizing a career interest inventory to determine areas of interest and strength and offering career technical education in a variety of courses based on the interests of students within the subgroups. To ensure the action successfully moves students toward college and career preparation, metrics closely related to student achievement have been added. SBCSS will continually monitor student progress and modify the action as needed through continuous improvement.	Effectiveness will be measured by Metric 3.1
3.2	**Action:** Supplemental Instructional and Assessment Materials **Need:** STAR Assessment data showed that 58% of students who were enrolled for a length of time to take a pre- and post-assessment, improved in ELA and 62% improved in Math. Based on these and other local assessment data points,	These unique needs are being addressed by incorporating instructional strategies and materials that are engaging and utilize multiple modalities to address the differing learning styles of students in these subgroups. This action is being provided on a schoolwide basis and we expect that all students will benefit from these actions. However, because of the significantly greater number of low-income students who need to improve in their ELA and math skills, and because the action meets the	Effectiveness will be measured by Metric 1.3 and 3.2

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
	educational partners identified low student engagement and academic proficiency as unique needs of these subgroups. **Scope:** Schoolwide	needs identified as increasing low-income student engagement and academic proficiency, we expect that the percent of proficient students will increase.	
3.3	**Action:** Counseling Center **Need:** This action addresses the needs of the whole child, including basic needs and mental and emotional needs. The 2024-25 Child Adolescent Needs and Strengths Assessment (CANS) 2.0 assessment tool reported Improvement changes in: School Attendance- 45.4% School Achievement- 53.9% School Behavior- 58% In addition to the CANS data, educational partners determined the low-income subgroup in particular would benefit from increased mental health and clinical services. Due to continuing needs brought on by the pandemic, educational partners requested the action continue as a support to low-income students to receive mental, social, and emotional health services. **Scope:**	This action is being provided on a schoolwide basis. SBCSS understands that all students continue to be impacted post-pandemic, and thus, will benefit from this action. However, because of the significantly greater number of low-income students who need support in meeting their basic needs as well as mental and emotional supports, and because the action meets the needs identified as providing mental health and clinical services, we expect that low-income students will have significantly better CANS aggregated scores that the CANS aggregated scores of all students. There is a need to continue to support students in improving in the areas of attendance, achievement and behavior. The Counseling Center team will continue to provide direct services to the unduplicated student population. They provided a variety of resources to support in the areas of attendance, achievement and behavior.	Effectiveness will be measured by Metric 3.3

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
	Schoolwide		
3.4	**Action:** Professional Development **Need:** CA Dashboard shows that, less than 50% graduate, and almost 100% are below grade level upon entering the program. **Scope:** Schoolwide	Educational partners identified additional teacher training in targeted interventions and supports, behavior management, special education, and section 504 plans as actions that will contribute to decreased suspension of foster youth and increased targeted interventions to address foster youth graduation rates and academic achievement. SBCSS is confident by training teachers, the action will increase the percentage of foster youth academic gains.	Effectiveness will be measured by Metric 3.4

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$52,019,420.00	$4,706,643.00	9.048%	0.000%	9.048%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,000,282.00	$8,879,889.00	$681,775.00	$2,047,044.00	$17,608,990.00	$12,914,407.00	$4,694,583.00

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	ELA and Math Achievement	Low Income	Yes	School wide	Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	2024-2027	$1,560,573.00	$14,400.00	$204,917.00	$1,177,082.00		$192,974.00	$1,574,973.00	0
1	1.2	English Language Proficiency	English Learners	Yes	School wide	English Learners	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431 Community School - 36103630107466, Juvenile Court School - 36103633630431	2024-2027	$0.00	$63,077.00	$24,188.00			$38,889.00	$63,077.00	0
1	1.3	ELA and Math Assessment	All	No			All Schools Specific Schools: Community School	2024-2027	$0.00	$185,579.00				$185,579.00	$185,579.00	0

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
							- 36103630107466, Juvenile Court School - 36103633630431									
1	1.4	Students with Disabilities	Low Income	Yes	School wide	Low Income	All Schools	2024-2027	$420,458.00	$0.00	$203,650.00	$216,808.00			$420,458.00	0
1	1.5	Paraeducator Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	2024-2025	$1,223,983.00	$0.00	$815,641.00			$408,342.00	$1,223,983.00	0
1	1.6	Basic Conditions for Learning	All	No			Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	2024-2017	$0.00	$181,450.00		$18,450.00		$163,000.00	$181,450.00	0
1	1.7	Additional Supports	All	No			Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	2024-2027	$0.00	$218,000.00		$140,000.00		$78,000.00	$218,000.00	0

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	**1.8**	Long-term English Learners	English Learners	Yes	School wide	English Learners	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	2024-2027	$0.00	$57,471.00	$9,000.00	$39,471.00		$9,000.00	$57,471.00	0
2	**2.1**	Attendance and Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431		$37,369.00	$92,451.00	$37,369.00	$87,451.00		$5,000.00	$129,820.00	0
2	**2.2**	Graduation Rates and Guidance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	2024-2027	$1,258,955.00	$0.00	$950,338.00	$308,617.00			$1,258,955.00	
2	**2.3**	School Climate and Culture	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431		$1,915,121.00	$84,488.00	$1,990,121.00			$9,488.00	$1,999,609.00	
2	**2.4**	McKinney Vento Services	McKinney-Vento Youth	No			Specific Schools: Community School -		$0.00	$80,000.00				$80,000.00	$80,000.00	

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
							36103630107466, Juvenile Court School - 36103633630431									
2	**2.5**	Parent Information	Low Income	Yes	School wide	Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	2024-2027	$0.00	$38,112.00	$15,612.00	$22,500.00			$38,112.00	
2	**2.6**	Parent Engagement	Low Income	Yes	School wide	Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	2024-2027	$294,115.00	$5,600.00	$5,000.00			$294,715.00	$299,715.00	0
2	**2.7**	Alternative Learning Experiences	All	No			Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431		$733,027.00	$567,642.00		$1,033,027.00		$267,642.00	$1,300,669.00	
2	**2.8**	Special Education School	Students with Disabilities	No			Specific Schools: Special Education School	2024-2027	$1,308,954.00	$517,690.00		$1,826,644.00			$1,826,644.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	College and Career Exploration and Experiences	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	2024-2027	$343,745.00	$167,008.00	$120,717.00	$380,036.00		$10,000.00	$510,753.00	0
3	3.2	Supplemental Instructional and Assessment Materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	2024-2027	$269,305.00	$91,935.00	$269,305.00	$46,940.00		$44,995.00	$361,240.00	
3	3.3	Counseling Center	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431		$1,972,711.00	$395,537.00	$1,127,893.00	$374,160.00	$681,775.00	$184,420.00	$2,368,248.00	0
3	3.4	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431		$196,512.00	$720,000.00	$179,000.00	$662,512.00		$75,000.00	$916,512.00	0
4	4.1	Technical Assistance to Districts	All	No			All Schools	2024-2027	$0.00	$47,531.00	$47,531.00				$47,531.00	0

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
4	**4.2**	Coordinate Instruction of Expelled Youth	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	0
5	**5.1**	Policy and Procedures	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	0
5	**5.2**	Liaison Training	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	0
5	**5.3**	Culturally Responsive Activities/Events	All	No			All Schools	2024-2027	$232,593.00	$0.00		$232,593.00			$232,593.00	0
5	**5.4**	Academic Achievement	All	No			All Schools	2024-2027	$1,146,986.00	$1,166,612.00		$2,313,598.00			$2,313,598.00	0

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$52,019,420.00	$4,706,643.00	9.048%	0.000%	9.048%	$5,952,751.00	0.000%	11.443 %	**Total:**	$5,952,751.00
								LEA-wide Total:	$950,338.00
								Limited Total:	$0.00
								Schoolwide Total:	$5,002,413.00

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**	ELA and Math Achievement	Yes	Schoolwide	Low Income	Specific Schools: Community School -36103630107466, Juvenile Court School - 36103633630431	$204,917.00	0
1	**1.2**	English Language Proficiency	Yes	Schoolwide	English Learners	Specific Schools: Community School -36103630107466, Juvenile Court School - 36103633630431	$24,188.00	0
1	**1.4**	Students with Disabilities	Yes	Schoolwide	Low Income	All Schools	$203,650.00	0
1	**1.5**	Paraeducator Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School -36103630107466, Juvenile Court School - 36103633630431	$815,641.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.8**	Long-term English Learners	Yes	Schoolwide	English Learners	Specific Schools: Community School -36103630107466, Juvenile Court School - 36103633630431	$9,000.00	0
2	**2.1**	Attendance and Chronic Absenteeism	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School -36103630107466, Juvenile Court School - 36103633630431	$37,369.00	0
2	**2.2**	Graduation Rates and Guidance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Community School -36103630107466, Juvenile Court School - 36103633630431	$950,338.00	
2	**2.3**	School Climate and Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School -36103630107466, Juvenile Court School - 36103633630431	$1,990,121.00	
2	**2.5**	Parent Information	Yes	Schoolwide	Low Income	Specific Schools: Community School -36103630107466, Juvenile Court School - 36103633630431	$15,612.00	
2	**2.6**	Parent Engagement	Yes	Schoolwide	Low Income	Specific Schools: Community School -36103630107466, Juvenile Court School - 36103633630431	$5,000.00	0
3	**3.1**	College and Career Exploration and Experiences	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School -36103630107466, Juvenile Court School -	$120,717.00	0

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 (%)
						36103633630431		
3	**3.2**	Supplemental Instructional and Assessment Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School -36103630107466, Juvenile Court School - 36103633630431	$269,305.00	
3	**3.3**	Counseling Center	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School -36103630107466, Juvenile Court School - 36103633630431	$1,127,893.00	0
3	**3.4**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School -36103630107466, Juvenile Court School - 36103633630431	$179,000.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,462,848.00	$11,934,803.00

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**	ELA and Math Achievement	No	$1,627,215.00	$403,611.00
1	**1.2**	English Language Proficiency	Yes	$64,286.00	$45,221.00
1	**1.3**	ELA and Math Assessment	No	$194,857.00	$91,442.00
1	**1.4**	Students with Disabilities	Yes	$520,594.00	$622,622.00
1	**1.5**	Paraeducator Support	Yes	$1,282,907.00	$1,439,057.00
1	**1.6**	Basic Conditions for Learning	No	$190,522.00	$81,090.00
1	**1.7**	Additional Supports	No	$228,900.00	$162,500.00
1	**1.8**	Long-term English Learners	Yes	$120,767.00	$20,390.00
2	**2.1**	Attendance and Chronic Absenteeism	Yes	$253,395.00	$0.00
2	**2.2**	Graduation Rates and Guidance Support	Yes	$1,219,297.00	$920,250.00
2	**2.3**	School Climate and Culture	Yes	$159,248.00	$1,175,120.00

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)
2	**2.4**		No	$47,250.00	$45,000.00
2	**2.5**	Parent Information	No Yes	$23,625.00	$30,201.00
2	**2.6**		No	$308,443.00	$292,455.00
2	**2.7**	Alternative Learning Experiences	No Yes	$1,329,051.00	$238,592.00
2	**2.8**	Special Education School	No	$1,924,172.00	$611,635.00
3	**3.1**	College and Career Exploration and Experiences	Yes	$688,006.00	$194,372.00
3	**3.2**	Supplemental Instructional and Assessment Materials	Yes	$293,602.00	$78,703.00
3	**3.3**	Counseling Center	Yes	$2,405,115.00	$2,223,036.00
3	**3.4**	Professional Development	Yes	$1,023,696.00	$716,081.00
4	**4.1**	Technical Assistance to Districts	No	$47,531.00	$45,268.00
4	**4.2**	Coordinate Instruction of Expelled Youth	No	$0.00	$0.00
5	**5.1**	Policy and Procedures	No	$0.00	$0.00

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)
5	**5.2**	Liaison Training	No	$0.00	$0.00
5	**5.3**	Culturally Responsive Activities/Events	No	$247,141.00	$234,675.00
5	**5.4**	Academic Achievement	No	$2,263,228.00	$2,263,482.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,516,223.00	$4,363,034.00	$4,516,223.00	($153,189.00)	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	1.2	English Language Proficiency	Yes	$25,397.00	$7,000.00	0	
1	1.4	Students with Disabilities	Yes	$66,398.00	$175,230.00	0	
1	1.5	Paraeducator Support	Yes	$749,057.00	$823,200.00	0	
1	1.8	Long-term English Learners	Yes	$80,238.00	$0.00	0	
2	2.1	Attendance and Chronic Absenteeism	Yes	$156,322.00	$0.00	0	
2	2.2	Graduation Rates and Guidance Support	Yes	$1,219,297.00	$920,250.00		
2	2.3	School Climate and Culture	Yes	$149,286.00	$1,154,060.00		
2	2.5	Parent Information	Yes	$0.00	$6,576.00		
2	2.7	Alternative Learning Experiences	Yes	$0.00	$10,000.00		
3	3.1	College and Career Exploration and Experiences	Yes	$300,382.00	$194,372.00	0	
3	3.2	Supplemental Instructional and Assessment Materials	Yes	$210,600.00	$41,821.00		
3	3.3	Counseling Center	Yes	$1,332,422.00	$1,007,931.00	0	
3	3.4	Professional Development	Yes	$73,635.00	$175,783.00	0	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	$4,516,223.00		0.000%	$4,516,223.00	0.000%	0.000%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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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