

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kings County Office of Education

CDS Code: 16-10165-0000000

School Year: 2024-25

LEA contact information:

Joy Santos

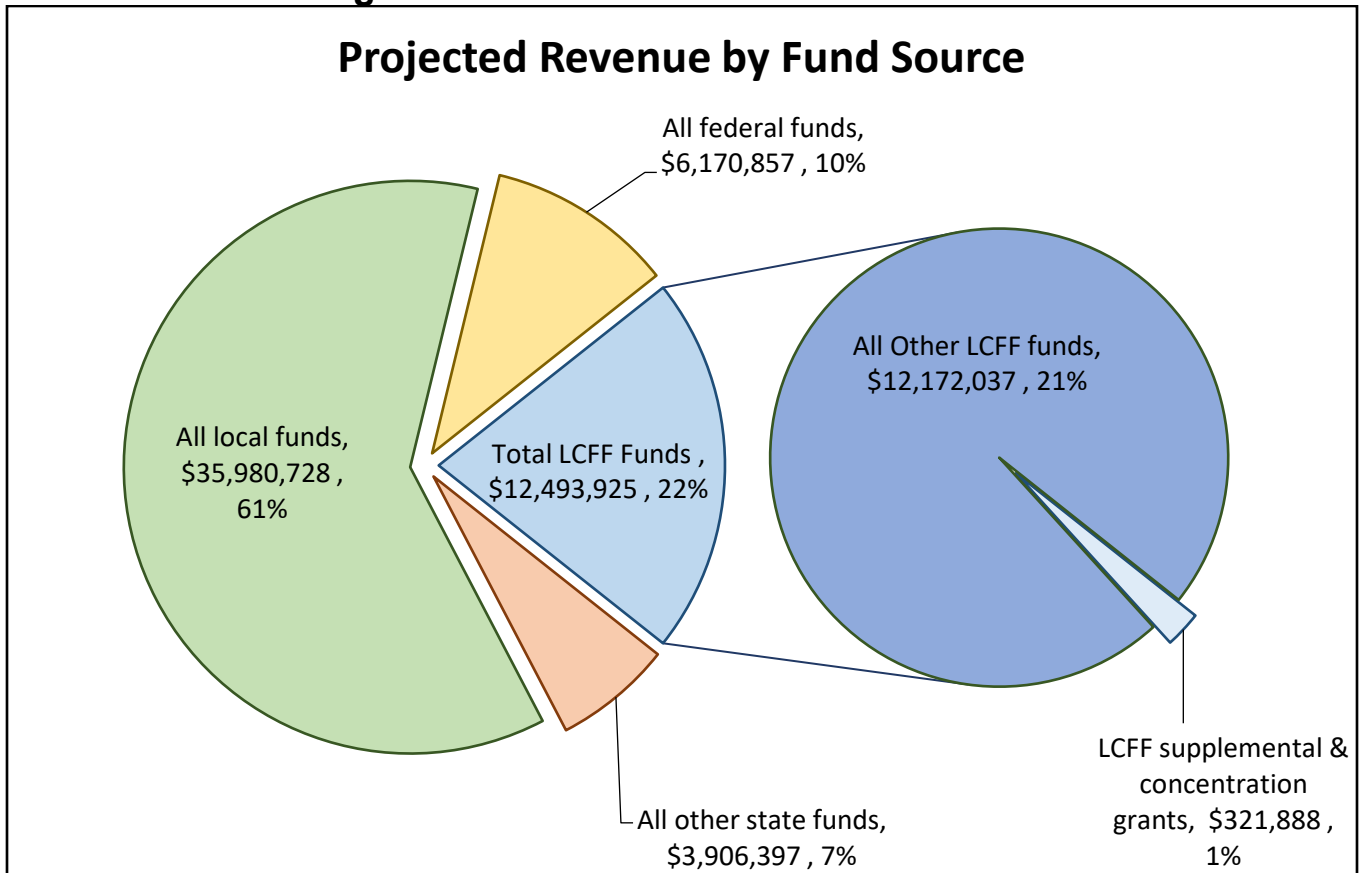
Assistant Superintendent of Educational Services

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(559)589-7068

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

Budget Overview for the 2024-25 School Year

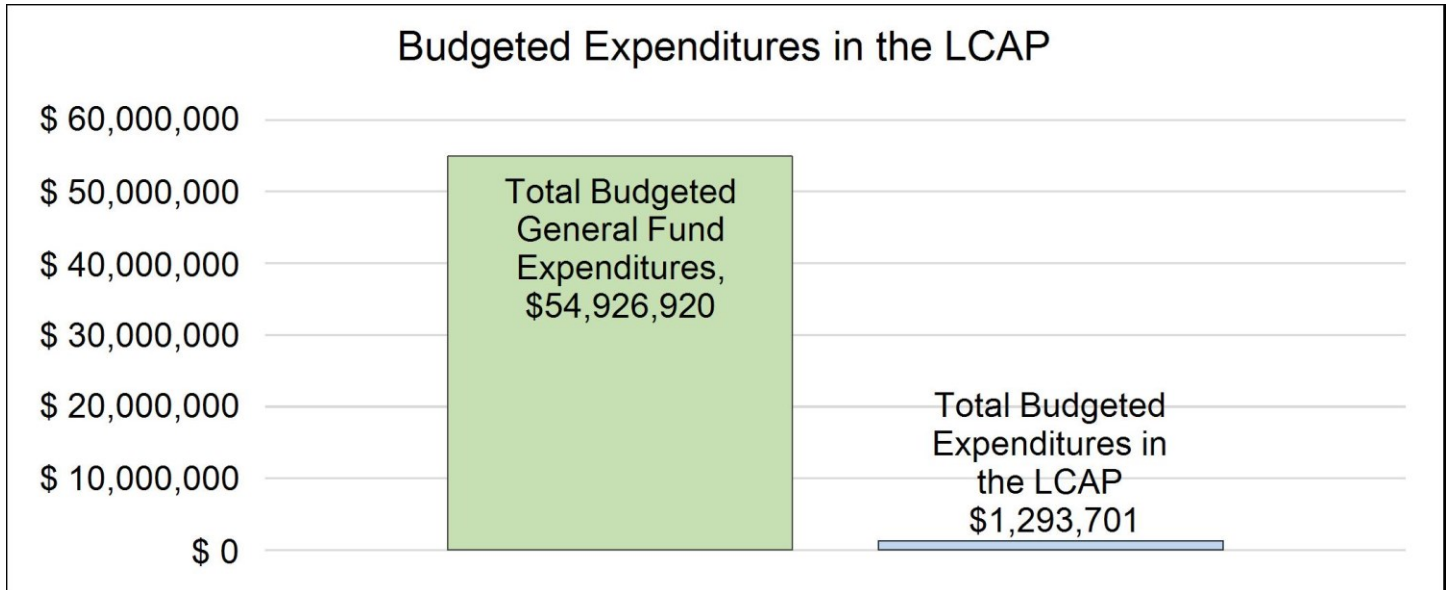


This chart shows the total general purpose revenue Kings County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kings County Office of Education is \$58,551,907, of which \$12,493,925.00 is Local Control Funding Formula (LCFF), \$3,906,397.00 is other state funds, \$35,980,728.00 is local funds, and \$6,170,857.00 is federal funds. Of the \$12,493,925.00 in LCFF Funds, \$321,888.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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 Kings County Office of Education plans to spend for 2024-25. 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: Kings County Office of Education plans to spend \$54,926,920.00 for the 2024-25 school year. Of that amount, \$1,293,701.00 is tied to actions/services in the LCAP and \$53,633,219 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

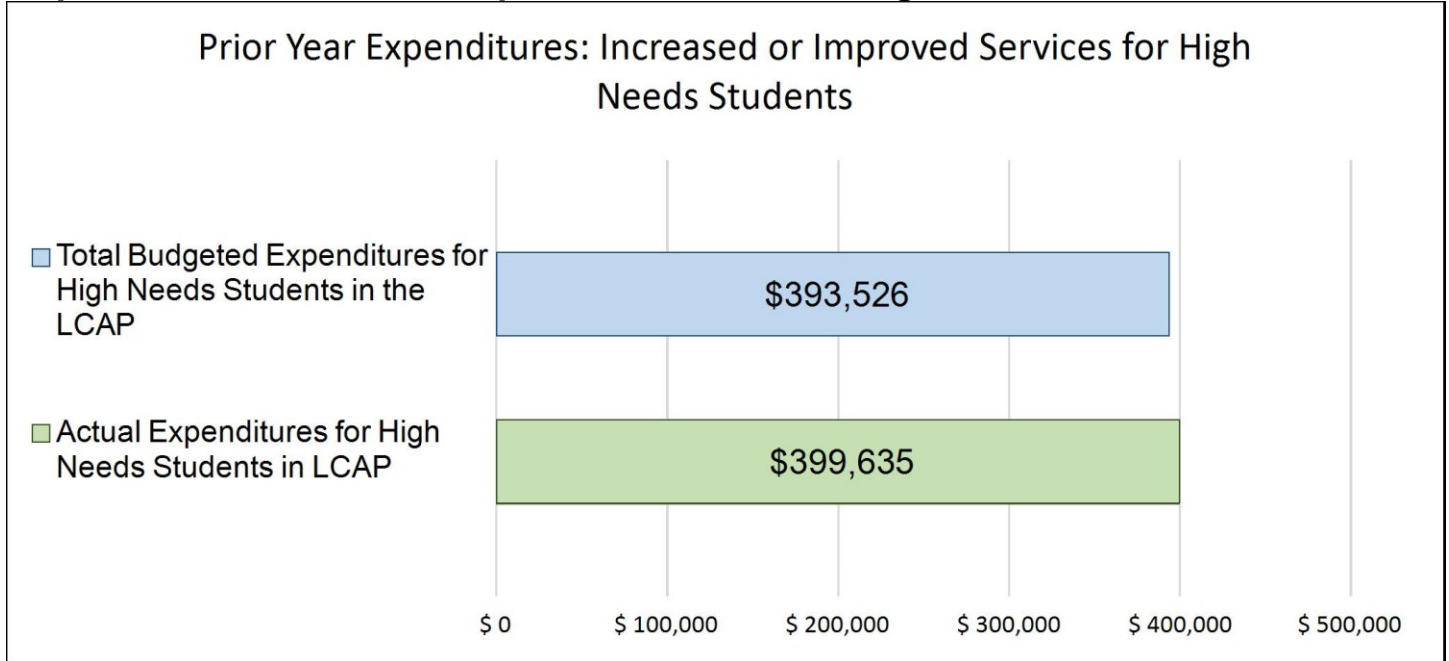
Funds were not included, because they are funds generated for county operations, specific program services or grants, or other funds not designated for county-operated school programs. The budgeted expenditures that are not included in the LCAP will be used for the following: special education local plan area, information technology, business, human resources, payroll, credentialing, and maintenance and operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Kings County Office of Education is projecting it will receive \$321,888.00 based on the enrollment of foster youth, English learner, and low-income students. Kings County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Kings County Office of Education plans to spend \$402,579.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Kings County Office of Education's LCAP budgeted \$393,526.00 for planned actions to increase or improve services for high needs students. Kings County Office of Education actually spent \$399,635.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kings County Office of Education	Joy Santos Assistant Superintendent of Educational Services	joy.santos@kingscoe.org (559)589-7068

Goals and Actions

Goal

Goal #	Description
1	<p>Focus on student basic needs for engagement and maintain high expectations for student achievement.</p> <p>State Priorities: Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 5: Pupil Engagement (Engagement); Priority 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services (Conditions of Learning) A. Appropriately Assigned & Credentialed Teachers B. Instructional Materials C. School Repairs	A1. 100% of teachers are appropriately assigned A2. 100% of teachers are fully credentialed B. 100% sufficient access to standards-aligned materials C. Exemplary rating on the FIT (SARC 2019-2020)	A1. 100% of teachers are appropriately assigned A2. 100% of teachers are fully credentialed B. 100% sufficient access to standards-aligned materials C. Exemplary rating on the FIT (SARC 2021-2022)	A1. 60% of teachers are appropriately assigned* A2. 100% of teachers are fully credentialed B. 100% sufficient access to standards-aligned materials C. Good rating on the FIT *The identification of Local Assignment Option (LAO) of teachers as “out-of-field” is inconsistent with the intention of Ed Code 44865 specifically provides	A1. 100% of teachers are appropriately assigned* A2. 100% of teachers are fully credentialed B. 100% sufficient access to standards-aligned materials C. Good rating on the FIT *The identification of Local Assignment Option (LAO) of teachers as “out-of-field” is inconsistent with the intention of Ed Code 44865 specifically provides	A1. 100% of teachers are appropriately assigned A2. 100% of teachers are fully credentialed B. 100% sufficient access to standards-aligned materials C. Exemplary rating on the FIT

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			for LAO for juvenile, court, and community schools. (SARC 2022-2023)	for LAO for juvenile, court, and community schools. (SARC 2022-2023)	
<p>Priority 2: State Standards (Conditions of Learning)</p> <p>A. Implementation of academic content and performance standards</p> <p>B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p>	<p>A. local benchmarks: (iReady 2020)</p> <p>1) ELA: 45% of students showing growth</p> <p>2) Math: 35.8% of students showing growth</p> <p>3) Status of Met on 2021 LCAP Local Performance Indicator Self-Reflection, Priority 1</p> <p>B. English Learner Progress Indicator (ELPI):</p> <p>1) Kings County Office of Education: 11.1% making progress towards English language proficiency</p> <p>2) J.C. Montgomery: Less than 11 students - data not displayed for privacy. As such, we will be using Designated ELD class</p>	<p>A. local benchmarks: (iReady 2020)</p> <p>1) ELA: 54.55% of students showing growth</p> <p>2) Math: 22.60% of students showing growth</p> <p>*Please note: data represents students that took the benchmark more than once so they have an initial score and at least one additional score to determine growth/decline</p> <p>3) Status of Met on 2022 LCAP Local Performance Indicator Self-Reflection, Priority 1</p> <p>B. English Learner Progress Indicator (ELPI):</p> <p>1) Kings County Office of Education: *All</p>	<p>A. local benchmarks: (iReady)</p> <p>1) ELA: 59.3% of students showing growth</p> <p>2) Math: 65.51% of students showing growth</p> <p>*Please note: data represents students that took the benchmark more than once so they have an initial score and at least one additional score to determine growth/decline</p> <p>3) Status of Met on 2023 LCAP Local Performance Indicator Self-Reflection, Priority 1</p> <p>B. English Learner Progress Indicator (ELPI):</p> <p>1) Kings County Office of Education: *All</p>	<p>A. local benchmarks: (iReady)</p> <p>1) ELA: 63% of students showing growth</p> <p>2) Math: 67% of students showing growth</p> <p>*Please note: data represents students that took the benchmark more than once so they have an initial score and at least one additional score to determine growth/decline</p> <p>3) Status of Met on 2023 LCAP Local Performance Indicator Self-Reflection, Priority 1</p> <p>B. English Learner Progress Indicator (ELPI):</p> <p>1) Kings County Office of Education: *All</p>	<p>A. Local benchmarks: (iReady)</p> <p>1) ELA: Increase to 55% of students will show growth</p> <p>2) Math: Increase to 45% of students will show growth</p> <p>3) Status of Met on 2021 LCAP Local Performance Indicator Self-Reflection, Priority 1</p> <p>B. English Learner Progress Indicator (ELPI):</p> <p>1) Kings County Office of Education: *All Shelly Baird student data will return to the school of origin</p> <p>2) J.C. Montgomery: Designated ELD class enrollment: 100% of EL students enrolled</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	enrollment: 100% of EL students enrolled (CA Dashboard 2019)	Shelly Baird student data will return to the school of origin 2) J.C. Montgomery: Less than 11 students - data not displayed for privacy. As such, we will be using Designated ELD class enrollment: 100% of EL students enrolled	Shelly Baird student data will return to the school of origin 2) J.C. Montgomery: Less than 11 students - data not displayed for privacy. As such, we will be using Designated ELD class enrollment: 100% of EL students enrolled	Shelly Baird student data will return to the school of origin 2) J.C. Montgomery: Less than 11 students - data not displayed for privacy. As such, we will be using Designated ELD class enrollment: 100% of EL students enrolled	
<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>A. Statewide assessments</p> <p>B. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University</p> <p>C. The percentage of pupils who have successfully completed courses that satisfy the</p>	<p>A. CAASPP: (CA Dashboard 2019)</p> <p>1) ELA: Less than 11 students - data not displayed for privacy 1) Math: Less than 11 students - data not displayed for privacy As such, we will be using iReady data: 1) ELA: 45% of students showing growth 2) Math: 35.8% of students showing growth</p> <p>B. Less than 11 students - data not displayed for privacy (CA Dashboard 2019 - CCI Indicator)</p>	<p>A. CAASPP: (CA Dashboard 2020)</p> <p>1) ELA: Less than 11 students - data not displayed for privacy 1) Math: Less than 11 students - data not displayed for privacy As such, we will be using iReady data: 1) ELA: 54.55% of students showing growth 2) Math: 22.60% of students showing growth</p> <p>B. Less than 11 students - data not displayed for privacy (CA Dashboard 2019 - CCI Indicator)</p>	<p>A. CAASPP: (CA Dashboard 2022)</p> <p>1) ELA: Less than 11 students - data not displayed for privacy 1) Math: Less than 11 students - data not displayed for privacy As such, we will be using iReady data: 1) ELA: 59.3% of students showing growth 2) Math: 65.51% of students showing growth</p> <p>B. Less than 11 students - data not displayed for privacy (CA Dashboard 2019 - CCI Indicator)</p>	<p>A. CAASPP: (CA Dashboard 2022)</p> <p>1) ELA: Less than 11 students - data not displayed for privacy 1) Math: Less than 11 students - data not displayed for privacy As such, we will be using iReady data: 1) ELA: 63% of students showing growth 2) Math: 67% of students showing growth</p> <p>B. Less than 11 students - data not displayed for privacy (CA Dashboard 2019 - CCI Indicator)</p>	<p>A. CAASPP:</p> <p>1) ELA: Less than 11 students - data not displayed for privacy 2) Math: Less than 11 students - data not displayed for privacy As such, we will be using iReady data: 1) ELA: Increase to 55% of students showing growth 2) Math: Increase to 45% of students showing growth</p> <p>B. 40% of students who will complete A-G Courses</p> <p>C. 5% of pupils will successfully complete</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks</p> <p>D. The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C)</p> <p>E. Percentage of English learners who make progress toward English proficiency as measured by the ELPAC</p> <p>F. The English learner reclassification rate</p> <p>G. The percentage of pupils who have passed an advanced placement exam with a score of “3” or higher</p>	<p>As such, we will be using Edgenuity data: 20% of students completed A-G Courses</p> <p>C. 0% of pupils have successfully completed courses that satisfy the requirements for career technical education sequences. This is not in place yet</p> <p>D. 0% percentage of pupils who have successfully completed both (B) and (C)</p> <p>E. ELPAC (DataQuest 2018-19) In order to protect student privacy, data is suppressed because 10 or fewer students tested</p> <p>As such, we will use Designated ELD GPA: 3.33/ B+</p> <p>F. Reclassification Rate: (DataQuest 2020-21)</p>	<p>As such, we will be using Edgenuity data: 24% of students completed A-G Courses</p> <p>C. 0% of pupils have successfully completed courses that satisfy the requirements for career technical education sequences. This is not in place yet</p> <p>D. 0% percentage of pupils who have successfully completed both (B) and (C)</p> <p>E. ELPAC (DataQuest 2020-21) In order to protect student privacy, data is suppressed because 10 or fewer students tested</p> <p>As such, we used Designated ELD GPA: 2.6/ B-</p> <p>F. Reclassification Rate: (DataQuest 2021-22)</p>	<p>As such, we will be using Edgenuity data: 36.28% of students completed A-G Courses</p> <p>C. 66.6% of pupils have successfully completed courses that satisfy the requirements for career technical education sequences.</p> <p>D. 52.56% percentage of pupils who have successfully completed both (B) and (C)</p> <p>E. ELPAC (DataQuest 2021-22) In order to protect student privacy, data is suppressed because 10 or fewer students tested</p> <p>As such, we used Designated ELD GPA: 2.74/ B-</p> <p>F. Reclassification Rate: (DataQuest 2021-22)</p>	<p>As such, we will be using Edgenuity data: 25.8% of students completed A-G Courses</p> <p>C. 2.15% of pupils have successfully completed courses that satisfy the requirements for career technical education sequences.</p> <p>D. 2.15% percentage of pupils who have successfully completed both (B) and (C)</p> <p>E. ELPAC (DataQuest 2021-22) In order to protect student privacy, data is suppressed because 10 or fewer students tested. As such, we used Designated ELD GPA: 3.21/B</p> <p>F. Reclassification Rate: (DataQuest 2022-23)</p>	<p>courses that satisfy the requirements for career technical education sequences</p> <p>D. 5% percentage of pupils will successfully complete both (B) and (C)</p> <p>E. Designated ELD GPA: 3.66/A-</p> <p>F. Reclassification Rate: (DataQuest 2020-21) 1) Kings County Office of Education: *All Shelly Baird student data will return to the school of origin 2) J.C. Montgomery: 10%</p> <p>G. 0% of pupils who have passed an advanced placement exam with a score of “3” or higher</p> <p>H. 0% demonstrate college preparedness pursuant to the Early Assessment Program</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
H. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program	<p>1) Kings County Office of Education: 27 (56.2 %)</p> <p>2) J.C. Montgomery: 0 (0.0 %) (Total # of Enrolled ELs=3)</p> <p>G. 0% of pupils who have passed an advanced placement exam with a score of “3” or higher (DataQuest 2018-19)</p> <p>H. 0% demonstrate college preparedness pursuant to the Early Assessment Program (EAP) (DataQuest 2018-19)</p>	<p>1) Kings County Office of Education: *All Shelly Baird student data will return to the school of origin</p> <p>2) J.C. Montgomery: 0 (0.0 %) (Total # of Enrolled ELs=6)</p> <p>G. 0% of pupils who have passed an advanced placement exam with a score of “3” or higher (DataQuest 2020-21)</p> <p>H. 0% demonstrate college preparedness pursuant to the Early Assessment Program (EAP) (DataQuest 2020-21)</p>	<p>1) Kings County Office of Education: *All Shelly Baird student data will return to the school of origin</p> <p>2) J.C. Montgomery: 1 (4.3%) (Total # of Enrolled ELs=6)</p> <p>G. In order to protect student privacy, data is suppressed because 10 or fewer students tested.(DataQuest 2021-22)</p> <p>H. In order to protect student privacy, data is suppressed because 10 or fewer students tested.(DataQuest 2021-22)</p>	<p>1) Kings County Office of Education: *All Shelly Baird student data will return to the school of origin</p> <p>2) J.C. Montgomery: 0 (0) (Total # of Enrolled ELs=17)</p> <p>G. In order to protect student privacy, data is suppressed because 10 or fewer students tested.(DataQuest 2022-2023)</p> <p>H. In order to protect student privacy, data is suppressed because 10 or fewer students tested.(DataQuest 2022-2023)</p>	students do not have access to EAP
<p>Priority 5: Pupil Engagement (Engagement)</p> <p>A. School attendance rates</p> <p>B. Chronic Absenteeism rates</p>	<p>A. School attendance rates: (Aeries) JCM: 95.07% from 7/1/2019-2/7/2020</p> <p>B. Chronic Absenteeism rates (CA Dashboard 2019-20)</p>	<p>A. School attendance rates: (Aeries) JCM: 86.37%</p> <p>B. Chronic Absenteeism rates (CA Dashboard)</p> <p>1) Kings County Office of Education: *All</p>	<p>A. School attendance rates: (Aeries) JCM: 94.88%</p> <p>B. Chronic Absenteeism rates (CA Dashboard)</p> <p>1) Kings County Office of Education: *All</p>	<p>A. School attendance rates: (Aeries) JCM: 97.8%</p> <p>B. Chronic Absenteeism rates (CA Dashboard)</p> <p>1) Kings County Office of Education: *All</p>	<p>A. School attendance rates: JCM: 97%</p> <p>B. Chronic Absenteeism rates</p> <p>1) Kings County Office of Education: *All Shelly Baird student</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C. Middle school dropout rates D. High school dropout rates E. High school graduation rates	<p>1) Kings County Office of Education:</p> <ul style="list-style-type: none"> All students: Red, 51.2% Chronically absent, increased by 4.1%, Very High Low-income: Red, 50% Chronically absent, increased by 2.4%, Very High students with Disabilities: Red, 51.6% Chronically absent, increased by 3.4%, Very High <p>2) J.C. Montgomery:</p> <ul style="list-style-type: none"> All students: Less than 11 students - data not displayed due to privacy Low-income: Less than 11 students - 	<p>Shelly Baird student data will return to the school of origin</p> <p>2) J.C. Montgomery: (changed to DataQuest 20-21, otherwise there would be no reportable data)</p> <ul style="list-style-type: none"> All students: 58.3% Low-income: 58.3% Students with Disabilities: 57.1% <p>C. Middle school dropout rate J.C. Montgomery: 0/0 Total Served = 0%</p> <p>D. High School dropout rates: (CALPADS) J.C. Montgomery: 11/91 Total Served = 12.09%</p> <p>E. High School graduation rates: 1) Kings County Office of Education: 16.7% (included Shelly Baird) 2) J.C. Montgomery: Seniors on CBEDS =</p>	<p>Shelly Baird student data will return to the school of origin</p> <p>2) J.C. Montgomery:</p> <ul style="list-style-type: none"> All students: 34.5% Low-income: 34.5% Students with Disabilities: 10.0% <p>C. Middle school dropout rate J.C. Montgomery: 0/4 Total Served = 0%</p> <p>D. High School dropout rates: (CALPADS) J.C. Montgomery: 4/96 Total Served = 4.12% *through 4/30/23</p> <p>E. High School graduation rates: 1) Kings County Office of Education: 16.7% (included Shelly Baird) 2) J.C. Montgomery: Seniors on CBEDS = 33.3% (4-year cohort via Dataquest)</p>	<p>Shelly Baird student data will return to the school of origin</p> <p>2) J.C. Montgomery: (changed to DataQuest 22-23, otherwise there would be no reportable data)</p> <ul style="list-style-type: none"> All students: 6.7% Low-income: 6.7% Students with Disabilities: 15.8% <p>C. Middle school dropout rate J.C. Montgomery: 0/8 Total Served = 0%</p> <p>D. High School dropout rates: (CALPADS) J.C. Montgomery: 8/85 Total Served = 9.4% *through 5/1/2024</p> <p>E. High School graduation rates: 1) Kings County Office of Education: 14.8% (included Shelly Baird) 2) J.C. Montgomery:</p>	<p>data will return to the school of origin</p> <p>2) J.C. Montgomery:</p> <ul style="list-style-type: none"> All students: Less than 11 students - data not displayed due to privacy Low-income: Less than 11 students - data not displayed due to privacy students with Disabilities: Less than 11 students - data not displayed due to privacy <p>*students who are incarcerated are required to attend school</p> <p>*ADDED 2022-23</p> <ul style="list-style-type: none"> All students: 15% Low-income: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>data not displayed due to privacy</p> <ul style="list-style-type: none"> students with Disabilities: Less than 11 students - data not displayed due to privacy <p>C. Middle school dropout rate J.C. Montgomery: 0/1 Total Served = 0%</p> <p>D. High School dropout rates: (CALPADS) J.C. Montgomery: 9/17 Total Served = 52.94%</p> <p>E. High School graduation rates: (CBEDS) 1) Kings County Office of Education: 6/35 Seniors on CBEDS = 17.14% 2) J.C. Montgomery: 5/17 Seniors on CBEDS = 29.41%</p>	<p>41.7% (4-year cohort via Dataquest)</p> <p>*All data through 5/1/2022</p>	<p>*Data through 3/31/2023</p>	<p>Seniors on CBEDS = 25% (4-year cohort via DataQuest) *through 4/18/2024</p>	<ul style="list-style-type: none"> Students with Disabilities: maintain 10% <p>C. Middle school dropout rate: J.C. Montgomery: #/# Total Served = 0%</p> <p>D. High School dropout rates: J.C. Montgomery: #/# Total Served = 45%</p> <p>E. High School graduation rates: (CBEDS) J.C. Montgomery: #/# Seniors on CBEDS = 40%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7: Course Access (Conditions of Learning): The extent to which pupils have access to and are enrolled in:</p> <p>A. A broad course of study B. Programs and services developed and provided to unduplicated pupils C. Programs and services developed and provided to students with disabilities</p>	<p>A. 100% of students have course access B. 100% of unduplicated pupils have course access and access to services C. 100% of students with disabilities have course access and access to services</p> <p>(Local Indicators 2020-21)</p>	<p>A. 100% of students have course access B. 100% of unduplicated pupils have course access and access to services C. 100% of students with disabilities have course access and access to services</p> <p>(Local Indicators 2021-22)</p>	<p>A. 100% of students have course access B. 100% of unduplicated pupils have course access and access to services C. 100% of students with disabilities have course access and access to services</p> <p>(Local Indicators 2022-23)</p>	<p>A. 100% of students have course access B. 100% of unduplicated pupils have course access and access to services C. 100% of students with disabilities have course access and access to services</p> <p>(Local Indicators 2023-2024)</p>	<p>A. 100% of students will have course access B. 100% of unduplicated pupils will have course access and access to services C) 100% of individuals students with disabilities will have course access and access to services</p>
<p>Priority 8: Other Pupil Outcomes Course completion: Foreign Language, Applied Arts, Career Technical Education</p>	<p>students participated in 12 elective courses from 7/2020 through 5/2021</p>	<p>students participated in 31 elective courses from 7/2021 through 5/2022</p>	<p>students participated in 45 elective courses from 7/2022 through 5/2023</p>	<p>students participated in 88 elective courses from 7/2023 through 4/2024</p>	<p>students will participate in 15 elective courses from 7/2023 through 5/2024</p>

Goal Analysis

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

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

There were no substantive differences in planned actions. This goal focuses on students' basic needs for engagement and maintains high expectations for student achievement, which we achieved by carrying out most of the actions. In recent years, our program has typically housed 30-50 students at any given time. Most of our students are in and out in a relatively short time, and some of those are frequent

visitors. Despite the instability in the number of students, all supplemental funding, like those seen within the LCAP, is used to provide the most qualified staffing possible. As a success, we provided one-on-one or small group support to students to support their academic progress and build connections with our most at-risk students. Our biggest challenge is the ability to show growth over time. Due to the fluidity of student enrollment, it is often challenging to show long-term gains, but in the meantime, we will continue to focus on short-term wins.

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.

Following is an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures: Although most actions were within the 10% +/- thresholds, all funds were not expended for actions 1.2 and 1.4. In the case of 1.2, this was our only Title I part D recipient who received a significant increase in allocations in late fall/early winter in 2023. As such, the increase in funding was not budgeted during the 2023-2024 school year, but was instead budgeted for the 2024-2025 school year based on educational partner feedback. Action 1.4 was overspent due to increased supplemental online licenses/software costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Following is an explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle:

1) We are proud to say JCM met or exceeded the target goal in the following priorities: one, two, four (a), 5 (a, b, c, d), seven, and eight.

2) Areas where we struggled were:

- Priority 4b: Although we did not meet our 40% target for A-G course completion, we were proud to see an approximately 30% completion rate. We have been working diligently to provide the support needed for our students to complete the A-G courses, which is difficult due to the fluid nature of the program. We will continue to assist students and provide engaging and attainable courses for our students to succeed.
- Priority 4c & d: Although we did not meet the 5% target, we did reach a rate of 2.15% this last year. The year before, we reported 66% and 53%; however, these percentages were incorrectly calculated. We have been working diligently to create pathways our students can complete, which is difficult due to the fluid nature of the program. We will continue to add courses and pathways that are engaging and attainable for our students to be successful.
- Priority 4e: Although we did not meet our A-, we proudly say that the few students with us typically scored a B average. We have been working hard to design designated and integrated ELD units to help students improve their English proficiency levels. Additionally, we have been working closely with teachers and paraprofessionals to provide professional development to meet the wide range of student needs.
- Priority 4f: Reclassification rates are challenging to track as we get very few English learners, and typically, they do not stay with us long enough to reclassify them. We will work on our internal tracking and reporting to ensure all students are assisted and accounted for appropriately.

- Priority 5e: Although we did not reach our target graduation rate of 40%, we were happy to have achieved an average of 33% over the three years. We are noticing that many students enter our program, make huge gains in a short time, and return to graduate at their comprehensive high school that same year due mainly to their dedication to their studies while they were with us at JCM. We will be tracking these students closer to be able to paint a more comprehensive picture of their journey and highlight how we were able to help them.

Overall, we successfully focused on students' basic needs for engagement and maintaining high expectations for student achievement.

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

Following is a description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year:

- The goal will remain essentially the same as it will focus on engagement and academics
- The priorities, except seven (which will move to goal 2), will remain the same. However, some metrics will change: 1) ELD GPA will be tracked as ELD grade, 2) Graduation rates will be tracked locally to determine student completion prior to returning to their comprehensive high school, 3) priority eight will now be used to track credits/courses completed within an expanded day program starting in the 2024-2025 school year.
- Outcomes will be updated to continue our growth trajectory.
- Actions have been realigned to appropriately match the area of need within goals one and two. We are also choosing to leverage funds to provide as many supplemental staff members as possible. As we have historically decreased pupil enrollment, funding more than two staff members with the base funding provided has been increasingly difficult. In our area, we are home to three prisons and have one of the highest juvenile and adult incarceration rates in the state. As such, it makes it challenging not only to provide enough one-on-one or small group support but additionally, we are faced with limited space and the demanding task of keeping at-promise students, due to gang or offense affiliations, away from one another. As such, supplemental funding is largely leveraged to provide these academically rigorous, supportive, safer, and more engaging spaces.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Provide a positive, safe, secure, and engaging learning environment that supports the social-emotional and mental health issues of our students. Strengthen parent engagement in the learning, rehabilitation, and success of students.</p> <p>State Priorities: Priority 3: Parental Involvement (Engagement) & Priority 6: School Climate (Engagement)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Priorities: Priority 3: Parental Involvement (Engagement)</p> <p>A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site</p> <p>B. How the school district will promote parental participation in programs for unduplicated pupils</p> <p>C. How the school district will promote parental participation in programs for</p>	<p>A. 44.4% participation by all Parent/Guardians on the 2020 Spring LCAP Survey</p> <p>B. 44.4% participation by Parent/Guardian of unduplicated pupils on 2020 Spring LCAP Survey</p> <p>C. 100% Parent/Guardian participation in IEPs</p> <p>A. B. and C. Status of Met on 2021 LCAP Local Performance Indicator Self-Reflection, Priority 3</p>	<p>A. 68% participation by all Parent/Guardians on the 2022 Spring LCAP Survey</p> <p>B. 68% participation by Parent/Guardian of unduplicated pupils on 2022 Spring LCAP Survey</p> <p>C. 100% Parent/Guardian participation in IEPs</p> <p>A. B. and C. Status of Met on 2022 LCAP Local Performance Indicator Self-Reflection, Priority 3</p>	<p>A. 66.7% participation by all Parent/Guardians on the 2023 Spring LCAP Survey</p> <p>B. 66.7% participation by Parent/Guardian of unduplicated pupils on 2023 Spring LCAP Survey</p> <p>C. 100% Parent/Guardian participation in IEPs</p> <p>A. B. and C. Status of Met on 2023 LCAP Local Performance Indicator Self-Reflection, Priority 3</p>	<p>A. 78.6% participation by all Parent/Guardians on the 2023 Spring LCAP Survey</p> <p>B. 78.6% participation by Parent/Guardian of unduplicated pupils on 2023 Spring LCAP Survey</p> <p>C. 100% Parent/Guardian participation in IEPs</p> <p>A. B. and C. Status of Met on 2024 LCAP Local Performance Indicator Self-Reflection, Priority 3</p>	<p>A. 65% participation by all Parent/Guardians on the LCAP Survey</p> <p>B. 65% participation by Parent/Guardian of unduplicated pupils on LCAP Survey</p> <p>C. 100% of Parent/Guardian will participate in IEPs</p> <p>A. B. and C. Status of Met on 2021 LCAP Local Performance Indicator Self-Reflection, Priority 3</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with disabilities					
<p>Priority 6: School Climate (Engagement)</p> <p>A. Pupil Suspension rate</p> <p>B. Pupil Expulsion rate</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	<p>A. % Suspended (CA Dashboard 2019)</p> <p>1) Kings County Office of Education:</p> <ul style="list-style-type: none"> All Students: Red, 9.3% suspended at least once, maintained 0.2%, Very High Hispanic: Orange, 7.4% suspended at least once, maintained 0.2%, Very High Low Income: Orange, 9.6% suspended at least once, declined 1.3%, Very High English Learner: Green, 3.4% suspended at 	<p>A. % Suspended (* No dashboard info available, will use DataQuest for current needs and return to Dashboard for the 22-23 school year)</p> <p>1) Kings County Office of Education:</p> <ul style="list-style-type: none"> All Students: 0.6% Hispanic: N/A Low Income: N/A English Learner: 0% Students with Disabilities: N/A Foster: N/A <p>*NOTE: To protect student privacy, the report filtering capability for “Students with Disabilities” and “Program Subgroups” filters is disabled</p> <p>2) J.C.Montgomery:</p> <ul style="list-style-type: none"> All Students: 7.7% 	<p>A. % Suspended</p> <p>1) Kings County Office of Education:</p> <ul style="list-style-type: none"> All Students: 23.4% Hispanic: 21.7% Low Income: 24.2% English Learner: 27.8% Students with Disabilities: 20% Foster: 21.4% <p>2) J.C.Montgomery:</p> <ul style="list-style-type: none"> All Students: 24.4% Hispanic: 22.4% Low Income: 24.4% English Learner: 29.4% Students with Disabilities: 22.2% Foster: 23.1% 	<p>A. % Suspended</p> <p>1) Kings County Office of Education:</p> <ul style="list-style-type: none"> All Students: 12.6% Hispanic: 10.5% Low Income: 13.2% English Learner: 11.1% Students with Disabilities: 21.9% Foster: N/A <p>2) J.C.Montgomery:</p> <ul style="list-style-type: none"> All Students: 13.5% Hispanic: 11.3% Low Income: 13.5% English Learner: 11.1% Students with Disabilities: 29.2% Foster: N/A 	<p>A. % Suspended</p> <p>1) Kings County Office of Education:</p> <p>*All Shelly Baird data will return to the school of origin.</p> <p>2) J.C.Montgomery:</p> <ul style="list-style-type: none"> All Students: 6% suspended at least once Hispanic: 3.5% suspended at least once Low Income: 6% suspended at least once English Learner: 3% suspended at least once Students with Disabilities: 6% suspended at least once <p>B. % Expelled</p> <p>1) Kings County Office</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>least once, declined 1.2%, Low</p> <ul style="list-style-type: none"> Students with Disabilities: Orange, 9% suspended at least once, declined 0.4%, Very High <p>2) J.C. Montgomery:</p> <ul style="list-style-type: none"> All Students: Red, 10.1% suspended at least once, increased 0.3%, Very High Hispanic: Orange, 9.8% suspended at least once, increased 0.8%, High Low Income: Red, 10.1% suspended at least once, increased 0.3%, Very High English Learner: 	<ul style="list-style-type: none"> Hispanic: N/A Low Income: 7.7% English Learner: 0% Students with Disabilities: 16.7% Foster: 0% <p>*NOTE: Data source changed to DataQuest, otherwise there would be no reportable data</p> <p>B. % Expelled (DataQuest 2020-21)</p> <p>1) Kings County Office of Education: 0%</p> <p>2) J.C. Montgomery: 0%</p> <p>C. Sense of Safety and School Connectedness</p> <p>1) Pupils: 100% Feel Safe 94% Feel Connected</p> <p>2) Parents: 100% Feel Safe 93% Feel Connected</p> <p>3) Teachers: 100% Feel School Safe 75% Feel Connected</p>	<p>2022 CA Dashboard</p> <p>B. % Expelled (DataQuest 2021-22)</p> <p>1) Kings County Office of Education: 0%</p> <p>2) J.C. Montgomery: 0%</p> <p>C. Sense of Safety and School Connectedness</p> <p>1) Pupils:</p> <ul style="list-style-type: none"> 100% Feel Safe 87% Feel Connected <p>2) Parents:</p> <ul style="list-style-type: none"> 100% Feel Safe 100% Feel Connected <p>3) Teachers:</p> <ul style="list-style-type: none"> 100% Feel School Safe 75% Feel Connected to Students 	<p>2023 CA Dashboard</p> <p>B. % Expelled (DataQuest 2022-2023)</p> <p>1) Kings County Office of Education: 0%</p> <p>2) J.C. Montgomery: 0%</p> <p>C. Sense of Safety and School Connectedness</p> <p>1) Pupils:</p> <ul style="list-style-type: none"> 100% Feel Safe 85.7% Feel Connected <p>2) Parents:</p> <ul style="list-style-type: none"> 100% Feel Safe 90.9% Feel Connected <p>3) Teachers:</p> <ul style="list-style-type: none"> 100% Feel School Safe 100% Feel Connected to Students 	<p>of Education: 0%</p> <p>2) J.C. Montgomery: 0%</p> <p>C. Sense of Safety and School Connectedness</p> <p>1) Pupils: 75% Feel Safe 65% Feel Connected</p> <p>2) Parents: 95% Feel Safe 95% Feel Connected</p> <p>3) Teachers: 100% Feel School Safe 100% Feel Connected to students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Yellow, 9.4% suspended at least once, increased 2.4%, High</p> <ul style="list-style-type: none"> Students with Disabilities: Yellow, 9.4% suspended at least once, declined 6.8%, High <p>B. % Expelled (DataQuest 2019-20)</p> <p>1) Kings County Office of Education: 0%</p> <p>2) J.C. Montgomery: 0%</p> <p>C. Sense of Safety and School Connectedness</p> <p>1) Pupils: 68.5% Feel Safe 47.4% Feel Connected</p> <p>2) Parents: 93.8% Feel Safe 93.8% Feel Connected</p> <p>3) Teachers: 100% Feel School Safe</p>	<p>to Students (changed from collaboration to student focus - new baseline)</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% Feel Connected via collaboration				

Goal Analysis

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

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

There were no substantive differences in planned actions. We are passionate about this action as we recognize the challenges the students in our program are facing. As such, we worked diligently to provide students with social and emotional support and provide teachers with professional development and training in trauma-informed practices and culturally responsive teaching. Additionally, we strived to engage not only families but also students and the community to make sure students had a support system that was ready and willing to help out in their time of need. Some challenges we face are reaching out and educating parents on not only the separation of the juvenile hall and JCM as their educational program but also to help them understand we are ready and willing to welcome their support and participation in their child's growth and education. This concept is sometimes problematic as families think the correctional facility is the same as the educational program when, in fact, we are not. JCM's primary focus is the education of students.

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.

Following is an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures: Although most of the actions were within the 10% +/- thresholds, 2.1 was slightly underspent due to a decrease in the number of days needed for an MOU as we embedded the training into positive discipline work for the paraprofessionals. The additional MOU days and work will be continued next school year. For 2.4, estimates were adjusted once event costs were confirmed, and as such, we slightly underspent but accomplished our event and outreach objectives.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Following is an explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle:

1) We are proud to say JCM met or exceeded the target goal in the following priorities: three and six (b & c (average))
2) Areas where we struggled was Priority 6a. Suspension rates are problematic for JCM for a couple of reasons. Not only do we have minimal space for students and staff to navigate safely, but we also lack the space needed for students to avoid gang-related issues and /or de-escalate if required. However, we have noticed incidents typically happen between passing times, at lunch or break time. In discussing this with students, they have voiced their disappointment and desire not to get in trouble during school time and their feelings of unavailability due to personal or gang tensions. We are working diligently to provide more social-emotional support in the next few years to help equip students with the tools to navigate these issues and their emotions more productively. Overall, we effectively implemented the goal of providing a positive, safe, secure, and engaging learning environment that supports our students' social-emotional and mental health issues. While strengthening parent engagement in the learning, rehabilitation, and success of students.

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

Following is a description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year:

- The goal will remain essentially the same as it will focus on providing students a positive, safe, secure, and mentally safe space while strengthening parent engagement.
- Priorities three and six will continue, but we will add a portion of five and seven (which moved from goal one). Additionally, metrics will largely stay the same, except we will monitor MTSS progress to ensure effective implementation of these supports for students.
- Outcomes will be updated to continue our growth trajectory.
- Actions have been realigned to appropriately match the area of need within goals one and two. We will also leverage funds to provide as many supplemental staff members as possible. As we have historically decreased pupil enrollment, funding more than two staff members with the base funding provided has been increasingly difficult. In our area, we are home to three prisons and have one of the highest juvenile and adult incarceration rates in the state. As such, it makes it challenging not only to provide enough one-on-one or small group support but additionally, we are faced with limited space and the demanding task of keeping at-risk students, due to gang or offense affiliations, away from one another. As such, supplemental funding is primarily leveraged to provide these safe and engaging spaces to allow students to focus on their mental and academic areas for growth. Additionally, CalHope will fund a de-escalation space beginning in the 2024-25 school year.

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

Goals and Actions

Goal

Goal #	Description
3	Coordinate high-quality educational programs and services for Kings County Foster & Expelled youth State Priorities: Priority 9: Expelled Pupils (Conditions of Learning) & Priority 10: Foster Youth (Conditions of Learning)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 9: Expelled Pupils (Conditions of Learning) Addresses how the county superintendent of schools will coordinate instruction of expelled pupils	Status of Met on 2021 LCAP Local Performance Indicator Self-Reflection, Priority 9: Developing a memorandum of understanding regarding the coordination of partial credit policies between the district of residence and the county office of education. 1 – Exploration and Research Phase	Status of Met on 2021 LCAP Local Performance Indicator Self-Reflection, Priority 9: Developing a memorandum of understanding regarding the coordination of partial credit policies between the district of residence and the county office of education. 2 – Beginning Development	Status of Met on 2022 LCAP Local Performance Indicator Self-Reflection, Priority 9: Developing a memorandum of understanding regarding the coordination of partial credit policies between the district of residence and the county office of education. 2 – Beginning Development	Status of Met on 2024 LCAP Local Performance Indicator Self-Reflection, Priority 9: Developing a memorandum of understanding regarding the coordination of partial credit policies between the district of residence and the county office of education. 5– Full Implementation and Sustainability	Status of Met on 2021 LCAP Local Performance Indicator Self-Reflection, Priority 9: Developing a memorandum of understanding regarding the coordination of partial credit policies between the district of residence and the county office of education. 3 – Initial Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 10: Foster Youth (Conditions of Learning) A.and C. FYSCP will work alongside the county child welfare agency and juvenile court to minimize the changes in school placement, delivery, and coordination of educational services.</p> <p>B and D. Provide educational-related information to county child welfare agency to assist in the delivery of services utilizing the Foster Focus Data System as the efficient and expeditious mechanism for the transfer of health and education records</p>	<p>A.and C. 1) 21.9% of Foster Youth were chronically absent in 2019-2020 2) 47.8% of Foster Youth graduated in 2019-2020 3)12.3% of Foster Youth were suspended in 2019-2020</p> <p>B and D. 85% of district/site liaisons and child welfare services are trained on the Foster Focus Data System.</p>	<p>A.and C. 1) 40% of Foster Youth were chronically absent in 2020-2021 2) 58.3% of Foster Youth graduated in 2020-2021 3) 3% of Foster Youth were suspended in 2020-2021</p> <p>B and D. 100% of district/site liaisons and child welfare services are trained on the Foster Focus Data System.</p>	<p>A.and C. 1) 48.8%of Foster Youth were chronically absent in 2021-2022 2) 63% of Foster Youth graduated in 2021-2022 3) 18.1% of Foster Youth were suspended in 2021-2022</p> <p>B and D. 100% of district/site liaisons and child welfare services are trained on the Foster Focus Data System.</p>	<p>A.and C. 1) 34.6%of Foster Youth were chronically absent in 2021-2022 2) 65.1% of Foster Youth graduated in 2021-2022 3) 12.3% of Foster Youth were suspended in 2021-2022</p> <p>B and D. 100% of district/site liaisons and child welfare services are trained on the Foster Focus Data System.</p>	<p>A.and C. 1) Decrease the chronic absenteeism rate of Foster Youth by 8% 2) Increase the graduation rate of Foster Youth by 10%. 3) Decrease the suspension rate of Foster Youth by 5%.</p> <p>B and D. 100% of district/site liaisons and child welfare services will be trained on the Foster Focus Data System.</p>

Goal Analysis

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

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

1) Priority 9 - Expelled Pupils

There were no substantive differences in planned actions.

Success:

- We developed a memorandum of understanding (MOU) regarding the coordination of partial credit policies between the district of residence and the county office of education. This objective was critical for us to ensure students within our county can count on a unified and succinct process should they find themselves in a predicament where they have been expelled and seek support in graduating from our county high school system.

Challenges:

- Although expulsions have declined, we must be especially mindful of expulsion for student groups who have increased numbers of expulsions for any race/ethnicity. In examining the data, we will closely monitor the more significant numbers/percentages in the following student groups: a) Black or African American, b) American Indian or Alaska Native, and c) Hispanic or Latino.

Overall, we are proud to have worked with our county districts to standardize practices that will ultimately improve outcomes for our expelled youth. This move was an area that required an agreement among all districts, and our school leaders answered the call to action.

2) Priority 10 - Foster Youth:

Successes:

- All actions used to support Foster Youth and to implement and update County-wide Plan to Serve Expelled Youth were accomplished.
- We added 28 users to Foster Focus during the 2023-24 school year and provided 14 training sessions.
- 80% of transitional conferences (ages 17-21) were attended by FYSCP staff.

Challenges:

FAFSA release being delayed affected the number of Foster Youth able to complete the FAFSA.

Overall, the Kings County Foster Youth Coordinating Services Program (FYSCP) assisted districts and county health and human services agencies in ensuring that Foster Youth received the necessary support by providing 358 hours of case management during the 2022-23 school year. Stability reports shared by CDE this year were used to inform CWS and LEAs about the high mobility of foster youth. . KCOE FYSCP continues to build capacity and relationships with Kings County Child Welfare Services by providing training on case management, Foster Youth Educational Rights, and Foster Focus onboarding for all new social workers. Furthermore, the FYSCP has partnered with Kings County ILP to provide opportunities for students to access community events and college

tours utilizing the AB 130 funds provided by the legislature.

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.

Material differences between budgeted expenditures and estimated actuals are described below by action.

- Action 3.1: Transfer of Educational Records, Case Management, and School Stability: The substantive difference was an overage of \$47,695 due to carryover from year 2 of the FYSCP grant funds. These funds provided additional resources to meet the educational outcomes of all Foster Youth in Kings County.
- Action 3.2: Foster Focus: There was a difference of \$3,385 not spent due to the Sacramento County Office of Education, which runs Foster Focus, not wanting to link any district under 35 foster youth enrolled. Kings County has multiple districts that were previously allowed to link their student information system to Foster Focus, which enabled the district, FYSCP staff, and Human Services to access the most up-to-date attendance and grades for foster students. The additional funds were allocated towards professional learning for all district liaisons.
- Action 3.3: Ongoing Collaboration with all Educational Partners and Facilitation of Education Advisory Council: There was a difference of \$541 not spent due to decreased anticipated costs to hold in-person meetings. We had more meetings virtually than anticipated, which decreased the funds needed to cover mileage. The money was instead spent on supplies for Education Learning Technicians who provided one-on-one assistance with the FAFSA.
- Action 3.4: Building Capacity with LEAs, Health and Human Services Staff, and FYSCP Staff: There was a difference of \$10,366, which allowed staff to travel to conferences and bring a keynote speaker for our Adult Supporter Summit.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1) Priority 9 - was effective as we were successful in the implementation of an MOU to assist expelled youth countywide.

2) Priority 10 - Foster Youth

- Action 3.1: Transfer of Educational Records, Case Management, and School Stability

x 392 hours of case management were provided to districts to meet the educational needs of foster youth.

x School stability was addressed through conversation at the Education Advisory Council. Each school of origin recommendation made by the FYSCP considers school stability.

Action 3.2: Foster Focus

- FYSCP staff held 14 Foster Focus Trainings for Human Services, School Districts, and Internal Staff. The Foster Focus data system allows up-to-date attendance and academic achievement data for school districts and Child Welfare. It provides a system to ensure CWS reports and CALPADS records match. Which in turn offers easily accessible records for all educational adult supporters.

Action 3.3: Ongoing Collaboration with all Educational Partners and Facilitation of the Education Advisory Council

- Meetings with HSA.

- FYSCP staff attended 27 Child Family Team Meetings that Child Welfare requested.
 - 42 Champions for Success meetings were held to give foster youth a voice in their education while providing them with the tools to succeed.
 - FYSCP attended 16 Interagency Placement Committee meetings, with one of them being on policy review.
 - FYSCP staff held three collaboration meetings with local Post Secondary Institutions.
 - FYSCP Liaisons attended 2 Interagency Leadership Team meetings to collaborate on an interagency system of care.
 - Kings FYSCP held 4 Kings County Executive Advisory Council Meetings:
- Action 3.4: Build Capacity with LEAs, Health and Human Services Staff, and FYSCP Staff
- Training for Adult Supporters was provided through the Transforming Lives Adult Supporter Summit as well as training provided by community partners during KCEAC meetings.

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

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

1) Priority 9 for expelled youth was effective as we successfully implemented an MOU to coordinate partial credit policies between the district of residence and the county office of education. As such, our focus in the new LCAP will be:

- b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.
- c. Identify alternative placements for pupils who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.

2) Priority 10 for Foster Youth was partially effective as we successfully served the Foster Youth students, as seen in the previous metric. Additionally, we increased the graduation rate of Foster Youth by 10% and trained 100% of district/site liaisons and child welfare services on the Foster Focus Data System. As such, our focus in the new LCAP will be to monitor and set goals surrounding

- Chronic Absenteeism Rate
- Suspension Rate
- Graduation Rate
- Stability Rate

We will have one action for expelled youth similar to this year; however, we have consolidated the foster youth action to form one action for staffing.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Kings County Office of Education	Joy Santos Assistant Superintendent of Educational Services	joy.santos@kingscoe.org (559)589-7068

Plan Summary [2024-25]

General Information

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

Kings County is a rural agricultural community located in the San Joaquin Valley. The county's population was reported as 152,981 in 2022. The average median household income was \$68,624 in 2022. The unemployment rate was 8% in 2023 (Data Commons). Kings County is home to three (3) state prison institutions: California State Prison - Corcoran, Avenal State Prison, and Pleasant Valley State Prison.

Kings County educational institutions include one (1) County Office of Education, nine (9) Elementary School Districts, two (2) High School Districts, two (2) Unified School districts, and thirteen (13) charter schools. With a few exceptions, the typical district grade configurations in Kings County are elementary (K-8), high (9-12), and unified (K-12). The cumulative student enrollment of these schools for the 2022-23 school year was 29,537. Additional county-wide data points collected during the 2022-23 school year are as follows:

- 1) the percentage of students who qualified for free/reduced-price meals was 72.4 % or 21,394 students
- 2) the number of English Learner students was 6,246
- 3) the number of foster youth students was 374
- 4) the number of students who were experiencing homelessness was 780
- 5) the number of students with disabilities was 3,655
- 6) the number of students considered socioeconomically disadvantaged was 23,211

Kings County Office of Education (KCOE) is in Hanford, California, and serves Kings County. Our county-run programs include two special population schools: Kings County Special Education/Shelly Baird School and J.C. Montgomery (JCM) School. Additionally, we are proud to

support early education programs and provide countywide business services, special education services, and informational technology assistance.

Our special education site, Shelly Baird, is funded differently, and student academic scores are reflected within their home school dashboards. As such, you will not see Shelly Baird's school expenditures in this plan. A few school-wide data points collected during the 2022-23 school year are as follows:

- 1) cumulative enrollment: 344 students
- 2) the percentage of students who qualified for free/reduced-price meals was 60.8 % or 194 students
- 3) the number of English Learner students served 35
- 4) the number of foster youth and students who were experiencing homelessness was redacted due to low enrollment
- 5) the number of students served who were considered socioeconomically disadvantaged was 237

J.C. Montgomery is a court school that serves incarcerated youth at the juvenile detention center and is the only school funded directly by the Local Control Funding Formula. The cumulative student enrollment for the 2022-23 school year was 111. Additional school-wide data points collected during the 2022-23 school year are as follows:

- 1) the percentage of students who qualified for free/reduced-price meals and are socioeconomically disadvantaged was 100%
- 2) the number of English Learner students was 27
- 3) the number of foster youth and students who were experiencing homelessness was redacted due to low enrollment
- 4) the number of students with disabilities was 24

This Local Control and Accountability Plan (LCAP) was developed with an understanding and appreciation of the unique issues our students face and the temporal nature of their time enrolled in our educational program. Understanding the nature of our county's alternative education program, including the traumatic needs, academic challenges, and transiency of the student population served, is essential. We use the WASC Action Plan, educational partner feedback, and Local Indicators to guide our student improvement. Students at the court school come to us having been incarcerated pending their court proceedings or to serve their sentence for failure to abide by judicial laws successfully. Our students often come to us challenged with credit deficiencies, disengagement from school, local community, and at times even their own families, from low-income or unemployed circumstances, struggling with drug use or abuse (either themselves or a family member), mental health issues, lack of both social coping skills, a mindset of educational despondence, and lack of self-discipline and/or esteem. Many students require intense intervention due to the lack of fundamental reading and/or math skills. Our program is vital to providing students with a successfully engaging education and the tools they need to become productive citizens in our community.

Allocation of funds through the JCCS Block Grant will directly benefit our students. These funds will be utilized to enhance student support and enrichment opportunities as outlined in our educational plan. Specifically, we will focus on expanding access to A-G courses, fostering dual enrollment partnerships, providing elective and world language courses, supporting vocational and career technical education, assisting students in their preparation for higher education, offering college and career counseling, providing transition counseling, and delivering essential mental health support services. Additionally, these funds will enable us to invest in our certificated and classified staff who play a crucial role in achieving our educational objectives. We are committed to transparently utilizing these resources to ensure every student has the opportunity to thrive academically, personally, and professionally.

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024, Equity Multiplier funding is required to provide evidence-based services and support for students at these school sites. LEAs must also document the efforts to improve student outcomes at these schools, beginning with the 2024–25 Local Control and Accountability Plan (LCAP). J.C. Montgomery is eligible for the Equity Multiplier funding.

Reflections: Annual Performance

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

Following is a reflection on annual performance based on a review of the CA School Dashboard and/or local data, highlighting both successes and challenges:

Successes:

J.C. Montgomery School has worked diligently to provide additional staffing and is looking forward to providing even more staffing and a de-escalation space to meet our at-promise youths' academic and social-emotional needs. Our disenfranchised students rely on us to provide a safe, conducive, and engaging space for learning. To fulfill this responsibility, we focus on providing just-in-time support that addresses immediate student needs. These efforts have successfully created a more supportive environment that fosters academic and personal growth among our students.

Challenges:

The students come to us with many gaps in learning, and our primary challenge has been to provide the staffing required to meet these diverse needs effectively. Additionally, the fluidity of enrollment makes it challenging to show consistent growth, as students often move in and out of our school, disrupting their learning continuity. Reflecting on annual performance is imperative, especially when reporting this data from a site perspective rather than as the LEA as a whole. This reflection helps us understand our school's specific needs and achievements more clearly.

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024, Equity Multiplier funding is required to provide evidence-based services and support for students at these school sites. LEAs must also document the efforts to improve student outcomes at these schools, beginning with the 2024–25 Local Control and Accountability Plan (LCAP). J.C. Montgomery school is eligible for the Equity Multiplier funding.

As part of this response, we have identified the following data, 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: None

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard: Suspensions for Students with Disabilities
- 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: None

Strategic Actions:

The Kings County Office of Education is utilizing our court school-based grant to increase staffing. The Student Enrichment and Support Block Grant will ensure supplemental staffing is provided to meet the needs of our students and improve academic achievement for our at-risk students. Research by Blomberg et al. (2012) indicates that youth with above-average academic achievement while incarcerated are more likely to return to school post-release. Specifically, males’ return to school rate was 13%, and for females, it was 11.4% (Blomberg et al., 2012). To address these barriers and improve students’ likelihood of returning to school post-release, we will work to increase and enhance student engagement and academic performance, particularly for our low-income students.

Addressing Enrollment Challenges:

Due to fluid and low enrollment numbers, the state realistically funds only one educator, which restricts our ability to address our population’s vast individual needs. As such, we plan to provide additional staff, including but not limited to two additional teachers and instructional aides, increased administration and clerical support time, enrichment and engagement supplies, and professional development to support students’ engagement needs. Emphasizing our high expectations for student achievement, we will leverage these staffing supports to target growth areas determined by individual student transitional entrance meetings. These supplemental academic supports will, in turn, increase academic achievement.

Leveraging Equity Multiplier Funding:

Equity Multiplier funding will be leveraged to provide staffing to meet the diverse needs of students through the implementation of small group or one-on-one assistance. Without this funding, we could not offer this additional support for students. This targeted assistance is essential for creating an equitable learning environment that supports all students in reaching their full potential.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
<p>School Site Council (SSC)/ English Learner Advisory Council (ELAC)/Parent Advisory Committee (PAC):</p>	<p>Kings County Office of Education (KCOE) believes in the importance of obtaining feedback from educational partners for our juvenile court and special education schools. This input and related partnerships are crucial because they ensure that the diverse needs of these unique student populations are effectively met through a collaborative and informed approach. Educational partners, including teachers, staff members, parents, students, and community organizations, possess specialized knowledge and firsthand experience that can provide valuable insights into the effectiveness of current programs and services. Their feedback helps identify gaps, areas for improvement, and successful strategies that might not be evident from an administrative perspective alone. By integrating the perspectives of educational partners, schools can develop more comprehensive, responsive, and adaptive educational plans that address the complex and individualized needs of students in juvenile court and special education settings. This collaboration ultimately promotes more equitable and effective educational outcomes, enhancing the support systems necessary for these students to thrive academically, socially, and emotionally. Efforts included:</p> <ul style="list-style-type: none"> • SSC meetings: These were held separately at each site to address the unique needs of each population. • ELAC meetings: Our special education school held ELAC meetings at its site to address the unique needs of its special needs English learner group. J.C. Montgomery has never had enough students enrolled at any given time to require an

	<p>ELAC; however, they understand the importance of this, and as such, they reach out to English Learner families before SSC meetings to obtain applicable feedback. Since the combined enrollment of both county office programs is well below the threshold of 31 English Learner students, we do not operate a District English Learner Advisory Committee (DELAC).</p> <ul style="list-style-type: none"> • PAC: New this year, we instituted an Educational Partner Advisory Committee (EPAC) to solicit feedback from parents, staff, and the community. This year, we held seven meetings between our county office and our special needs school. Each meeting was in-person with a Zoom option between 4:00 pm and 6:00 pm. Translation, child care, coffee/ snacks, and transportation were all offered. <p>Additionally, recently, we attended a community event to obtain more parent input surrounding times, locations, and other possible barriers to improve attendance and participation. Although it has historically been challenging to have parents from these diverse educational settings participate in one meeting, we have slowly begun building interest from community organizations who see the importance of their support and have offered to step in and up as needed. We are grateful for their attendance, interest, and the potential partnerships we are building.</p> <ul style="list-style-type: none"> • J.C. Montgomery: Providing an opportunity to give feedback during SSC and EPAC meetings. All meetings were held in person with a Zoom option. Although Educational Partners are invited to participate in person, they are provided with contact phone numbers and emails should they choose to provide written or verbal feedback at any time. Translation is available upon request.
<p>Parents/Guardians</p>	<p>Kings County Office of Education (KCOE) believes obtaining parent feedback is vital because it fosters a collaborative environment where parents, teachers, and administrators work together to enhance students' educational experiences and outcomes. Parents offer unique insights into their children's strengths, challenges, and needs that might not be fully visible in the classroom. Parent feedback can help identify areas for improvement, ensuring that educational programs are responsive and tailored to support each student's</p>

	<p>development. Moreover, engaging parents in the feedback process promotes transparency, builds trust, and empowers parents to participate actively in their children's education.</p> <p>Efforts included:</p> <ul style="list-style-type: none"> • Surveys were provided via phone call to parents/families to collect input. Surveys were provided in English and Spanish for parents and were mailed home. Reminders were sent via Blackboard and in their system-identified languages. Follow-up calls were made to parents to solicit further input verbally. • SSC were held via a Zoom option for parents/families. English learner representative feedback was obtained before the SSC meetings to inform decisions more equitably. Four SSC meetings were held approximately quarterly. Translation services were provided to meet the needs of attendees. • Educational partner input was discussed and considered both through our SSC, EPAC and Community School Partnership Program (CCSPP) Steering Committee meetings as we collaboratively reviewed the most recent state and local data to identify the root causes behind equitable access. • Public hearings were held to obtain community feedback on the development process of the LCAP. • Additionally, we have considered feedback from parents/families and staff of students with disabilities to better understand the unique needs of this student group.
<p>Students</p>	<p>We believe obtaining student input into school decisions is important because it empowers students to take an active role in their education, ensuring that policies and programs are aligned with their needs, preferences, and experiences. When students feel heard and valued, their engagement and motivation increase, leading to a more positive and inclusive school environment.</p> <p>Efforts included:</p> <ul style="list-style-type: none"> • Surveys were provided to students in English and Spanish. Two follow-up qualitative discussions were held with small groups of students to solicit further input. Student requests and feedback were shared with the EPAC to ensure a holistic view of the needs of students.

	<ul style="list-style-type: none"> • The SSC meetings were held in person for student attendance and engagement. Four SSC meetings were held approximately quarterly. Translation services were provided to meet the needs of attendees. • Through the CCSPP planning grant process, our committee chair conducted an in-depth needs assessment with students. An additional needs assessment with students was conducted around the Universal Design for Learning framework to complement MTSS work happening at the site through empathy Interviews.
<p>Teachers and other school personnel (including Local Bargaining Units) and Principals/ Administrators</p>	<p>We believe obtaining input from teachers, other school personnel, local bargaining units, and principals/administrators is essential for creating well-rounded, effective school policies and programs. These educational partners bring diverse perspectives and firsthand knowledge of the school's day-to-day operations and challenges. Their insights ensure that decisions are practical, address real needs, and are more likely to be successfully implemented. Involving them in the decision-making process fosters a collaborative and supportive work environment, increases buy-in and morale, and helps ensure that policies and programs are fair and equitable.</p> <p>Efforts included:</p> <ul style="list-style-type: none"> • Surveys were provided electronically, in English and Spanish, to each educational partner group. Follow-up informal discussions were had to solicit further input. • Four SSC meetings were held in person approximately quarterly. Translation services were provided to meet the needs of attendees. • Educational partner input was discussed and considered both through our SSC & EPAC meetings as we collaboratively reviewed the most recent state and local data to identify the root causes behind equitable access. • Public hearings were held to obtain community feedback on the development process of the LCAP. • Through the CCSPP planning grant process, our committee chair conducted an in-depth needs assessment with Teachers and other school personnel (including Local Bargaining Units) and Principals/ Administrators.

<p>Special Education Local Plan Area Administrator (SELPA)</p>	<p>Obtaining feedback from SELPA regarding school decisions is crucial because it ensures that the unique needs of students with disabilities are adequately addressed and integrated into the broader educational planning. SELPA possesses specialized knowledge and expertise in special education laws, programs, and best practices, which can guide schools in developing inclusive policies and practices. Their input helps ensure compliance with legal requirements and promotes the implementation of effective, evidence-based interventions. Involving the SELPA Administrator in decision-making fosters a more inclusive, equitable, and supportive educational environment for all students, particularly those with special needs.</p> <p>Efforts included:</p> <ul style="list-style-type: none"> • Administration and cabinet-level discussions are held formally and informally throughout the school year to ensure the unique needs of students are addressed and improved.
<p>Equity Multiplier Engagement</p>	<p>The focus of our equity multiplier goal is to increase support services for equitable outcomes among students in a juvenile court school. This is essential because these students often face profound educational and personal challenges that hinder their academic progress and development. These challenges include disrupted education histories, behavioral and emotional issues, and the stigma associated with juvenile detention. Enhanced support services, such as individualized academic tutoring, mental health counseling, career and technical education, and life skills training, can address these barriers by providing tailored interventions that meet the unique needs of each student. By investing in comprehensive support systems, we can help ensure that students in juvenile court schools receive a fair opportunity to succeed academically, reintegrate into society, and build productive futures, ultimately reducing recidivism and fostering a more just and equitable education system.</p> <p>Efforts to obtain Equity multiplier feedback included:</p> <ul style="list-style-type: none"> • SSC meetings: At JCM to address the unique needs of their incarcerated juvenile hall population. • PAC: New this year, we instituted an Educational Partner Advisory Committee (EPAC) to solicit feedback from parents, staff, and the community. This year, we held seven meetings between our county office and our special needs school. Each meeting was in-person with a Zoom option between

	<p>4:00 pm and 6:00 pm. Translation, child care, coffee/ snacks, and transportation were all offered.</p> <p>Additionally, recently, we attended a community event to obtain more parent input surrounding times, locations, and other possible barriers to improve attendance and participation. Although it has historically been challenging to have parents from these diverse educational settings participate in one meeting, we have slowly begun building interest from community organizations who see the importance of their support and have offered to step in and up as needed. We are grateful for their attendance, interest, and the potential partnerships we are building.</p> <p>During our last session, we specifically discussed the staffing challenges and the need for supplemental staff and services to meet this unique student population's vast emotional and academic needs. All participants expressed their support for using funds to meet the needs of our incarcerated students.</p> <ul style="list-style-type: none"> • Opportunity to give feedback during SSC and EPAC meetings. All meetings were held in person with a Zoom option. Although Educational Partners are invited to participate in person, they are provided with contact phone numbers and emails should they choose to provide written or verbal - feedback at any time. Translation was available upon request. • Through the Community School Partnership Program (CCSPP) planning grant process, our committee chair conducted an in-depth needs assessment with J.C. Montgomery staff, students, parents, local school districts, Kings County Probation Department, community-based organizations, and Kings County Office of Education staff. In discussions surrounding the Equity Multiplier, all participants asked for and agreed upon the need to use funds to provide additional staff members with small group or one-on-one tutoring/interventions with students. Additionally, they all agree that smaller ratios allow for better or higher quality connections between staff and students.
<p>Community School Partnership Program (CCSPP) Steering Committee</p>	<p>J.C. Montgomery School has engaged educational partners in various ways throughout the school year. Through the Community School Partnership Program (CCSPP) planning grant process, our committee</p>

chair conducted an in-depth needs assessment with J.C. Montgomery staff, students, parents, local school districts, Kings County Probation Department, community-based organizations, and Kings County Office of Education staff. A community school advisory committee comprised of the same educational partners was formed, and meetings were held to determine areas of priority for J.C. Montgomery. An additional needs assessment with students was conducted around the Universal Design for Learning framework to complement MTSS work happening at the site through empathy Interviews. Annual surveys were conducted in person with students at J.C. Montgomery, via phone for families, and via online survey for staff.

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

A description of the aspects of the LCAP that were influenced by specific educational partner input was as follows:

- Goal 1 is to focus on students' basic needs for engagement and maintain high expectations for student achievement. Actions 1-4 contain additional support in the form of staff and professional development to meet the vast academic needs of all students as requested by parents, teachers/staff, students, District Administration, community members, and the site Principal.
- Goal 2 is focused on providing a positive, safe, secure, and engaging learning environment that supports our students' social-emotional and mental health issues. Strengthen parent engagement in the learning, rehabilitation, and success of students. Actions 1-4 contain additional support in the form of student and parent engagement strategies, as well as Trauma-Responsive Training and support for students/families experiencing homelessness to meet the deep and wide emotional needs of all students as requested by parents, teachers/staff, students, District Administration, community members, and the site Principal.
- Goal 4, action one, is focused on providing Increased Services for Equitable Outcomes. Support in the form of additional staff will be provided to help students with their academic needs, whether that be making up credits or increasing rigor to advance all students as requested by parents, teachers/staff, students, District Administration, community members, CCSPS Steering Committee, and the site Principal.
- A focus on social-emotional support can be seen heavily throughout the plan and, more specifically, Goal 2 and weaved within all of Goal 1, as requested by parents, teachers/staff, students, District Administration, community members, CCSPS Steering Committee, and the site Principal.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Focus on students' basic needs for engagement and maintain high expectations for student achievement.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

J.C. Montgomery (JCM) believes focusing on students' basic needs for engagement and maintaining high expectations for student achievement within our facility is critical for promoting rehabilitation, reducing recidivism, and empowering youth to succeed academically and personally. By addressing fundamental needs such as safety, nutrition, healthcare, and emotional support, we will create a conducive environment for learning and growth. When these basic needs are met, students can better engage in educational activities and focus on academic development. Maintaining high expectations for student achievement also instills a sense of purpose, responsibility, and self-worth in youth, challenging them to strive for excellence and reach their full potential despite their circumstances. By providing a supportive and academically rigorous environment within JCM, educators can equip students with the skills, knowledge, and confidence needed to overcome challenges, break the cycle of incarceration, and successfully reintegrate into society as productive members.

- Note: Historically, there have been fewer than 11 Foster Youth students. As such, data for Foster Youth students will not be included here; however, we will monitor them internally.
- Note: As students within a Juvenile Court facility are considered wards of the state, all students are considered unduplicated, and as such, we serve 100% unduplicated students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
P1	<p>Priority 1: Basic Services (Conditions of Learning)</p> <p>A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching</p> <p>B. Pupils in the school district have sufficient access to the standards-aligned instructional materials</p> <p>C. School facilities are maintained in good repair.</p>	<p>A1. 100% of teachers at JCM are appropriately assigned</p> <p>A2. 100% of teachers at JCM are fully credentialed</p> <p>B. Sufficient access to the standards-aligned instructional materials: 100%</p> <p>C. School facilities: good repair (2023 SARC)</p>			<p>A1. 100% of teachers at JCM will be appropriately assigned</p> <p>A2. 100% of teachers at JCM will be credentialed</p> <p>B. Sufficient access to the standards-aligned instructional materials: 100%</p> <p>C. School facilities: good repair</p>	
P2	<p>Priority 2: Implementation of State Standards (Conditions of Learning)</p> <p>A. Implementation of state board adopted academic content and performance standards for all students</p> <p>B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining</p>	<p>A. Implementation of academic content & performance standards: (iReady)</p> <p>A1. ELA</p> <ul style="list-style-type: none"> • All/ Socioeconomically Disadvantaged (SED): 63% growth • English Learners (EL): 100% growth <p>A2. Math</p>			<p>A. Implementation of academic content & performance standards: (iReady)</p> <p>A1. ELA</p> <ul style="list-style-type: none"> • All/SED: 70% growth • EL: 100% growth <p>A2. Math</p>	

	academic content knowledge and English language proficiency.	<ul style="list-style-type: none"> All/SED: 67% growth EL: 100% growth <p>B: English learner access the CCSS and the ELD standards: ELD Grade: 3.21 (B Average) (5/1/23 Local Data)</p>			<ul style="list-style-type: none"> All/SED: 70% growth English Learners: 100% growth <p>B: English learner access the CCSS and the ELD standards: ELD Grade: B Average</p>	
P4	<p>Priority 4: Student Achievement (Pupil Outcomes)</p> <p>A. Statewide assessments</p> <p>B. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU.</p> <p>C. Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks.</p> <p>D. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU AND career</p>	<p>A. Statewide Assessments: NOTE: ELA & Math: Less than 11 students - data not displayed for privacy As such, we will be using iReady data:</p> <p>A1. ELA</p> <ul style="list-style-type: none"> All/SED: 63% growth EL: 100% growth <p>A2. Math</p> <ul style="list-style-type: none"> All/SED: 67% growth EL: 100% growth <p>A3. Science (2022-23 CAST/DataQuest): Historically less than 11 students - data not displayed for privacy. As such, we monitor internally.</p> <p>B. Percentage of pupils</p>			<p>A. Statewide Assessments: NOTE: ELA & Math: Less than 11 students - data not displayed for privacy As such, we will be using iReady data:</p> <p>A1. ELA</p> <ul style="list-style-type: none"> All/SED: 70% growth EL: 100% growth <p>A2. Math</p> <ul style="list-style-type: none"> All/SED: 70% growth <p>A3. Science (CAST): Historically less than 11 students - data not displayed for privacy. As such, we monitor</p>	

	<p>technical education sequences or programs of study. (B & C)</p> <p>E. Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)</p> <p>F. EL reclassification rate</p> <p>G. Percentage of pupils who have passed an AP exam with a score of 3 or higher</p> <p>H. Percentage of pupils who participate in, and demonstrate college preparedness in the EAP, or other assessment of college preparedness.</p>	<p>who have completed courses for UC or CSU: 25.8%</p> <p>C. Percentage of pupils who have completed CTE courses: 2.15%</p> <p>D. Percentage of pupils who have completed both: 2.15%</p> <p>E. ELPAC: 0% level 3 or 4</p> <p>F. EL reclassification rate: 0%</p> <p>G. Percentage of pupils of passed advanced placement exam: 0% of eligible pupils</p> <p>H. Percentage of pupils who participate in EAP: 0% of eligible pupils (5/1/23 Local Data unless stated otherwise)</p>			<p>internally.</p> <p>B. Percentage of pupils who have completed courses for UC or CSU: 50%</p> <p>C. Percentage of pupils who have completed CTE courses: 4%</p> <p>D. Percentage of pupils who have completed both: 4%</p> <p>E. ELPAC: 25% level 3 or 4</p> <p>F. EL reclassification rate: 25%</p> <p>G. Percentage of pupils of passed advanced placement exam: 5% of eligible pupils</p> <p>H. Percentage of pupils who participate in EAP: 5% of eligible pupils</p>	
P5	<p>Priority 5: Student Engagement (Engagement)</p> <p>A. School attendance rates</p> <p>B. Chronic absenteeism rates</p>	<p>A. School attendance: 97.8%</p> <p>B. Chronic absenteeism: Historically less than 11 students - data not displayed for privacy. As such, we monitor</p>			<p>A. School attendance: 98%</p> <p>B. Chronic absenteeism: Historically less than 11 students - data not displayed for privacy. As</p>	

	<p>C. Middle school dropout rates D. High school dropout rates E. High school graduation rates</p>	<p>internally. (2023 CA Dashboard) C. Middle school dropout: 0% D. High school dropout: 9.4% E. High school graduation: <ul style="list-style-type: none"> 8/32 Students were JCM Graduates = 25% NOTE: 14/32 students graduated at JCM or another school = 43.75% (No Goal) (5/1/23 Local Data unless stated otherwise)</p>			<p>such, we monitor internally. C. Middle school dropout: 0% D. High school dropout: 5% E. High school graduation: 30%</p>	
P8	<p>Priority 8: Student Outcomes (Pupil Outcomes) A. Pupil outcomes if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.</p>	<p>A. Other pupil outcomes: <ul style="list-style-type: none"> Expanded day program: 2024-2025 will be 1st year of implementation </p>			<p>Expanded day program: Target outcome will be established in 24-25 SY</p>	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Engagement and Achievement Supports	<p>J.C. Montgomery (JCM) believes providing an engaging environment and academic achievement support for students is essential and includes the following:</p> <p>1) Providing Enhanced Learning Experiences: An engaging environment fosters active participation and curiosity among students, leading to deeper understanding and retention of academic concepts. When students are actively engaged in their learning, they are more likely to explore topics, ask questions, and seek clarification, which can contribute to improved academic achievement.</p> <p>2) Increasing Student Motivation and Confidence: Providing academic achievement support helps students build confidence in their abilities and fosters a positive attitude toward learning. When students feel supported and encouraged, they are more likely to set higher goals, persist in facing</p>	\$361,184.00	Yes

		<p>challenges, and take ownership of their learning journey.</p> <p>3) Support Preparation for Future Success: Academic achievement often strongly predicts future success. By providing an engaging environment and academic support, our staff has the opportunity to equip students with the skills, knowledge, and confidence they need to excel not only in their current academic endeavors but also in future educational pursuits and careers.</p> <p>To do this we will provide the following supports, but not limited to:</p> <ul style="list-style-type: none"> • 2 supplemental teachers & instructional assistants • 50% admin salary (supplemental) • 50% clerical salary (supplemental) • supplemental online licenses • Note: above positions may include benefits, professional development (PD), & supplies 		
<p>1.2</p>	<p>Supplemental Graduation and Transition Support (Title I N & D)</p>	<p>JCM believes providing supplemental graduation and transition support for students is essential and includes the following:</p> <p>1) Addresses the Unique Needs of our students: Providing supplemental graduation and transition support for students in a juvenile court school is crucial for addressing their unique needs, which often include academic, social, emotional, and behavioral challenges. These students may require tailored interventions and resources to overcome barriers to success and achieve their educational goals.</p> <p>2) Reducing Recidivism: Another essential reason to provide supplemental graduation and transition support is to reduce recidivism rates among justice-involved youth. Research consistently shows that education prevents reoffending and promotes positive outcomes. By empowering students with the necessary skills and providing the essential support systems, juvenile court schools can help break the cycle of involvement with the criminal justice system and support students in leading productive and law-abiding lives. Included in this activity are indirect costs totaling \$21,953. (Title I N & D)</p> <p>To do this we will provide the following supports, but not limited to:</p> <ul style="list-style-type: none"> • Transition specialist • 50% of a teacher's salary 	<p>\$314,648.00</p>	<p>No</p>

		<ul style="list-style-type: none"> Note: above positions may include benefits, professional development (PD), & supplies Note: Effectiveness will be tracked via graduation rates and associated measures. 		
1.3	Supplemental Core Instruction Support (Title I Part A)	<p>JCM believes in providing supplemental core instruction support for students to ensure they receive the academic foundation necessary for future success. Our students often come from disadvantaged backgrounds and may have experienced educational disruptions due to involvement with the justice system. By offering targeted support in core academic subjects such as reading, math, and writing, juvenile court schools can help bridge educational gaps, improve academic skills, and enhance overall learning outcomes. This support is essential for empowering students to overcome challenges, achieve academic proficiency, and pursue post-secondary education or vocational training opportunities, ultimately breaking the cycle of incarceration and promoting positive life trajectories. Included in this activity are indirect costs totaling \$916. (Title I Part A)</p> <p>To do this, we will provide the following support, but not limited to:</p> <ul style="list-style-type: none"> Co-op contract for assistance with plan and program writing, monitoring, analysis, and reassessments. Contract Services for Math Support to assist teachers with lesson planning and assessment. Note: Effectiveness will be tracked via educational outcomes within priorities 2 & 4 and associated measures. 	\$13,133.00	No
1.4	RSP Support (Base)	<p>J.C. Montgomery believes resource specialist support for students with disabilities is essential for incarcerated students because it ensures equal access to education, promotes academic success, supports social and emotional well-being, ensures compliance with legal requirements, and prepares students for reentry and post-release success. By providing supplemental targeted support and services, resource specialists help incarcerated students with disabilities overcome barriers to success and achieve their full potential.</p> <p>To do this, we will provide the following support, but not limited to:</p> <ul style="list-style-type: none"> Salary for RSP support and PD 	\$160,960.00	No

		<ul style="list-style-type: none">• Note: Effectiveness will be tracked via educational outcomes within priorities 2 & 4 and associated measures.		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a positive, safe, secure, and engaging learning environment that supports our students' social-emotional and mental health issues. Strengthen parent engagement in the learning, rehabilitation, and success of students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

J.C. Montgomery (JCM) believes providing a positive, safe, secure, and engaging learning environment that supports students' social-emotional and mental health issues within our facility is crucial for promoting rehabilitation, reducing recidivism, and fostering positive outcomes for youth. Our facility must prioritize creating an environment where students feel valued, respected, and supported as they navigate complex social and emotional challenges. By addressing mental health issues and providing access to counseling, therapy, and other support services, we can help students develop coping strategies, build resilience, and improve their overall well-being. Additionally, a strong emphasis on social-emotional learning promotes self-awareness, empathy, and positive relationship-building skills essential for successful reintegration into society. Strengthening parent engagement in students' learning, rehabilitation, and success within our facility is equally vital. Parents play a critical role in supporting their child's academic progress, personal growth, and rehabilitation. By involving parents in educational activities, and decision-making processes, we can strengthen family bonds, provide additional support networks, and promote accountability and responsibility for their child's future. Ultimately, by providing a positive and supportive learning environment and involving parents in their child's rehabilitation, JCM can empower youth to overcome challenges, break the cycle of incarceration, and lead fulfilling and productive lives.

- Note: As students within a Juvenile Court facility are considered wards of the state, all students are considered unduplicated, and as such, we serve 100% unduplicated students.
- Note: Historically, there have been fewer than 11 Foster Youth & exceptional needs students. As such, data for Foster Youth & exceptional needs students will not be included here; however, we will monitor them internally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
P3	<p>Priority 3: Parent Involvement (Engagement)</p> <p>A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site</p> <p>B. How the school district will promote parental participation in programs for unduplicated pupils</p> <p>C. How the school district will promote parental participation in programs for individuals with exceptional needs</p>	<p>A., B., C. Parent input opportunities for all students:</p> <p>90% of parents agree/somewhat agree they have the opportunity to provide input and receive appropriate communication.</p> <p>(5/1/23 Local Data)</p>			<p>A., B., C. 95% of parents agree/somewhat agree they have the opportunity to provide input and receive appropriate communication.</p>	
P5	<p>Priority 5: Student Engagement (Engagement)</p> <p>E. High school graduation:</p>	<p>E. High school graduation:</p> <ul style="list-style-type: none"> 8/32 Students were JCM Graduates = 25% - NOTE: 14/32 students graduated at JCM or another school = 43.75% (No Goal) 			<p>E. High school graduation: 30%</p>	

		(5/1/23 Local Data)				
P6	<p>Priority 6: School Climate (Engagement)</p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	<p>A. Pupil suspension:</p> <ul style="list-style-type: none"> All/SED: 19.78% SWD: 10.3% (Red Indicator) <p>B. Pupil expulsion: 0%</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p> <ul style="list-style-type: none"> % of Students who felt Safe: 100% % of Students who felt Connected: 87.5% % of Parents who felt Safe: 100% % of Parents who felt Connected: 90.9% % of Teachers who felt Safe: 100% % of Teachers who felt Connected: 100% <p>(5/1/23 Local Data)</p>			<p>A. Pupil suspension:</p> <ul style="list-style-type: none"> All/SED: 10% SWD: 6% <p>B. Pupil expulsion: 0%</p> <p>C. Other local measures:</p> <ul style="list-style-type: none"> % of Students will feel Safe: 100% % of Students who will feel Connected: 95% % of Parents will feel Safe: 100% % of Parents will feel Connected: 95% % of Teachers will feel Safe: 100% % of Teachers 	

					will feel Connected: 100%	
P7	<p>Priority 7: Course Access (Conditions of Learning)</p> <p>A. Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.</p> <p>B. Programs and services developed and provided to unduplicated pupils</p> <p>C. Programs and services developed and provided to individuals with exceptional needs</p>	<p>A, B, & C. MTSS Progression Rubric Self-Evaluation: Assessment for Implementation of Core Components Criteria:</p> <ul style="list-style-type: none"> • High-quality, Differentiated Classroom Instruction: 2 out of 4 • Systemic and Sustainable Change: 1.6 out of 4 • Integrated Data System: 1.75 out of 4 • Positive Behavioral Support: 1.6 out of 4 <p>(5/1/23 Local Data)</p>			<p>A, B, & C. MTSS Progression Rubric Self-Evaluation:</p> <ul style="list-style-type: none"> • High-quality, Differentiated Classroom Instruction: 3.5 out of 4 • Systemic and Sustainable Change: 3 out of 4 • Integrated Data System: 4 out of 4 • Positive Behavioral Support: 3 out of 4 	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplemental Social-Emotional Support & Engagement	<p>J.C. Montgomery believes providing juvenile court school students with supplemental social-emotional support and engagement is imperative and benefit students in the following ways:</p> <p>1) Holistic Development: To foster holistic development, social-emotional support, and engagement are crucial for juvenile court school students. These students often face various challenges and may have experienced trauma or adverse life experiences. By providing social-emotional support, our staff can help students develop essential skills such as self-awareness, self-regulation, empathy, and interpersonal communication, which are fundamental for their overall well-being and success in school and life.</p> <p>2) Reduced Behavioral Issues: Many juvenile court school students struggle with behavioral issues due to the underlying social-emotional challenges they face. Our staff can help students better understand and manage their emotions, make responsible decisions, and build positive relationships with peers and adults by offering supplemental support and engagement activities focused on social-emotional learning. In turn, these supports can reduce disruptive behaviors, disciplinary incidents, and conflicts within the school environment.</p> <p>3) Improved Academic Performance: Social-emotional well-being is closely linked to academic success. When students feel emotionally supported and engaged, they are more likely to be motivated, focused, and attentive</p>	\$40,102.00	Yes

		<p>in class. Social-emotional skills such as resilience, perseverance, and problem-solving can also enhance students' ability to overcome academic challenges and setbacks. By addressing students' social-emotional needs, educators create an optimal learning environment where students are equitably positioned to thrive academically and reach their full potential.</p> <p>To do this we will provide the following supports, but not limited to:</p> <ul style="list-style-type: none"> • Consultants and MOUs to provide engaging lessons that honor and work to heal the traumatic issues our at-risk students struggle with • Student incentives 		
2.2	Trauma-Responsive Training (Title II Part A)	<p>JCM believes providing Trauma-Responsive training within a juvenile court school setting is essential for addressing the diverse needs of students who have experienced significant trauma in their lives. This training equips educators and staff with the skills to recognize signs of trauma, create safe learning environments, and effectively support students' emotional and behavioral needs. By integrating trauma-responsive practices into the school environment, educators can mitigate the effects of trauma on students' academic performance, promote resilience, and empower students to overcome adversity. Trauma-responsive training fosters a supportive and nurturing school environment where all students feel valued, understood, and equipped to succeed academically and personally. Included in this activity are indirect costs totaling \$93. (Title II Part A)</p> <p>Note: Effectiveness will be monitored via monitoring of Priority 6.</p>	\$1,293.00	No
2.3	Parent Engagement	<p>JCM believes parent engagement plays a pivotal role within a juvenile court facility by fostering collaboration between parents or guardians, staff, and the educational system to support youth's holistic development and rehabilitation. By actively involving parents in rehabilitation, juvenile court facilities can enhance communication, build trust, and promote positive relationships between youth and their families. Parent engagement also allows parents to understand their children's challenges, access resources, and support services, and participate in decision-making processes regarding their child's education and future. Additionally, when parents are</p>	\$1,293.00	Yes

		<p>engaged in their child's rehabilitation journey, they can reinforce positive behaviors, advocate for their child's needs, and contribute to a supportive home environment conducive to the youth's success both during and after their time in the juvenile court facility.</p> <p>Note: Effectiveness will be monitored via monitoring of Priority 6.</p>		
2.4	Homeless Set Aside (Title I Part A)	<p>Providing resources for families experiencing homelessness within a juvenile court facility is crucial for addressing the multifaceted needs of vulnerable youth and promoting their overall well-being. Families facing homelessness often encounter significant stressors and barriers that can impact a child's academic performance, mental health, and social development. By offering resources such as access to basic necessities and support services tailored to the unique needs of homeless families, juvenile court facilities can mitigate the adverse effects of homelessness on youth and their families. These resources provide immediate relief and stability for families in crisis and empower them to overcome obstacles, maintain connections with educational and community resources, and achieve long-term stability and success. By addressing the root causes of homelessness and providing comprehensive support, juvenile court facilities can play a pivotal role in breaking the cycle of homelessness and improving outcomes for vulnerable youth and their families. (\$0 indirect costs) (Title I Part A)</p> <p>Note: Effectiveness will be monitored via review and recalibration of Priority 3 and/or 6.</p>	\$200.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Coordinate high-quality educational programs and services for Kings County Expelled and Foster Youth.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Kings County Office of Education believes coordinating high-quality educational programs and services for county-wide foster and expelled youth is crucial because these vulnerable populations often face significant barriers to academic success, including frequent school changes, emotional trauma, and a lack of stable support systems. Ensuring access to consistent, high-quality education can provide these students with the stability and resources they need to overcome these challenges and succeed academically. High-quality programs can offer tailored support, such as counseling, tutoring, and other county-wide support or agreements essential for addressing the unique needs of foster and expelled youth. By providing a coordinated approach, we can create a more equitable educational environment, helping these students build the skills and confidence necessary for future success and breaking the cycle of disadvantage many of them face.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
P9	Priority 9: Expelled Pupils (Conditions of Learning) Addresses how the county superintendent of schools will coordinate instruction of expelled pupils	Status of Met on 2023 LCAP Local Performance Indicator Self-Reflection, Priority 9: b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled			Status of Met on LCAP Local Performance Indicator Self-Reflection, Priority 9: b. Identifying existing educational alternatives for	

		<p>pupils, and strategies for filling those service gaps.</p> <ul style="list-style-type: none"> • 4 Full Implementation <p>c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.</p> <ul style="list-style-type: none"> • 4 Full Implementation <p>(5/1/23 Local Data)</p>			<p>expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.</p> <ul style="list-style-type: none"> • 5 Full Implementation and Sustainability <p>c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.</p> <ul style="list-style-type: none"> • 5 Full Implementation and Sustainability 	
P10	<p>Priority 10: Foster Youth (Conditions of Learning) A.and C. FYSCP will work alongside the</p>	<ul style="list-style-type: none"> • Chronic Absenteeism Rate: 34.6% 			<ul style="list-style-type: none"> • Chronic Absenteeism Rate: 25% 	

	<p>county child welfare agency and juvenile court to minimize the changes in school placement, delivery, and coordination of educational services. B and D. Provide educational-related information to county child welfare agency to assist in the delivery of services utilizing the Foster Focus Data System as the efficient and expeditious mechanism for the transfer of health and education records (2023 CA School Dashboard)</p>	<ul style="list-style-type: none"> • Suspension Rate: 12.3% • Graduation Rate: 65.1% • Stability Rate: 61.1% <p>(22-23 CA School Dashboard & DataQuest)</p>			<ul style="list-style-type: none"> • Suspension Rate: 10% • Graduation Rate: 68% • Stability Rate: 65% 	
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Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Case Management for Foster Youth Funds	<p>Monitoring and supporting countywide foster youth programs and supports is essential because it ensures that vulnerable youth in the foster care system receive the comprehensive care, resources, and opportunities they need to thrive. Foster youth often face significant challenges, including instability, trauma, and educational disruptions, which can negatively impact their well-being and future outcomes. By monitoring these programs, policymakers and educational partners can assess their effectiveness, identify areas for improvement, and ensure that foster youth receive high-quality services tailored to their needs. Additionally, providing support for countywide foster youth programs promotes collaboration among agencies, service providers, and community stakeholders, facilitating the coordination of resources and efforts to meet the complex needs of foster youth. Ultimately, monitoring and supporting countywide foster youth programs and supports are critical for promoting vulnerable youth's safety, stability, and success in the foster care system. Case management and acting as a liaison between Child Welfare and all LEAs in Kings County is essential to the academic success of foster youth.</p> <p>To do this, we will provide the following support, but not limited to:</p> <ul style="list-style-type: none"> • Foster Director: Staff Director 2% • Foster Specialist: 1 Staff Specialist 50% • Foster Learning Technicians: 3 Staff Technicians 65%, 65%, 20% Each • Foster Bilingual Support: 1 Secretaries (Clerical & Translations) 70% 	\$259,023.00	No

3.2	Expelled youth	<p>Monitoring and supporting countywide plans and supports for expelled youth is crucial. It ensures these vulnerable individuals receive the necessary resources and interventions to address the underlying issues contributing to their expulsion and prevent further disengagement from education. Expelled youth often face a range of challenges, including academic struggles, behavioral issues, and socio-emotional needs, which can hinder their educational progress and future opportunities. By monitoring countywide plans and supports, educational partners can evaluate intervention strategies' effectiveness, identify service gaps, and advocate for targeted interventions to support expelled youth. Supporting students promotes equity and fairness in education, facilitates reintegration into school or alternative educational programs, and ultimately helps them succeed academically, socially, and personally.</p> <p>To do this, we will provide the following support, but not limited to:</p> <ul style="list-style-type: none"> • 5% of an administrator to prepare the plan, provide ongoing monitoring of the plan and provide technical assistance. 	\$11,729.00	No
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Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increased Services for Equitable Outcomes - During the 2024-25 school year, KCOE will provide increased support services to address educational barriers that hinder the academic progress of JCM students as measured by students' growth in iReady assessments in ELA and Math.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Kings County Office of Education believes increasing support services for equitable outcomes among students in a juvenile court school is essential because these students often face profound educational and personal challenges that hinder their academic progress and overall development. These challenges include disrupted education histories, behavioral and emotional issues, and the stigma associated with juvenile detention. Enhanced support services, such as individualized academic tutoring, mental health counseling, career and technical education, and life skills training, can address these barriers by providing tailored interventions that meet the unique needs of each student. By investing in comprehensive support systems, we can help ensure that students in juvenile court schools receive a fair opportunity to succeed academically, reintegrate into society, and build productive futures, ultimately reducing recidivism and fostering a more just and equitable education system.

Educational Partner Feedback:

The focus of our equity multiplier goal is to increase support services for equitable outcomes among students in a juvenile court school. This is essential because these students often face profound educational and personal challenges that hinder their academic progress and development. These challenges include disrupted education histories, behavioral and emotional issues, and the stigma associated with juvenile detention. Enhanced support services, such as individualized academic tutoring, mental health counseling, career and technical education, and life skills training, can address these barriers by providing tailored interventions that meet the unique needs of each student. By investing in comprehensive support systems, we can help ensure that students in juvenile court schools receive a fair opportunity to succeed academically, reintegrate into society, and build productive futures, ultimately reducing recidivism and fostering a more just and equitable education system.

Efforts to obtain Equity multiplier feedback included:

- SSC meetings: At JCM to address the unique needs of their incarcerated juvenile hall population.
- PAC: New this year, we instituted an Educational Partner Advisory Committee (EPAC) to solicit feedback from parents, staff, and the community. This year, we held seven meetings between our county office and our special needs school. Each meeting was in-person with a Zoom option between 4:00 pm and 6:00 pm. Translation, child care, coffee/ snacks, and transportation were all offered.

Additionally, recently, we attended a community event to obtain more parent input surrounding times, locations, and other possible barriers to improve attendance and participation. Although it has historically been challenging to have parents from these diverse educational settings participate in one meeting, we have slowly begun building interest from community organizations who see the importance of their support and have offered to step in and up as needed. We are grateful for their attendance, interest, and the potential partnerships we are building. During our last session, we specifically discussed the staffing challenges and the need for supplemental staff and services to meet this unique student population's vast emotional and academic needs. All participants expressed their support for using funds to meet the needs of our incarcerated students.

- Opportunity to give feedback during SSC and EPAC meetings. All meetings were held in person with a Zoom option. Although Educational Partners are invited to participate in person, they are provided with contact phone numbers and emails should they choose to provide written or verbal - feedback at any time. Translation was available upon request.
- Through the Community School Partnership Program (CCSPP) planning grant process, our committee chair conducted an in-depth needs assessment with J.C. Montgomery staff, students, parents, local school districts, Kings County Probation Department, community-based organizations, and Kings County Office of Education staff. In discussions surrounding the Equity Multiplier, all participants asked for and agreed upon the need to use funds to provide additional staff members with small group or one-on-one tutoring/interventions with students. Additionally, they all agree that smaller ratios allow for better or higher quality connections between staff and students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
P2	<p>Priority 2: Implementation of State Standards (Conditions of Learning)</p> <p>A. Implementation of state board adopted academic content and performance standards for all students</p>	<p>A. Implementation of academic content & performance standards:</p> <ul style="list-style-type: none"> • Percentage of students who showed growth on iReady assessments in ELA and Math <p>A1. ELA</p> <ul style="list-style-type: none"> • All/SED: 63% growth • EL: 100% growth 			<p>A. Implementation of academic content & performance standards: (iReady)</p> <ul style="list-style-type: none"> • Percentage of students who will show growth on iReady assessments in 	

		<p>A2. Math</p> <ul style="list-style-type: none"> • All/SED: 67% growth • EL: 100% growth <p>(5/1/23 Local Data unless stated otherwise)</p>			<p>ELA and Math</p> <p>A1. ELA</p> <ul style="list-style-type: none"> • All/SED: 70% growth • EL: 100% growth <p>A2. Math</p> <ul style="list-style-type: none"> • All/SED: 70% growth • EL: 100% growth 	
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Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increased Services for Equitable Outcomes	<p>J.C. Montgomery believes increasing services for incarcerated students is essential in growing equitable outcomes because it addresses disparities in access to education, promotes academic achievement and success, supports rehabilitation and reintegration, reduces recidivism rates, and promotes equity and social justice within the criminal justice system. By investing in education and support services for incarcerated individuals, educational partners can help break the cycle of incarceration and empower individuals to build brighter futures for themselves and their communities.</p> <p>According to Butts et al. (2010), “The concepts and principles of positive youth development (PYD) offer valuable guidance for the design of interventions for youthful offenders” (p. 1). They go on to discuss the benefits by saying, “The positive youth development approach supports youth in making successful transitions from adolescence to early adulthood by encouraging young people to develop useful skills and competencies and to build stronger connections with pro-social peers, families, and communities” (p. 16). The connections built through PYD support six (6) key domains: 1) work, 2) relationships, 3) health, 4) education, 5) community, and 6)creativity (Butts et al., 2010). As such, enhanced support services, such as individualized academic tutoring, mental health counseling, career and technical education, and life skills training, can address these barriers by providing tailored interventions that meet the unique needs of each student. By investing in evidence-based, comprehensive support systems, we can help ensure that students in juvenile court schools receive a fair opportunity to succeed academically, reintegrate into society, and build productive futures, ultimately reducing recidivism and fostering a more just and equitable education system.</p> <p>As such, enhanced support services, such as individualized academic tutoring, mental health counseling, career and technical education, and life skills training, can address these barriers by providing tailored interventions that meet the unique needs of each student. To assist the objective of this goal, we will provide the following support, but not limited</p>	\$130,135.00	No

- to:
- a Teacher with associated benefits
 - Supplies/Equipment

The additional staff support is critical due to the amount of individualized social-emotional and academic support each student requires to successfully graduate and adhere to the evidence-based domains of the PYD structure and support system mentioned by Butts et al. (2010). Ultimately, the structure and staffing will support our SMART goal to provide increased support services to address educational barriers that hinder the academic progress of JCM students as measured by students' growth in iReady assessments in ELA and Math during the 2024-25 school year.

To monitor for effectiveness, we will continue to review individual student growth via iReady pre and post-assessment scores and modify support as needed. Using the iReady pre & post-assessments, we will monitor the percentage of students who showed growth on iReady assessments in ELA and Math.

Butts, J. A., Bazemore, G., & Meroe, A. S. (2010). Positive youth justice: Framing justice interventions using the concepts of positive youth development. Office of Justice Programs. <https://www.ojp.gov/ncjrs/virtual-library/abstracts/positive-youth-justice-framing-justice-interventions-using-concepts>

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$321,888.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.586%	0.000%	\$0.00	3.586%

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

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
<p>1.1</p>	<p>Action: Engagement and Achievement Supports</p> <p>Need: Kings County has the 2nd highest juvenile incarceration rate in the state and has the state’s highest incarceration rate at 666 per 100,000. A majority of students experience recidivism, which disrupts their education. According to recent research, growing evidence emphasizes the importance of juvenile justice schools, which often serve as an “effective turning point” for troubled youth and the start of the necessary education they need to earn a decent living in the future (https://bit.ly/4cWjglu).</p> <p>After assessing our low-income students’ (100% of J.C. Montgomery students) needs, conditions, and circumstances, we learned that in 2020, 63% of low-income students had shown an opportunity for growth in ELA and 67% in Math via iReady assessments. Over the last three years, our students have seen a 10-11% increase in their iReady ELA and Math growth scores. Although their prior growth is impressive, J.C. Montgomery acknowledges there is still work to do to meet or exceed the national average for growth.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>According to Blomberg et al. (2012), youth with above-average academic achievement while incarcerated were more likely to return to school post-release (https://bit.ly/3xD442H). The return to school rate among males was 13%, and for females, it was 11.4% (Blomberg et al., 2012). To address these barriers and improve students’ likelihood of returning to school post-release, we will work to increase and enhance student engagement and academic underperformance conditions for our low-income students.</p> <p>Due to fluid and low enrollment numbers, realistically, the state can only fund one educator, which restricts our ability to address our population’s vast individual needs. As such, we will provide additional staff (1.1), including but not limited to two additional teachers and instructional aides, additional administration and clerical support time, enrichment and engagement supplies, and professional development to support students’ engagement needs and emphasize our high expectations for student achievement. We will leverage these staffing supports to target growth areas determined by individual student entrance meetings. These supplemental academic supports will, in turn, increase academic achievement.</p>	<p>The measurement for effectiveness is a 3% annual increase in iReady Math and ELA growth scores. J.C. Montgomery will provide the support mentioned above site-wide to all students because 100% of our students are considered low-income.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.1</p>	<p>Action: Supplemental Social-Emotional Support & Engagement</p> <p>Need: After assessing the needs, conditions, and circumstances of our low-income students (100% of J.C. Montgomery students), we learned that:</p> <p>% Graduation Rate</p> <ul style="list-style-type: none"> • 8/32 Students were JCM Graduates = 25% <p>% Suspended</p> <p>A. Pupil suspension:</p> <ul style="list-style-type: none"> • All: 19.78% • SWD: 10.3% (Red Indicator) <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>J.C. Montgomery believes it is vital to implement a multi-tiered system of support (MTSS) in a juvenile court school setting. Effective implementation would support students in the following manner:</p> <p>Individualized Support: Juvenile court school students often have diverse academic, social, and emotional needs due to their backgrounds and experiences. Implementing a multi-tiered system of support (MTSS) allows our staff to provide individualized interventions and services tailored to each student's unique needs. By identifying students' strengths and areas for growth early on, MTSS helps ensure that every student receives the appropriate level of support to succeed academically and behaviorally.</p> <p>Early Intervention and Prevention: MTSS emphasizes early intervention and prevention strategies to address academic and behavioral challenges before they escalate. By using data-driven decision-making processes, our staff can identify students who may be at risk of falling behind or exhibiting problematic behaviors and provide targeted interventions to support their success. This proactive approach helps our staff to capitalize on growth from at-promise students, prevent students from disengaging from school, and rehabilitate students involved in the juvenile justice system or experiencing further academic and social-emotional setbacks.</p> <p>Collaborative Problem-Solving: MTSS promotes a collaborative and integrated approach to supporting students' academic and social-emotional needs. It involves ongoing communication and collaboration among educators, administrators, support staff, families, and community partners to develop and implement effective interventions and supports. By working</p>	<p>Effectiveness will be measured based on a 3-year target outcome of:</p> <p>E. High school graduation: 30%</p> <p>A. Pupil suspension:</p> <ul style="list-style-type: none"> • All: 10% • SWD: 6% <p>Additionally, as this is the first year in our formal implementation of MTSS structures, we will closely monitor priority seven to examine and recalibrate progression as needed.</p> <p>J.C. Montgomery will provide the services mentioned above site-wide to all students because 100% of our students are considered low-income.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>together as a team, educational partners can share valuable insights, resources, and expertise to comprehensively address the complex needs of juvenile court school students.</p> <p>To address these barriers to learning and lack of educational success, we will focus on conditions of high suspension rates and the need to increase student graduation, which we will supplement social-emotional support. To address these needs, we will provide social-emotional support (2.1) via MTSS structures and lesson implementation to build an academically and emotionally engaging curriculum that supports their unique student needs. Additionally, we will integrate concepts, principles, and practices from Positive Youth Development as a comprehensive way of thinking about the development of our at-promise youth and the factors that facilitate their successful transition into adulthood.</p> <p>https://drive.google.com/file/d/12biNHQMYBCLJVqF_BDb4CX1UrSbhx4b/view?usp=sharing</p>	
2.3	<p>Action: Parent Engagement</p> <p>Need: After assessing the needs, conditions, and circumstances of our low-income students (100% of J.C. Montgomery students), we learned that: A., B., C. Parent input opportunities for all students: 90% of parents agree/somewhat agree they have the opportunity to provide input and receive appropriate communication.</p>	<p>To address these barriers to learning and lack of educational success in the form of school, parent, and social attachments, we will focus on the principles and practices discussed in Positive Youth Justice. These strategies will be leveraged to strengthen ties and increase engagement between educational partners, including community members. The theory for providing these structures and supports is outlined by Butts et al. (2021) as seen here: Many promising youth programs promote stronger attachments between young people and their family members. They do so in several ways: (1) direct relational interventions, (2) parent support and training, and (3) the involvement of parents in</p>	Effectiveness will be measured based on a 3-year target outcome of: A., B., C. 95% of parents agree/somewhat agree they have the opportunity to provide input and receive appropriate communication.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>the design and implementation of youth interventions. In a complete youth development model, parent support and family engagement are not stand-alone treatment objectives. They are linked to broader efforts to support youth in school- and/or community-based settings, ideally working with youth, parents, and other adults to promote positive youth/adult connections and new opportunities for youth to serve others. Positive youth development programs that focus on attaching youth to their families and schools have produced important improvements in school achievement and peer relations, and decreases in delinquent behavior.</p> <p>https://drive.google.com/file/d/12biNHQMYBCLJVqF_BDb4CX1UrSbhx4b/view?usp=sharing</p>	

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.

Not 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.

Kings County Office of Education did not receive the additional concentration grant add-on funding.

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

2024-25 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	8977208.00	321,888.00	3.586%	0.000%	3.586%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$575,268.00	\$389,158.00	\$0.00	\$329,274.00	\$1,293,700.00	\$896,278.00	\$397,422.00

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
1	1.1	Engagement and Achievement Supports	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: J.C. Montgomery	3-year span	\$347,332.00	\$13,852.00	\$361,184.00				\$361,184.00
1	1.2	Supplemental Graduation and Transition Support (Title I N & D)	All	No				3-year span	\$159,734.00	\$154,914.00				\$314,648.00	\$314,648.00
1	1.3	Supplemental Core Instruction Support (Title I Part A)	All	No				3-year span	\$0.00	\$13,133.00				\$13,133.00	\$13,133.00
1	1.4	RSP Support (Base)	Students with Disabilities	No				3-year span	\$0.00	\$160,960.00	\$160,960.00				\$160,960.00
2	2.1	Supplemental Social-Emotional Support & Engagement	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: J.C. Montgomery	3-year span	\$0.00	\$40,102.00	\$40,102.00				\$40,102.00
2	2.2	Trauma-Responsive Training (Title II Part A)	All	No				3-year span	\$1,293.00	\$0.00				\$1,293.00	\$1,293.00
2	2.3	Parent Engagement	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: J.C. Montgomery	3-year span	\$0.00	\$1,293.00	\$1,293.00				\$1,293.00

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
2	2.4	Homeless Set Aside (Title I Part A)	All	No				3-year span	\$0.00	\$200.00				\$200.00	\$200.00
3	3.1	Case Management for Foster Youth Funds	Foster youth	No				3-year span	\$259,023.00	\$0.00		\$259,023.00			\$259,023.00
3	3.2	Expelled youth	All	No				3-year span	\$0.00	\$11,729.00	\$11,729.00				\$11,729.00
4	4.1	Increased Services for Equitable Outcomes	All	No				ongoing based on stability rates	\$128,896.00	\$1,239.00		\$130,135.00			\$130,135.00

2024-25 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
8977208.00	321,888.00	3.586%	0.000%	3.586%	\$402,579.00	0.000%	4.484 %	Total:	\$402,579.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$402,579.00
								Schoolwide Total:	\$0.00

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	Engagement and Achievement Supports	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: J.C. Montgomery	\$361,184.00	
2	2.1	Supplemental Social-Emotional Support & Engagement	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: J.C. Montgomery	\$40,102.00	
2	2.3	Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: J.C. Montgomery	\$1,293.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,147,780.00	\$1,171,890.00

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	Staff Support	Yes	\$294,640.00	\$305,078.00
1	1.2	Support Staff and Instructional Supplies (Title I N & D)	No	\$222,188.00	\$217,384.00
1	1.3	Support Staff and Instructional Supplies (Title I Part A)	No	\$19,076.00	\$18,330.00
1	1.4	Curriculum Support	Yes	\$25,126.00	\$28,690.00
1	1.5	Professional Growth and Data Dissemination Support	Yes	\$328.00	\$328.00
1	1.6	RSP Support	No	\$3,600.00	\$1,965.00
1	1.7	CSI Targeted Action	No	\$178,351.00	\$153,466.00
2	2.1	Social-Emotional Support	Yes	\$72,122.00	\$64,390.00
2	2.2	Trauma-Informed Training (Title II Part A)	No	\$916.00	\$0.00
2	2.3	Culturally Responsive Teaching (Title I N & D)	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)
2	2.4	Parent Engagement	Yes	\$1,310.00	\$1,150.00
2	2.5	Homeless Set Aside (Title I Part A)	No	\$200.00	\$200.00
3	3.1	Transfer of Educational Records, Case Management, and School Stability	No	\$264,143.00	\$311,839.00
3	3.2	Foster Focus	No	\$10,371.00	\$6,987.00
3	3.3	Ongoing collaboration with all educational partners (stakeholders - previously used term) and Facilitation of Education Advisory Council	No	\$1,638.00	\$1,637.00
3	3.4	Build Capacity with LEA's, Health and Human Services, and FYSCP Staff.	No	\$42,223.00	\$49,042.00
3	3.5	Expelled Youth Plan Administrator	No	\$11,548.00	\$11,404.00

2023-24 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)
\$323,185.00	\$393,526.00	\$399,636.00	(\$6,110.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff Support	Yes	\$294,640.00	\$305,078.00		
1	1.4	Curriculum Support	Yes	\$25,126.00	\$28,690.00		
1	1.5	Professional Growth and Data Dissemination Support	Yes	\$328.00	\$328.00		
2	2.1	Social-Emotional Support	Yes	\$72,122.00	\$64,390.00		
2	2.4	Parent Engagement	Yes	\$1,310.00	\$1,150.00		

2023-24 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)
\$8,891,125.00	\$323,185.00	0.00%	3.635%	\$399,636.00	0.000%	4.495%	\$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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);

- **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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

- 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.
- 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.
- 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.

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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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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