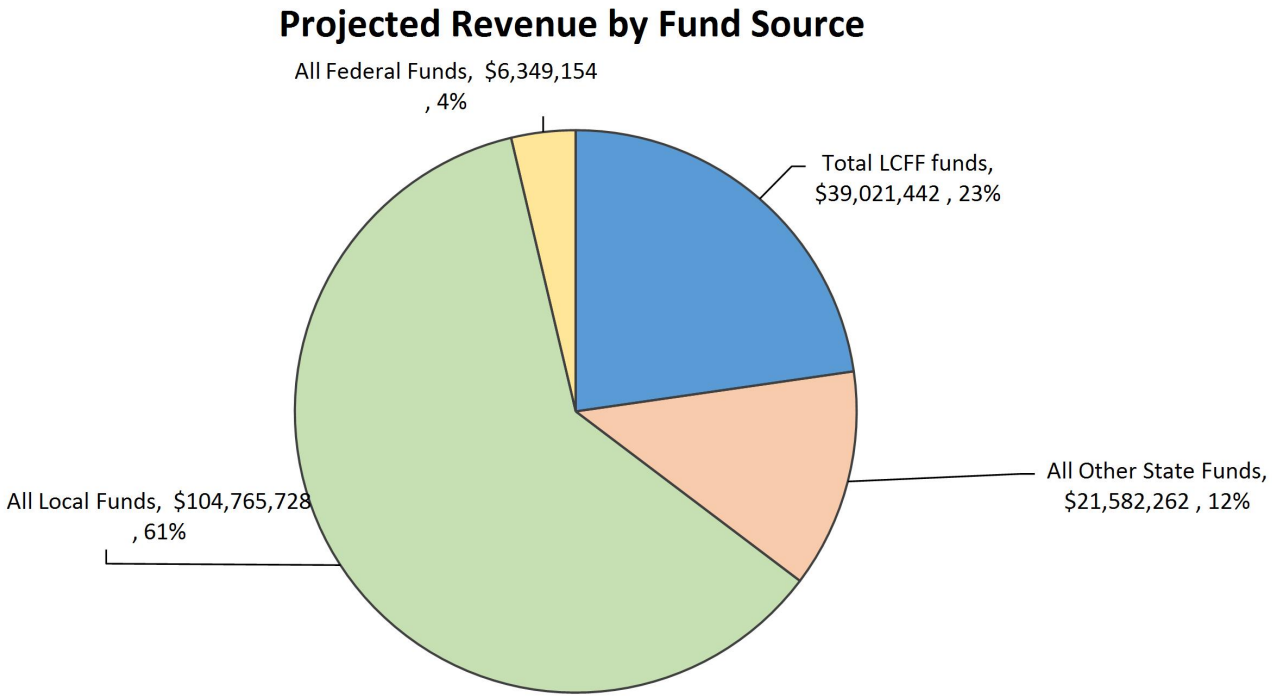
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Stanislaus County Office of Education
CDS Code: 50-10504
School Year: 2026-27
COE contact information:
Brandon Fromm
Senior Director
bfromm@stancoe.org
209-238-1507

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

Budget Overview for the 2026-27 School Year



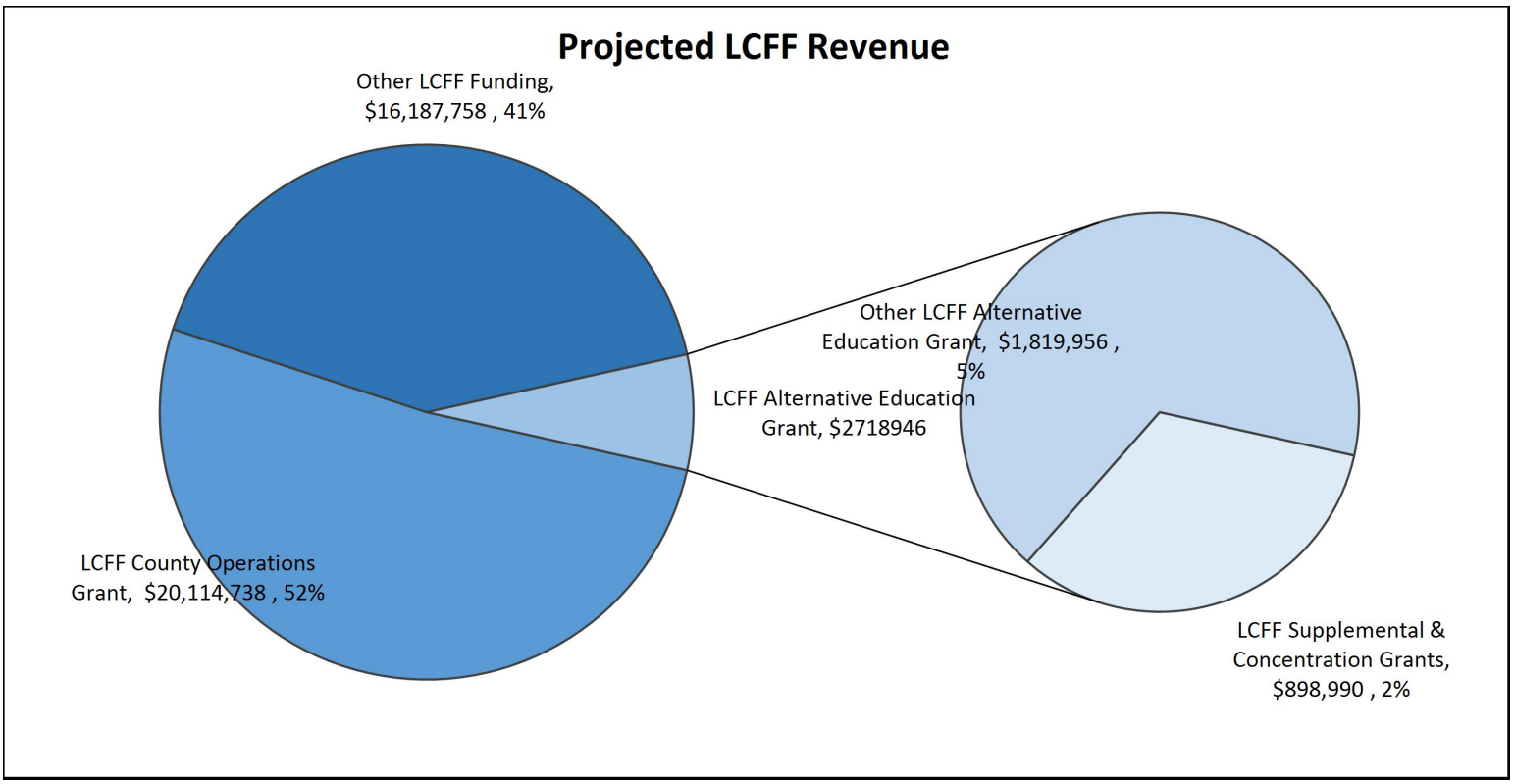
This chart shows the total general purpose revenue Stanislaus County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stanislaus County Office of Education is 171,718,586, of which 39,021,442 is Local Control Funding Formula (LCFF), 21,582,262 is other

state funds, 104,765,728 is local funds, and 6,349,154 is federal funds.

Of the $21,582,262 attributed to All Other State Funds, $314,500 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

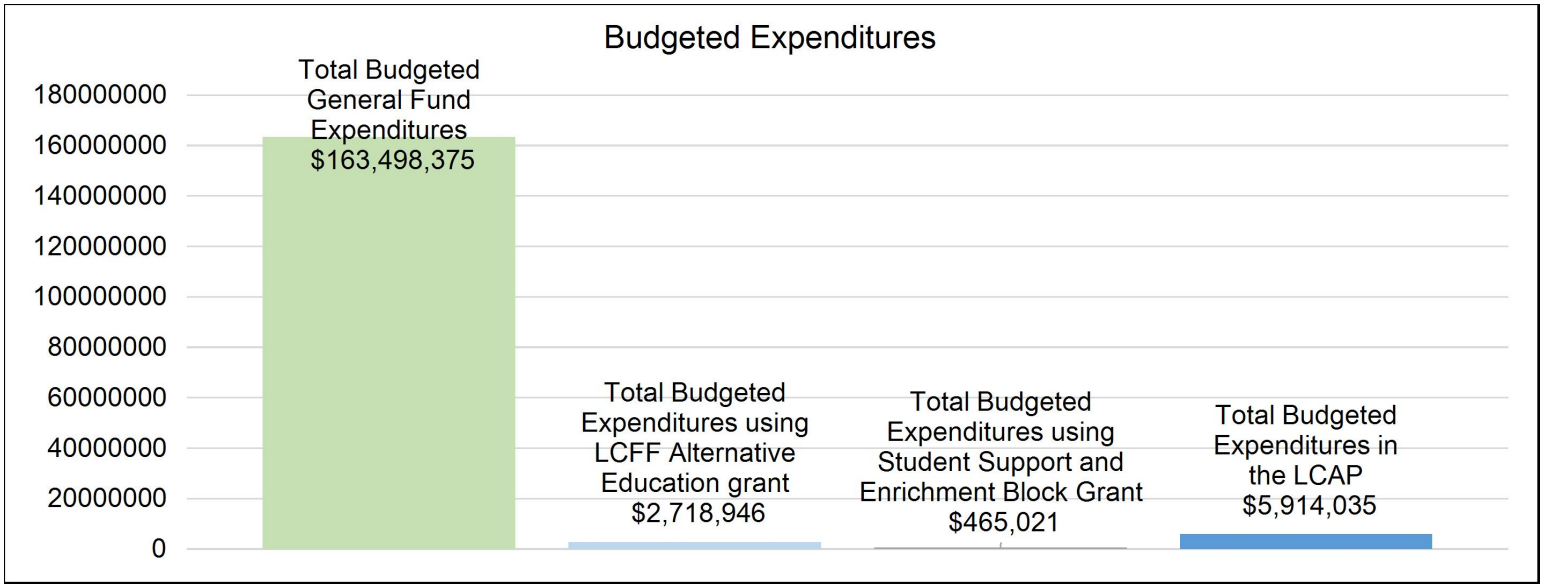


This chart shows the LCFF revenue Stanislaus County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Stanislaus County Office of Education is $39,021,442, of which $20,114,738 is attributed to the LCFF County Operations Grant, $2,718,946 is the attributed to the LCFF Alternative Education Grant, and $16,187,758 is other LCFF funds. Of the $2,718,946 attributed to the LCFF Alternative Education Grant, $898,990 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Adjustment/Add-ons for Home to School Transportation, Court Schools and Community Schools

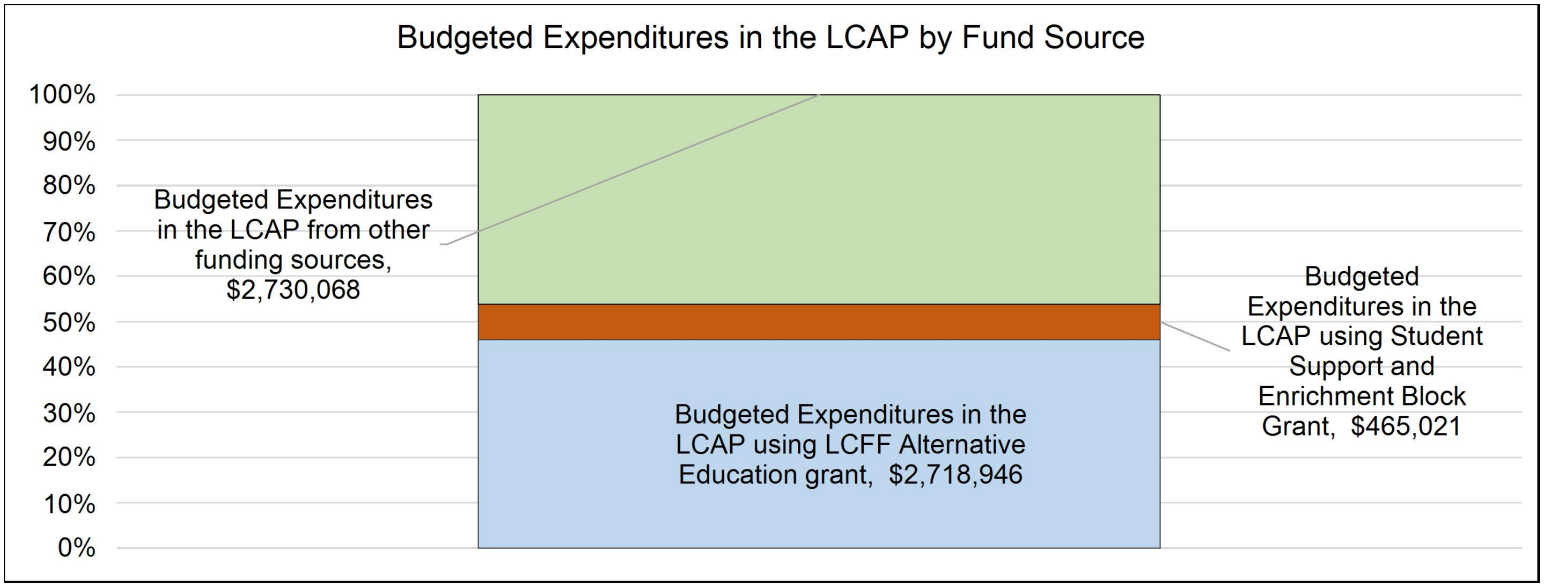
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Stanislaus County Office of Education plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Stanislaus County Office of Education plans to spend $163,498,375 for the 2026-27 school year. Of that amount, $2,718,946 is attributed to the Alternative Education Grant and $465,021 is attributed to the Student Support and Enrichment Block Grant. $157,584,340 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund expenditures that are not included in the Local Control Accountability Plans are some of the general administrative and operating costs such as utilities, business department, technology, human resources, other departmental costs that are non-instructional related.



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

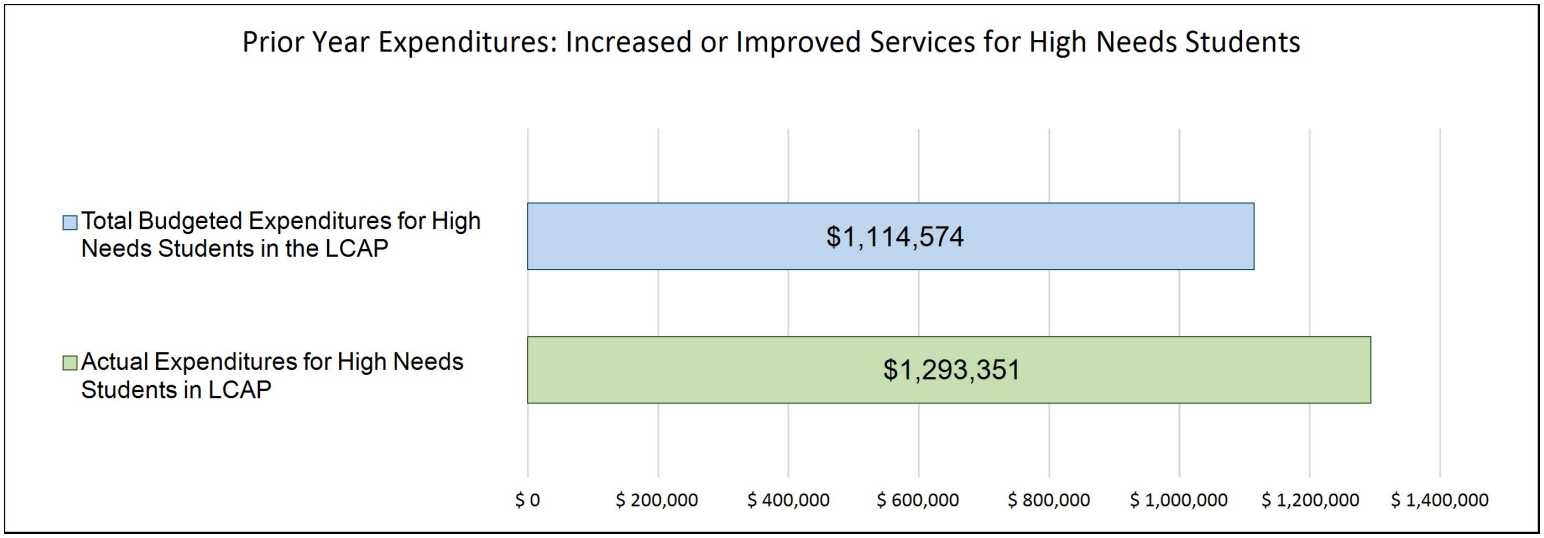
The text description of the above chart is as follows: Stanislaus County Office of Education plans to spend $5,914,035 on actions/services in the LCAP. Of those funds, $2,718,946 is attributed to the Alternative Education Grant and $465,021 is attributed to the Student Support and Enrichment Block Grant.

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

In 2026-27, Stanislaus County Office of Education is projecting it will receive 898,990 based on the enrollment of foster youth, English learner, and low-income students. Stanislaus County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Stanislaus County Office of Education plans to spend 1,821,674 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Stanislaus County Office of Education's LCAP budgeted 1,114,574 for planned actions to increase or improve services for high needs students. Stanislaus County Office of Education actually spent 1,293,351 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stanislaus County Office of Education	Brandon Fromm Senior Director	bfromm@stancoe.org 209-238-1507

Plan Summary [2026-27]

General Information

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

The Stanislaus County Office of Education Alternative Education program serves at-risk students in Stanislaus County in both community and court schools. Students served in the court school are wards of the court. The Community Schools serve students who are expelled, referred by the county Student Attendance Review Board (SARB), are on probation and not in school, or are referred by districts at parent request.

Our students are at risk for a variety of reasons. Typically, these students are below grade level in most core subjects. High school-age students are usually behind in the number of credits needed for graduation. They lack not only academic skills but, in some cases, basic social skills and may require multi-agency support (mental health, probation, family services, etc.). The majority of our students are in grades nine to twelve; however, we also serve the educational needs of students in elementary grades from first through eighth grade. The county has experienced a dramatic decline in enrollment across all programs over the last two years. Enrollment has increased very minimally this year program-wide.

The Alternative Education Program serves students from the twenty-six school districts in Stanislaus County. The program is operated from three main sites: Petersen Academic Center for Education (PACE) at John B. Allard School, Stanislaus County West Campus (Juvenile Court School), and Teel at Empire, home of the Stanislaus Military Academy, Tactical Character Academy, and the community school program. Remote sites are the Stanislaus Culinary Arts Institute (SCAI) and the Stanislaus Industrial Technology Institute (SITI). These sites reflect a merger and reorganization of the previously reported sites as of July 1, 2023.

PACE at John B. Allard School

The PACE at John B. Allard Community School is located in Ceres, California. It provides educational opportunities for students living in the local area as well as the communities surrounding the main campus. This school offers classroom instruction for grades 6-12. PACE offers an Independent Study program on site as well. PACE offers students Small Engine and Digital Media Arts CTE classes. The administration of PACE also has oversight of the court school, Stanislaus County West Campus.

The current staff of teachers and support personnel serves a student population that is ever-changing; they are flexible in their approach to providing the best possible education to students who may be incarcerated for a limited or longer time frame. CTE Small Engine Repair is offered at PACE, as well as a new Culinary Arts class. West Campus has added Digital Media Arts, Coding, and Culinary Arts CTE courses this year with great success and student enthusiasm. Paxton Patterson CTE Career Exploration and Medical Career Lab classes are offered at both sites as well.

Teel at Empire

Teel School offers multiple programs, including the Stanislaus Military Academy (SMA), a classroom-based program for grades 9-12; the Tactical Character Academy (TCA) for grades 6-8; a community school setting for both junior high and high school students; and Independent Study. Both SMA and TCA follow a structured military-themed model, providing core curriculum instruction while emphasizing a strict code of conduct. Established in the fall of 2009, these programs promote key principles—Purpose, Thankfulness, Commitment, Respect, Responsibility, Kindness, and Investment—alongside five core values: Commitment, Discipline, Respect, Courage, and Honor. Participation in SMA and TCA is entirely voluntary, requiring both students and parents to commit to the expectations outlined in the student contract.

Beginning in the 2025-26 school year, Teel School expanded its offerings to include a traditional community day school alongside its military-themed programs. This expansion aims to provide students and families with greater flexibility, allowing them to choose the program that best suits their educational needs.

Teel offers a Construction Skills CTE class, as well as Welding and Digital Media Arts. Students in both the middle school and high school programs attend Paxton Patterson Career Exploration and Medical Career Lab classes. Teel also offers an Independent Study program. The Teel administration oversight includes the Stanislaus Culinary Arts Institute (SCAI), which is located in Oakdale, California. The facility includes a fully operational and stocked culinary training kitchen. SCAI provides educational opportunities for students living in the Oakdale area, as well as nearby communities. The site offers CTE instruction in Culinary Arts and Agriculture. Independent Study and Modified Independent Study options are also available.

Also operating under the oversight of the Teel administration is the Stanislaus Industrial Technology Institute (SITI). SITI is located in Patterson, California. It provides educational opportunities for students living in Patterson and other communities on the west side of Stanislaus County. It offers Independent Study options for students as appropriate.

SCOE provides transportation between the PACE and Teel sites for students who elect to participate in a CTE class offered off their site of enrollment.

During the spring of the 2026 school year, PACE and Teel underwent significant classroom upgrades, including fresh paint and the addition of flexible seating for students. These improvements created warm, welcoming, and adaptable learning environments designed to increase student engagement and promote collaboration in the classroom. During this same period, PACE and Teel also added Esports arenas to their campuses, providing students with opportunities to participate in competitive play while fostering teamwork and a positive after-school community. Both the addition of classroom upgrades and Esports have positively contributed to the warm and welcoming environment on both campuses. West Campus will be launching Esports to start the 26/27 school year.

Finally, in spring of 2026, the Educational Options Division adopted a new math curriculum, Math Nation, to support the division's effort to increase student engagement and reduce screen time. For the 26/27 school year, the Expository Reading and Writing Curriculum will replace online learning for students in the classroom setting, further working toward the goal of limited screen time and increased student engagement.

Stanislaus County Office of Education utilizes community and court school base grant funding to increase mental health, college, and career counseling services to support the academic, behavioral, and social-emotional well-being of students. These funds are also used for the enhancement and continuation of career technical education (CTE) and increased academic intervention services.

The Student Enrichment and Support Block Grant ensures that teachers provide the highest level of instruction and support to students with the greatest needs. This is accomplished through targeted support and training provided to staff to better serve students who are falling behind academically and emotionally.

Three sites within Stanislaus County Office of Education receive Equity Multiplier funding. The three sites include: PACE at John B. Allard, Teel at Empire, and Stanislaus County West Campus.

The Stanislaus County Office of Education (SCOE) has identified unexpended Learning Recovery Emergency Block Grant (LREBG) funds. Following a comprehensive Needs Assessment, SCOE has determined a continued need to support student access to credit recovery and accelerated learning opportunities, increase student attendance rates, promote safe and welcoming school environments, and expand access to mental health services through 2028.

Reflections: Annual Performance

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

The SCOE Educational Options Division assesses annual performance using measures that are appropriate and relevant to the student population served. The student stability rate across programs averages approximately 13%, with individual sites ranging from 3% to 18% of students continuously enrolled for 245 days.

To better measure annual student performance, the division utilizes the data management system PARSEC. PARSEC provides real-time data for students and sites through customized dashboards that include enrollment, attendance, behavior, academic performance, and assessment data. These dashboards are updated nightly through integration with the student information system. Reports indicate that the 2024-2025 student attendance rate was 95% for the year. Currently, for the 25/26 school year, the chronic absenteeism rate is 35%, and the year-to-date out-of-school suspension rate is 9%.

The year-to-date grade distribution for Semester One of 2025-26 courses shows the following pass rates in core classes with a grade of C or higher:

ELA – 73% (-2.31%)
Math – 74% (+1.6%)
Science – 81% (+9.31%)
Social Science – 86% (+6.37%)

The use of local, live, and real-time data provides a more accurate picture of how students are being served and how they are performing while enrolled in our programs. Current pass rate data shows growth in Science and Social Science. Math and ELA performance will be addressed through the adoption of more engaging curriculum, increased use of project-based learning, and continued support from instructional coaches. This includes developing common assessments and using data to inform instructional decisions.

The 2025 California Data Dashboard reports the following outcomes for Stanislaus County Office of Education Alternative Education sites:

Chronic Absenteeism – Red – 65.2% – Increased 1.7%
Graduation Rate – Red – 43.2% – Declined 2.9%
Suspension Rate – Green – 3.1% – Declined 2.8%
ELA – Orange – 258.1 Points Below Standard – Increased 26.7 Points
Math – Orange – 291.4 Points Below Standard – Increased 20.1 Points
EL Progress – Orange – 25.3% Making Progress – Increased 7%
College/Career – Red – 0.9% Prepared – Maintained – 0.6%

To address identified academic deficits, the Stanislaus County Office of Education (SCOE) will employ a second full-time instructional coach to support teachers in student engagement, classroom management, and instructional practices. The division has implemented a new math curriculum and is in the process of adopting a new ELA curriculum. Instruction will emphasize direct teaching and collaborative learning, with minimal reliance on technology. Division-wide professional development will continue to build instructional capacity, and site-based instructional plans will be closely monitored to ensure continuous improvement in academic outcomes. The focus on teaching and learning has shown positive trends, and the addition of an instructional coach will ensure all staff receive ongoing training to support students.

As a result of targeted academic support, coaching, and feedback from site principals and the instructional coach, improvements in instruction and student learning have been observed across the division.

The Stanislaus County Office of Education (SCOE) has identified unexpended Learning Recovery Emergency Block Grant (LREBG) funds. Following a comprehensive Needs Assessment, SCOE has determined a continued need to support student access to credit recovery and accelerated learning opportunities, increase student attendance rates, promote safe and welcoming school environments, and increase access to mental health services through 2028.

To address these identified needs, the following actions will be supported using LREBG funds:

School Resource Officer (SRO) Support

LREBG funds will continue to support a School Resource Officer assigned to the site. The presence of an SRO plays a critical role in fostering positive relationships between students, staff, and local law enforcement. In addition to supporting campus safety, the SRO contributes to attendance efforts by conducting home visits, making phone calls to families, and building positive relationships with students. This aligns with allowable LREBG uses by increasing student instructional time and expanding services provided to pupils.

Increased Access to Digital Curriculum
To address learning loss, LREBG funds will be used to expand access to digital curriculum platforms. In the post-pandemic learning environment, students utilize two digital learning platforms selected based on individual needs and learning preferences. This differentiated approach supports student success by allowing students to recover credits and progress through coursework at their own pace, increasing access and completion rates.

Increased Access to Mental Health Services
LREBG funds will be used to support student social-emotional needs, including the development of coping and social skills, in both alternative education settings and the broader community.

This use of funds aligns with LREBG allowable expenditures by accelerating progress toward closing achievement gaps, expanding course offerings, and increasing access to instruction for credit-deficient students working toward graduation, grade promotion, postsecondary eligibility, and access to mental health services.

LCAP Goals/Actions/Metric tied to remaining LREBG funds:

Goal 1: Ensure excellent and equitable conditions of learning through family engagement and positive school climate within learning environments in good repair.
Action 1.3 - School site safety training, security upgrades, Raptor monitoring on site, and funding of School Resource Officers with the goal to develop positive relationships with students and families and improve safety of all students.
Metric 1.6 - Local Climate Survey - California Healthy Kids Survey
1.7 - Suspension Rate
3.1 - School Attendance Rate

Goal 2: Ensure pupil outcomes reflect access, equity and achievement leading to a high school diploma and post secondary opportunities.

Improve the performance of identified, low performing students groups:
Action 2.5 - Provide opportunities for credit recovery including appropriate student grade placement, regular counseling support to monitor pacing of course completion and credit needs, ILP, and incentives to increase graduation rates.
Metric 2.6 - Graduation Rate
2.7 - Pass rate/credits earned in core academic courses with 3.0 or better
2.8 - All students have access to and are enrolled in a broad course of study in common core academic content standards

Goal 4: Provide students with evidence based social skills curriculum, provide students and staff additional supports through a Board Certified Behavior Analyst and mental health clinician.
Action: 4.1 - Utilize behavior specialists, mental health clinicians, and UDL with staff at sites to support behavior management and provide trainings/PD for all site staff to reduce referrals/suspensions and maximize student time in class; continue to find alternatives to suspension.
Action: 4.4 - Mental health clinicians to provide students and families mental health services on campus
Metric: 4.1 - Disciplinary/Incident referrals
4.2 - Mental health referrals

Schools within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard, the Goal (G) and and (A) where the LCAP addresses these is identified following goals/actions format next to each indicator:

Stanislaus County Special Education
- Chronic Absenteeism (3.7)

Stanislaus County West Campus (EM school)
- Grad Rate (2.6)

Stanislaus Military Academy at Teel (EM School)
- Suspension Rate (1.7, 4.2)
- CCI (2.3, 2.6, 3.3)

Petersen Alternative Center at John B. Allard (EM School)
- Suspension Rate (1.7, 4.2)
- Grad Rate (2.6)
- ELA (2.1, 2.4, 2.7)
- Math (2.2, 2.4, 2.7)
- CCI (2.3, 2.6, 3.3)

Student groups within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

English Learner Progress Indicator (2.1, 2.2)
- EL

Chronic Absenteeism (3.2, 3.5)
- White
- Hispanic
- SED

Suspension Rate (1.3, 1.7, 2.8)
- EL
- SED
- SWD
- African American
- Hispanic
- White
- Two or More Races

Grad Rate (2.6)
- Homeless
- SED
- Hispanic
- White

ELA (2.1, 2.4, 2.7)
- SED
- Hispanic
- White

Math (2.2, 2.4, 2.7)
- SED
- Hispanic
- White

College and Career (2.3, 2.6, 3.3)
- Homeless
- SED
- Hispanic
- White

Student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2023 Dashboard.

Petersen Alternative Center at John B. Allard

Grad Rate (2.6)
SED
- Hispanic

Math (2.2, 2.4, 2.7)
- SED

CCI (2.3, 2.6, 3.3)
- SED
- Hispanic

Stanislaus County West

Grad Rate (2.6)
- SED

Stanislaus Military Academy at Teel

Suspension Rate (1.7, 2.8)
- SED
- Hispanic

Additional student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2024 Dashboard include:

Student groups added to the Equity Multiplier category will be addressed in Goal 4, Action 4.3, and progress will be measured using Metric 4.1.

Petersen Alternative Center at John B. Allard

Suspension Rate (4.3, 4.1)
- SED

Teel School in Empire (4.3, 4.1)
- White

Schools within SCOE performing in the lowest performance level on one or more state indicators on the 2025 Dashboard, the Goal (G) and and (A) where the LCAP addresses these is identified following goals/actions format next to each indicator:

Stanislaus County Special Education
- Chronic Absenteeism (3.7)

Stanislaus County West Campus (EM school)
- Due to student privacy and the limited number of students qualifying for Dashboard reporting, there are zero indicators on the California Data Dashboard with a Red status.

- However, based on internal data measures, SCOE has identified English, Math, and graduation rate as ongoing areas of need for all students at West Campus.

- Using internal data systems (PARSEC) and the 5x5 Dashboard, SCOE identified that West Campus students showed improvement in both ELA and Math, resulting in an overall Orange status.
- ELA scores increased by 24.16 points, and Math scores increased by 27.45 points.

- Graduation Rate (2.6)
- ELA (2.1, 2.4, 2.7)
- Math (2.2, 2.4, 2.7)

Teel School in Empire (EM School)
- Chronic Absenteeism (3.2)
- Graduation Rate (2.6)
- College/Career (2.3, 2.6, 3.3)

Petersen Alternative Center at John B. Allard (EM School)
- EL Progress (2.2, 2.5)
- Graduation Rate (2.6)
- College/Career (2.3, 2.6, 3.3)

Student groups within SCOE performing in the lowest performance level on one or more state indicators on the 2025 Dashboard

Long-Term English Learners (LTEL)
- ELP (2.2, 2.5)
- Chronic Absenteeism (3.2)
- Graduation Rate (2.6)

Hispanic
- Chronic Absenteeism (3.2)
- Graduation Rate (2.6)
- College/Career (2.3, 2.6, 3.3)

Socioeconomically Disadvantaged (SED)
- Chronic Absenteeism (3.2)
- Graduation Rate (2.6)
- College/Career (2.3, 2.6, 3.3)

- Students with Disabilities (SWD)
- Chronic Absenteeism (3.2)

Student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2025 Dashboard.

PACE at John. B Allard

English Learners (EL)
- ELP (2.2, 2.5)

Hispanic
- Graduation Rate (2.6)
- College/Career (2.3, 2.6, 3.3)

Socioeconomically Disadvantaged (SED)
- Graduation Rate (2.6)
- College/Career (2.3, 2.6, 3.3)

Stanislaus Special Education

English Learners (EL)
- Chronic Absenteeism (3.7)

Hispanic
- Chronic Absenteeism (3.7)

Two or More Races
- Chronic Absenteeism (3.7)

Socioeconomically Disadvantaged
- Chronic Absenteeism (3.7)

Students with Disabilities
- Chronic Absenteeism (3.7)

White
- Chronic Absenteeism (3.7)

Teel School in Empire

Hispanic
- Graduation Rate (2.6)
- Chronic Absenteeism (3.2)
- Suspension Rate (1.7)

Socioeconomically Disadvantaged (SED)
- Graduation Rate (2.6)
- Chronic Absenteeism (3.2)
- College/Career (2.3, 2.6, 3.3)

Stanislaus COE Overall

English Learners (EL)
- Chronic Absenteeism (3.2)

Long-Term English Learners (LTEL)
- Chronic Absenteeism (3.2)
- Graduation Rate (2.6)
- College/Career (2.3, 2.6, 3.3)

Hispanic
- Graduation Rate (2.6)
- College/Career (2.3, 2.6, 3.3)
- Chronic Absenteeism (3.2)

Socioeconomically Disadvantaged (SED)
- Graduation Rate (2.6)
- College/Career (2.3, 2.6, 3.3)
- Chronic Absenteeism (3.2)

Reflections: Technical Assistance

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

Based on the 2024 Dashboard, Stanislaus County Office of Education remains eligible for its second year of Differentiated Assistance (based on 2024 Dashboard criteria) in the following areas:

Student Achievement: ELA/Math (Hispanic, Long Term English Learners, Socioeconomically disadvantaged, White)
(2.1, 2.4, 2.7)

Pupil Engagement: Graduation Rate (Hispanic, Long Term English Learners, Socioeconomically disadvantaged, White)
(2.6)

Pupil Engagement: Chronic Absenteeism (Long Term English Learners, Socioeconomically disadvantaged, White)
(3.2)

School Climate, Suspension Rate (White)
(1.3, 1.7, 2.8)

Outcomes in a Broad Course of Study, College & Career (Socioeconomically disadvantaged, White)
(2.3, 2.6, 3.3)

Stanislaus County Office of Education is collaborating with a consortium of four county offices of education to support continuous improvement efforts aligned to identified student groups and performance indicators. Through a collaborative analysis of data, as well as system strengths and areas for growth, Differentiated Assistance efforts will focus on strengthening high-quality instruction, establishing and refining instructional norms, improving graduation outcomes, increasing student attendance, and enhancing College and Career readiness.

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.

Teel at Empire
Stanislaus County West Campus
PACE at John B Allard School

Support for Identified Schools

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

To address academic achievement gaps across school sites, the Local Educational Agency (LEA) has committed to hiring a second Instructional Coordinator. This position is designed to support improved teaching and learning through data-informed professional development, collaborative instructional planning, and direct coaching for educators. During the 25-26 school year, an Instructional Coordinator proved to be highly effective in supporting new teachers, lesson design, coaching, modeling, leading professional development, and adopting hands-on curriculum.

The Instructional Coordinator will also lead initiatives to strengthen curriculum and instruction, support effective assessment practices, and promote the strategic use of data to inform instructional decision-making. Key areas of focus will include increasing student engagement, implementing trauma-informed instructional strategies, and expanding the use of Universal Design for Learning (UDL) to ensure equitable access to high-quality instruction and improved academic outcomes for all students.

The LEA will establish designated time and opportunity to meet with school leadership, staff and stakeholder to:

- Examine areas of growth and needs
- Identify root causes using Improvement Science tools and identify contributing factors related to strengths and weaknesses
- Examine existing data and identify data needed
- Identify existing resources and capital
- Research internal and external partners to provide support and resources
- Set goals, benchmarks, a schedule for data reports and analysis, a timeline, and communication protocol for stakeholder involvement
- Create, prioritize, and implement the school's CSI plan ensuring alignment with the LCAP

- Collaborate and support school programs in their development of their SPSA, including areas such as the role of stakeholders, identifying resource inequities, goals settings and expenditures

Monitoring and Evaluating Effectiveness

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

In partnership with each school, each School Site Council and the COE, the LEA will:

- Create benchmarks to measure progress with school staff using ongoing data collection and analysis
- Schedule on going meetings to determine if benchmarks accurately reflect progress
- Evaluate data to measure statistically significant effects of each intervention
- Use deeper inquiry of a single area of need in terms of resource and equity
- Identify and address barriers
- Adjust the plan and timeline as needed, and communicate with stakeholders
- Hold focus groups, utilize surveys, and bring stakeholders together to ensure collaboration
- Review process to maintain alignment with strategic goals

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
SCOE Educational Partners include: County Administration Instructional Support Division administration Classified and Certificated staff (representing CSEA and SACP bargaining unit members) Students Parents Probation CTE Administration and staff DA Consortium partner COE's SELPA	School Site council/LCAP advisory committees 2 x monthly Administration meetings - SCOE, site and CTE administration Monthly LEA/Probation meetings Quarterly DA meeting with assigned support administrator Quarterly DA consortium meetings with partner COE programs Site staff meetings (monthly) Monthly Division Staff Meetings Staff, Parent, Student Surveys

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

In July 2023 the Stanislaus County Office of Education, Educational Options division merged two of their established school sites, John B Allard and SMA at Teel into one school, Teel at Empire. The PACE site was physically moved and renamed PACE at John B. Allard. All future data, goals, actions and metric will reflect three separate Ed Options schools, PACE at JBA, Teel at Empire and West Campus. SCOE administration, site staff, parent and students, including the CSEA and SACP membership, used the 2023 Dashboard data and local data in consultation with all the educational partners to identify needs and areas of focus to create the goals, metrics and actions included in this LCAP.

The Stanislaus County Office of Education, Educational Options Division, Alternative Education program consulted with educational partners including, Assistant Superintendent Educational Options, Director III SCOE Special Education division, Probation staff, both SCOE Bargaining units, SACP and CSEA; the SELPA, School site principals, School site council members who also serve as the LCAP Parent Advisory committee, the District ELAC, Division leadership, SCOE CTE Director, and SCOE Director of Digital technology, teachers,

classified staff, students and parents.

Division Leadership met monthly from August 2023 through May 2024, this included the Assistant Superintendent, Ed Options and Special Education Administration and Site Principals met monthly to review data related to the LCAP goals, actions and discuss progress.

Administrators and teachers met monthly in site meetings to review data and progress related to the goals and development of the actions.

Each School Site Council met 6-8 times during the school year. The SSC is comprised of the principal, certificated and classified staff, parents, students and designated ELAC representatives.
The site ELAC's convened in early September and voted to be part of the School Site Council. Each SSC also elected to serve as the LCAP Advisory for that school site. SSC Meetings were held at each school to encourage input and feedback from all educational partners on the LCAP annual update and the review and development of goals, actions, and services. A review of the 2023 Dashboard, the Local Control Funding Formula (LCFF) and Local Control and
Accountability Plan (LCAP) goals and actions was presented at the meetings. In addition to providing feedback on individual goals, actions, and services, educational partners were also provided information on budget allowances and guidelines. The partners were encouraged to provide written recommendations to inform the 2024-2027 LCAP. The SSC at both PACE and TEEL prioritized areas of concern/focus via consensus, as school safety, student mental health, attendance and student graduation rates. The new 2024-27 LCAP goals address these concerns.

The DELAC convened in January to review the LCAP goals and provide input to encourage input and feedback on the LCAP. A review of the Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) goals and actions was presented at the meeting. In addition to providing feedback on individual goals, actions, and services, stakeholders were encouraged to provide written recommendations to inform the LCAP.

All Ed Options Staff meets twice a month, from August through May, once a month as site teams and once a month with all sites combined. Classified staff was included in site meetings to provide input and feedback on the Annual Update and review/develop new goals, actions, and services.

A review of the Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) goals and actions was presented at the April 2024 PD meeting. In addition to providing feedback on individual goals, actions, and services, educational partners were encouraged to provide written recommendations to inform the LCAP.

EQUITY MULTIPLER SCHOOLS

West Campus, Teel School at Empire and Petersen Alternative Center for Education, the sites that generated Equity Multiplier funds, consulted with SSC, parents, students, classified and certificated staff, and the LCAP advisory committee, to discuss the specific student groups identified by school site needs and provide input in the development of the LCAP goals. The educational partners at Teel in Empire used 2023 Dashboard data reported for both JBA and SMA at Teel. PACE SSC reviewed both the West Campus and PACE Dashboard

reports.

The Equity Multiplier Goal (#4) was created based upon the feedback from educational partner engagement/feedback, budgetary guidance and administrative input for three sites. Goal #4 reflects the priority educational partners at each site placed on providing students support through UDL, Mental Health clinicians and Board-Certified Behavior Analysts (BCBA) to impact and improve school climate as measures by attendance and discipline data. The non-stability rate for these sites is JBA 85%, SMA 84%, PACE 82% and West 97%. Our student population in general is highly transient and while, not each student group was identified as low performing on the Dashboard due to low numbers, the vast majority of the students we serve benefit from the support that the EM Goal, #4 provides.

Student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2023 Dashboard.

John B Allard

Chronic Absenteeism (3.2, 3.5)
- SED
- Hispanic

Suspension Rate (1.7, 2.8)
- White

Grad Rate (2.6)
- SED

ELA (2.1, 2.4, 2.7)
- SED
- Hispanic

Math (2.2, 2.4, 2.7)
- SED
- Hispanic

CCI (2.3, 2.6, 3.3)
- SED

Petersen Alternative Center

Grad Rate (2.6)
- SED
- Hispanic

Math (2.2, 2.4, 2.7)
- SED

CCI (2.3, 2.6, 3.3)
- SED
- Hispanic

Stanislaus County West

Grad Rate (2.6)
- SED

Stanislaus Military Academy at Teel

Suspension Rate (1.7, 2.8)
- SED
- Hispanic

Through regular and ongoing conversations and collaboration with CSI/DA consultants our program/site needs are annually re-evaluated, and the training and resources shared are tailored to provide targeted and specific supports. Data is constantly analyzed to support training and assess needs. A new Dashboard, Unified Insights or Stan Stats has been developed to provide the program with real time data that allows us to measure a variety of data points that reflect the current student enrollment.

SCOE and Ed Options Leadership feedback overwhelmingly (100%) agreed the program consolidate LCAP goals for the new cycle to provide greater focus. Our student population/enrollment, mobility rate, and real time data available reporting attendance and discipline supports this.

Educational partners were consistent in supporting the new goals and actions established. Consensus among educational partners is that the newly developed goals and actions address identified areas of need and provide appropriate support to all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure excellent and equitable conditions of learning through family engagement and positive school climate within learning environments in good repair.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to focus on Conditions and Climate because in order for students to be successful academically, they also need a positive school climate, to feel safe and secure, and they need social-emotional support. Sites need to partner with parents and families to ensure high levels of engagement and effective partnerships in support of all students.

In addition this goal addresses components of the areas identified by the 2023 California Dashboard:

Schools within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard, the Goal (G) and and (A) where the LCAP addresses these is identified following G.A format next to each indicator:

Stanislaus Military Academy at Teel (EM School)
- Suspension Rate (1.7, 1.8)

Petersen Alternative Center (EM School)
- Suspension Rate (1.7, 2.8)

Student groups within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Suspension Rate (1.7, 2.8)
- EL
- SED
- SWD

- African American
- Hispanic
- White
- Two or More Races

Student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2023 Dashboard.

John B Allard
Suspension Rate (1.7, 2.8)
- White

Stanislaus Special Education
Suspension Rate (1.7, 2.8)
- White

Stanislaus Military Academy at Teel
Suspension Rate (1.7, 2.8)
- SED
- Hispanic

While principally directed to support the above identified low performing student groups, the goal and actions are also provided on a LEA basis to support all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Number/percentage of teacher mis-assignments Number/percentage of teacher mis-assignments fo teachers of English learners (1)	2023-24 Results - HR reporting 0/0% 0/0%	24-25 Reporting 0/0% 0/0%	25-26 Reporting 0/0% 0/0%	0/0% 0/0%	25-26 Reporting 0/0% 0/0%
1.2	Number/percentage of students without access to their own copies of standards-aligned	2023-24 Results - Site reporting 0/0%	0/0%	0/0%	0/0%	0% - all students have access to their own standards-aligned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional materials for use at school and at home (1)					instructional materials for use at school and home.
1.3	Number of identified instances where facilities do not meet the "good repair" standard (1)	2023-24 FIT reports Teel - 0 PACE - 0	Teel - 0 PACE - 0 Both Teel and PACE met a minimum of the "good" standard for the 24-25 FIT inspections.	Teel - 0 PACE - 0 Both Teel and PACE met a minimum of the "good" standard for the 25-26 FIT inspections. Teel Overall = 97.92% PACE Overall = 93.42%	Teel - 0 Pace - 0	0 - both sites continue to meet the minimum of "good" standard.
1.4	Parent and Family Participation (3)	Opportunities for and parent participation in school/program sponsored events and meetings- 2023-24 = 8	PACE - 14 - TEEL - 12 = 26 Total	PACE - 17 - TEEL - 19 = 36 Total	Increase opportunties for and parent participation in school/program sponsored events and meetings to 12-15	Increase of 28 parent events
1.5	Parent and Family Engagement (3)	Local indicator Self Reflection Tool 2022-23 results (Local Indicator Self- Reflection tool): #1 Developing Capacity of Staff: Full Implementation #2 Creating Welcoming Environments for All: Initial Implementation	Local indicator Self Reflection Tool 2023-24 results (Local Indicator Self- Reflection tool): #1 Developing Capacity of Staff: Full Implementation	Local indicator Self Reflection Tool 2023-24 results (Local Indicator Self- Reflection tool): #1 Developing Capacity of Staff: Full Implementation	Maintain FULL Implementation rating on areas 1-12 of Local Indicator Self reflection tool	#1 Developing Capacity of Staff: Maintained #2 Creating Welcoming Environments for All: Maintained #3 Supporting Staff to Learn

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		#3 Supporting Staff to Learn about Families: Full Implementation #4 Multiple Opportunities for 2-way Communication: Full Implementation #5 Professional learning to improve partnership with families: Full Implementation #6 Providing family with resources to support student learning: Full Implementation #7: Implementing policies for teachers to meet with students and families about academic progress: Full Implementation #8: Supporting families in advocating for their students: Full Implementation #9: Supporting principals and staff in engaging families: Full Implementation #10: Supporting families in engaging in advisory groups: Full Implementation #11: Providing families with opportunities to provide input and	#2 Creating Welcoming Environments for All: Initial Implementation #3 Supporting Staff to Learn about Families: Full Implementation #4 Multiple Opportunities for 2-way Communication: Full Implementation #5 Professional learning to improve partnership with families: Full Implementation #6 Providing family with resources to support student learning: Full Implementation #7: Implementing policies for teachers to meet with students and families about academic progress: Full Implementation #8: Supporting families in	#2 Creating Welcoming Environments for All: Initial Implementation #3 Supporting Staff to Learn about Families: Full Implementation #4 Multiple Opportunities for 2-way Communication: Full Implementation #5 Professional learning to improve partnership with families: Full Implementation #6 Providing family with resources to support student learning: Full Implementation #7: Implementing policies for teachers to meet with students and families about academic progress: Full Implementation #8: Supporting families in		about Families: Maintained #4 Multiple Opportunities for 2-way Communication: Maintained #5 Professional learning to improve partnership with families: Maintained #6 Providing family with resources to support student learning: Maintained #7: Implementing policies for teachers to meet with students and families about academic progress: Maintained #8: Supporting families in advocating for their students: Maintained #9: Supporting principals and staff in engaging families: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		engaging underrepresented families: Full Implementation #12: Providing opportunities for all stakeholders to improve the engagement of underrepresented families: Full Implementation	advocating for their students: Full Implementation #9: Supporting principals and staff in engaging families: Full Implementation #10: Supporting families in engaging in advisory groups: Full Implementation #11: Providing families with opportunities to provide input and engaging underrepresented families: Full Implementation #12: Providing opportunities for all stakeholders to improve the engagement of underrepresented families: Full Implementation	advocating for their students: Full Implementation #9: Supporting principals and staff in engaging families: Full Implementation #10: Supporting families in engaging in advisory groups: Full Implementation #11: Providing families with opportunities to provide input and engaging underrepresented families: Full Implementation #12: Providing opportunities for all stakeholders to improve the engagement of underrepresented families: Full Implementation		#10: Supporting families in engaging in advisory groups: Maintained #11: Providing families with opportunities to provide input and engaging underrepresented families: Maintained #12: Providing opportunities for all stakeholders to improve the engagement of underrepresented families: Maintained
1.6	Local Climate Survey (6) (LREBG METRIC)	CHKS data - Spring 2023 results: Connectedness - 45% of the students report feeling connected to the school	CHKS Data - Spring 2025 results: Connectedness - 59% of the	Connectedness rating improved to 59% (+14%) 35% noted neutral	Connectedness rating increase to 75%	Feeling connected to the school = 14% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Safety - 58% students report feeling safe or very safe at school	students report feeling connected to the school Safety - 77% of students report feeling safe or very safe at school.	Safety rating increased to 77% (+19%) 22% noted neutral	Safety rating - 75% reporting safe or very safe	Feeling safe or very safe at school = 19% increase
1.7	Suspension Rate (6) (LREBG METRIC)	Stan Stats/Data Quest/Dashboard Ca Dashboard (Fall 2023) reports that 8% of the students were suspended at least one day, reflecting an increase of 4% 2023-24 Stan Stats (local data) - 9% suspension rate Stanislaus Special Education Suspension Rate by Student Group White - 5.1% SCOE suspension rate by student group: EL - 8.5% SED - 7.2% SWD - 12%	CA Dashboard (Fall 2024) reports that 5.8% of students were suspended at least one day, reflecting a 2.2% decrease 24-25 Stan Stats (Local Data) - Year to Date - 4.96% Stanislaus Special Education Suspension Rate by Student Group White - 5.1% (maintained) SCOE suspension rate by student group: EL - 5.3% SED - 6.1% SWD - 9.2%	CA Dashboard (Fall 2025) reports that 3.1% of students were suspended at least one day, reflecting a 2.8% decrease 25-26 PARSEC (Local Data) - 1.9% Stanislaus Special Education Suspension Rate by Student Group White - 2.8% SCOE suspension rate by student group: EL = 3% SED = 2.8% SWD = 5.1%	Suspension rate under 5%	CA Dashboard (Fall 2025) reports that of students were suspended at least one day, reflecting a decrease 25 -26 PARSEC (Local Data) - decrease of 7.2% Stanislaus Special Education Suspension Rate by Student Group White - decrease of 2.3% SCOE suspension rate by student group: EL = decrease 5.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American - 11.3% Hispanic - 6.9% White - 7.4% Two or More Races: 9.5% Suspension Rate by School - Student Group PACE at John B Allard Hispanic - 5.3% White - 11.8% Stanislaus Military at Teel White - 6.4% Hispanic - 22.2% SED - 20.5%	African American - 1.7% Hispanic - 5% White - 8.5% Two or More Races: 8% Suspension Rate By School - Student Group PACE at John B Allard Hispanic - 9.9% White - 4.5% Stanislaus Military at Teel White - 14.3% Hispanic - 3.9% SED - 8.6%	African American = 0% Hispanic = 3.3% White = 2.8% Two or More Races: = 0% Suspension Rate By School - Student Group PACE at John B Allard Hispanic = 2.8% White = 2.3% Stanislaus Military at Teel White = 6% Hispanic = 7.4% SED = 6.9%		SED = decrease 4.4% SWD = decrease 6.9% African American = decrease 11.3% Hispanic = decrease 3.6% White = decrease 4.6% Two or More Races: = decrease 9.5% Suspension Rate By School - Student Group PACE at John B Allard Hispanic = decrease 2.5% White = decrease 9.5% Stanislaus Military at Teel White = decrease 0.4% Hispanic = decrease 14.8% SED = decrease 13.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Expulsion Rate (6)	Stan Stats/Data Quest/Dashboard 0 expulsions	Stan Stats/Data Quest/Dashboard 0 expulsions	0 Expulsions	0 expulsions	maintained - 0 expulsions

Goal Analysis [2025-26]

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

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

Successful Implementation

1.1 - Social-emotional learning (SEL) services have been implemented with fidelity across all school sites. Each site has access to a dedicated Mental Health Counselor, a Board-Certified Behavior Analyst (BCBA), and a Student Support Advocate. These staff members work collaboratively with students and families to address both academic and social-emotional needs. Their coordinated efforts play a critical role in supporting daily student attendance, increasing engagement, and fostering a more positive, inclusive, and supportive school climate. This is evidenced by the overall decrease in suspension rate, as noted above.

1.2 - Site specific PBIS programs have been successful, with each site having clear behavior expectations and a reinforcement system to reward the desired behaviors. Principals have budgeted out reinforcements, had ongoing PD around behavior management, and students provided input on behavior and classroom expectations. Sites will continue to focus on strong level-I PBIS supports. The success of the PBIS programs is evidenced by the suspension rates above and the overall decrease across sites/programs.

1.3 - School Resource Officers (SROs) have played a vital role in maintaining a safe and welcoming campus environment, with their positive relationships with students and staff fostering a sense of trust and security throughout the school community. The SROs have not only supported safety but also worked to build strong connections, contributing to a supportive and respectful school climate. Additionally, the Raptor visitor management system has been effectively utilized across all school sites to monitor individuals entering campus, providing an added layer of security by ensuring that all visitors are properly screened, which further supports efforts to maintain a secure and safe school environment. (LREBG ACTION) Finally, the addition of a web-based safety system, ACTVNET, has prepared staff to respond to a crisis on campus through a collaborative and comprehensive system with law enforcement.

1.4 - Increasing parent and student engagement has been a key focus this year. School sites have expanded opportunities for students and families to connect with their school communities through enhanced school-to-home communication, an increase in on-site events, orientation sessions, and multiple opportunities for parents to engage and participate on campus. These efforts have aimed to strengthen partnerships between schools and families, fostering a more connected and supportive educational environment. A major addition during the 25/26 school year was offering door-to-door transportation for all students participating in our community school sites. This has been widely

successful, with more than 60% of on-campus students utilizing the service both before and after school. More opportunities have been provided to allow parents to engage with their school sites, reflecting a growth of 10 opportunities in 25/26 over 24/25 and an increase of 28 opportunities compared to the baseline.

1.5 - UDL-focused professional development, classroom support, and site-based coaching have proven to be highly effective across school sites. Principals have reported increased student engagement, greater opportunities for student choice in learning, and improved responsiveness to diverse learning needs. Additionally, students are providing positive feedback to site staff, reflecting the impact of inclusive instructional practices on their overall learning experience. The division is adopting both a new math and ELA curriculum that has been successful in increasing hands-on opportunities for students and engagement in class. This action is critical to the success of students in the classroom.

Implementation Challenges: NA

Modified Implementation: NA

Non-Implemented Actions: NA

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.

Expenditure Differences

1.1 – Expenditures for expanding counseling, mental health, and mentoring services were higher than anticipated, mental health clinicians and BCBAs were hired to support this action.

1.2 – Actual costs for positive reinforcement initiatives were lower than projected.

1.3 -There was no significant difference between estimated and actual expenditures.

1.4 – The actual reported cost for parent/family engagement was lower than anticipated as faculty and programs implemented to support parent engagement were tied to different goals and actions.

1.5 – There was no significant difference between estimated and actual expenditures.

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

Successful Implementation

1.1 - SEL and student support has been effective due to the ability for de-escalation on campus and supporting student need. The suspension rate for the sites combined also decreased from 3.1% (2025 dashboard) to 1.9%

1.2 - The district has strengthened PBIS implementation across all sites by addressing earlier inconsistencies and establishing clear, aligned processes. This focused effort has led to a more cohesive and sustainable rollout. Evidence-based practices are now implemented with greater fidelity, including consistent Universal Design for Learning (UDL) coaching and the use of an evidence-based social skills curriculum. Teachers also receive targeted coaching to strengthen Tier 1 supports, resulting in improved instruction and more consistent academic and social-emotional support for students.

1.3 - The presence of School Resource Officers (SROs) has proven highly effective in promoting a safe and welcoming campus environment. Their ability to build strong, positive relationships with students and staff has fostered a culture of trust, which directly contributes to overall school safety. Additionally, the Raptor visitor management system has been implemented with consistent success, providing reliable oversight of all campus visitors and significantly enhancing the school's ability to monitor and manage access. Together, these measures have effectively strengthened the school's security infrastructure and contributed to a positive school climate. (LREBG ACTION)

1.4 - The implementation rate increased significantly from 8 events at baseline to 36 in 25/26, reflecting a 450% increase between sites.

1.5 - The focus is shifting toward providing more direct support within classrooms, with an intentional increase in the time dedicated to coaching. This approach aims to enhance instructional practices and ensure that teachers receive ongoing, hands-on guidance to effectively address both academic and social-emotional needs. Dashboard data shows growth in ELA and Math for all subgroups. A second coach has been hired as it has been highly effective for teachers and students.

Implementation Challenges: NA

Modified Implementation: NA

Non-Implemented Actions: NA

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.

NA - actions align to the goals and implementation has shown to be effective.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Social Emotional Learning Services	Provide students access to on site counseling, mental health, and mentoring services and support. Provide Student Support Advocates, Mental Health Clinicians and Board Certified Behavior Analysts at each school site to support students and families to improve school climate, attendance, suspensions, and academic outcomes. (LREBG ACTION ITEM - of the total funds, $49,783 is budgeted using LREBG funds to support mental health services)	$112,101.00	Yes
1.2	Multi-tiered Systems of Support (MTSS)	Continued support and maintenance of established PBIS practices, procedures and evidence based support, Respectful Ways, and strategies, including UDL.	$97,086.00	Yes
1.3	School Safety	School site safety training, security upgrades, Raptor monitoring on site, and funding of School Resource Officers with the goal to develop positive relationships with students and families and improve safety of all students. (LREBG ACTION ITEM - of the total budget, $121,154 is budgeted with LREBG funds to support this action)	$473,897.00	Yes
1.4	Parent/Family Engagement	Increase school to home communications. Increase opportunities for parent and family participation in school events, including Back to School NIghts, student recognition luncheons, SSC/LCAP advisory, ELAC, DELAC, Orientations, Class Dojo	$81,158.00	Yes
1.5	Universal Design for Learning (UDL)	UDL professional development, classroom support, and site coaching	$92,744.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure pupil outcomes reflect access, equity and achievement leading to a high school diploma and post secondary opportunities. Improve the performance of identified, low performing students groups:	Broad Goal

State Priorities addressed by this goal.

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)

An explanation of why the LEA has developed this goal.

The purpose of this goal is to ensure that all students, including those identified as consistently low performing, are provided full access to high quality educational opportunities. This goal also serves to support all teachers in ongoing curriculum training, the adoption of materials aligned with the standards and evidence-based supports and services that are aligned with CCSS to provide all students, including English Learners, Foster Youth, low-income, and students with disabilities (SWD), access to rigorous and a-g approved curriculum.

Schools within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard, the Goal (G) and and (A) where the LCAP addresses these is identified following G.A format next to each indicator:

John B Allard
- Grad Rate (2.6)
- ELA (2.1, 2.4, 2.7)
- Math (2.2, 2.4, 2.7)
- CCI (2.3, 2.6, 3.3)

Stanislaus County Special Education
- Chronic Absenteeism (3.2, 3.7, 3.6)

Stanislaus County West Campus (EM school)
- Grad Rate (2.6)

Stanislaus Military Academy at Teel (EM School)
- Suspension Rate (1.7, 4.2)
- CCI (2.3, 3.3)

Petersen Alternative Center (EM School)
- Suspension Rate (1.7, 2.8, 4.1)
- Grad Rate (2.6)
- ELA (2.1, 2.4, 2.7)
- Math (2.2, 2.4, 2.7)
- CCI (2.3, 2.6, 3.3)

Student groups within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

English Learner Progress Indicator (2.1, 2.2, 2.5, 4.2)
- EL

Chronic Absenteeism (Sped 2.9, 3.7; Alted 3.2, 3.5)
- White
- Hispanic
- SED

Suspension Rate (1.7, 1.3, 2.8)
- EL
- SED
- SWD
- African American
- Hispanic
- White
- Two or More Races

Grad Rate (2.6)
- Homeless
- SED
- Hispanic
- White

ELA (2.1, 2.4, 2.7)
- SED
- Hispanic
- White

Math (2.2, 2.4, 2.7)
- SED
- Hispanic
- White

College and Career (2.6, 3.3)
- Homeless
- SED
- Hispanic
- White

Student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2023 Dashboard.

John B Allard
Suspension Rate (1.7, 2.8)
- White

Grad Rate (2.6)
- SED

ELA (2.1, 2.4, 2.7)
- SED Hispanic

Math (2.2, 2.4, 2.7)
- SED
- Hispanic

CCI (2.3, 2.6, 3.3)
- SED

Petersen Alternative Center
Grad Rate (2.6)
- SED
- Hispanic

Math (2.2, 2.4, 2.7)
- SED

CCI (2.3, 2.6, 3.3)
- SED
- Hispanic

Stanislaus Special Education

Chronic Absenteeism (3.2, 3.6)
- SED
- SWD
- Hispanic
- White

Suspension Rate (1.7, 2.8)
- White

Stanislaus County West
Grad Rate (2.6)
- SED

Stanislaus Military Academy at Teel
Suspension Rate (1.7, 2.8)
- SED
- Hispanic

While principally directed to support the low performing student groups identified above, the goal and actions are also provided on an LEA basis to support all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA Dashboard - average distance from standard (4)	Dashboard: ELA - 259.6 Points below standard SCOE - EL Progress Indicator - 11.6% making progress SCOE - EL ELA CAASPP: 259.6 below standard SCOE - ELA CAASPP Student Groups SED - 259.7 - Points Below Standard Hispanic - 259.7 - Points Below Standard White - 232.7 - Points Below Standard	Dashboard: ELA - 284.8 Points below standard (-25.2) SCOE - EL Progress Indicator - 11.6% making progress SCOE - EL ELA CAASPP: 295.9 below standard SCOE - ELA CAASPP Student Groups SED - 283.3 - Points Below Standard Hispanic - 294.3 - Points Below Standard White - 264.2 - Points Below Standard	Dashboard: ELA - 258.1 Below Standard (+26.7 points) SCOE - EL Progress Indicator - 25.3% Making Progress (+7%) SCOE - EL ELA CAASPP: 275.1 Points Below Standard (+20.9%) SCOE - ELA CAASPP Student Groups SED - 260.2 Points Below Standard (+23.1 Points) Hispanic - 259.3 Points Below Standard (+35.1 Points) White - 232.9 Points Below Standard (+31.3 Points)	Dashboard: ELA - 30 points below standard	Dashboard: ELA = +1.5 SCOE - EL Progress Indicator - +13.7% SCOE - EL ELA CAASPP: = - 15.5 SCOE - ELA CAASPP Student Groups SED = - - 0.5 points Hispanic = - + 0.4 points White = + 0.2 points
2.2	Math Dashboard - average distance from average (4)	Dashboard: SCOE Math 299 points below standard SCOE EL Math CAASPP: 299.1 below standard	Dashboard: SCOE Math 311 points below standard	Dashboard: SCOE Math 291.4 Points Below Standard SCOE EL Math CAASPP: 299.9	Dashboard Math less than 100 points below standard	Dashboard: SCOE Math increase by 7.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SCOE - Math CAASPP Student Groups SED - 259.7 - Points Below Standard Hispanic - 259.7 - Points Below Standard White - 232.7 - Points Below Standard Student Groups by School Peterson Alternative Center at John B. Allard SED - 333.6 Points Below Standard	SCOE EL Math CAASPP: 318 below standard SCOE - Math CAASPP Student Groups SED - 312.9 - Points Below Standard Hispanic - 302.5 - Points Below Standard White - 299.7 - Points Below Standard Student Groups by School Peterson Alternative Center at John B. Allard SED - 320.9 Points Below Standard	Points below Standard SCOE - Math CAASPP Student Groups (+18.1) SED - 295.4 Points Below Standard (+ 17.5) Hispanic - 294.4 Points Below Standard (+26.1) White - 268.2 Points Below Standard (+31.5) Student Groups by School Peterson Alternative Center at John B. Allard SED - 306.1 Points Below Standard (+14.7) EL - 323.8 Points Below Standard (-0.4)		SCOE EL Math CAASPP: = decreased by .8 SCOE - Math CAASPP Student Groups SED = decreased by 35.7 points Hispanic = decreased by 34.7 points White = - decreased by 35.5 points Student Groups by School Peterson Alternative Center at John B. Allard SED = increased by 27.5 points
2.3	College/Career readiness (4)	Dashboard - 0% prepared SCOE College and Career Readiness by Student Group Homeless - Very Low SED - Very Low	Dashboard - 1.5% prepared SCOE College and Career Readiness by Student Group Homeless - 5.9% SED - 1.6%	Dashboard - Prepared - 0.9% Teel - 2.3% PACE - 0%	Dashboard 10% prepared	During the 2022–23 reporting period, the California School Dashboard presented the College/Career Indicator (CCI)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic - Very Low White - Very Low Peterson Alternative Center at John B. Allard SED - Very Low Hispanic - Very Low	Hispanic - 2.2% White - 0% Peterson Alternative Center at John B. Allard SED - 2.3% Hispanic - 2.9%	SCOE College and Career Readiness by Student Group Homeless - 0% SED - 0.9% Hispanic - 1.3% White - 0% Peterson Alternative Center at John B. Allard SED - 0% Hispanic - 0% Teel SED: 2.5%		using a stair-step graphic format, which did not include the traditional color-coded performance levels. In contrast, the 2023–24, and 2024-25 Dashboard reinstated the color-coded metrics and accompanying percentage data for each student group. The initial baseline report for the CCI reflects a performance level of “Very Low,” with 0% of students identified as "Prepared" across all reported student groups. This indicates a significant area of need and will serve as the starting point for measuring future growth in college

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						and career readiness. To measure difference from baseline, SCOE is using the Year 1 outcomes in contrast to Year 2 outcomes because they use the same metric. SCOE College and Career Readiness by Student Group Homeless = decrease 5.9% SED = decrease 0.7% Hispanic = decrease 0.9% White = maintained - 0% Peterson Alternative Center at John B. Allard SED = decrease 2.3% Hispanic = decrease 2.9%
2.4	CTE Participation (4)	Local data/Aeries - CTE class enrollment: Culinary Arts - 20 Small Engine - 15 Constr Tech 1 - 32	Local data/Aeries - CTE class enrollment: Culinary Arts - 44 Small Engine - 23	Local data/Aeries - CTE class enrollment: Culinary Arts - 27 Small Engine - 14	Local data/Aeries - CTE class enrollment: Culinary Arts - 50 Small Engine - 30	Local data/Aeries - CTE class enrollment: Culinary Arts - + 7 Small Engine - -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Constr Tech 2 - 4 Welding 1 - 18 Welding 2 - 2 Digital Arts Media - 72 CIC participation - 80 Paxton Patterson Lab participation - 40 CTE certifications- 62 Serve Safe Food Handler	Constr Tech 1 - 56 Constr Tech 2 - 0 Welding 1 - 41 Welding 2 - 0 Digital Arts Media - 65 CIC participation - 65 Paxton Patterson Lab participation - 99 CTE certifications- Serve Safe Food Handler - 85	Constr Tech 1 - 21 Constr Tech 2 - 3 Welding 1 - 3 Welding 2 - 0 Digital Arts Media - 96 CIC participation - 63 Paxton Patterson Lab participation - 96 CTE certifications- Serve Safe Food Handler -39	Constr Tech 1 - 75 Constr Tech 2 -10 Welding 1 - 30 Welding 2 - 10 Digital Arts Media - 200 CIC participation - 150 Paxton Patterson Lab participation - 300 CTE certifications100 Serve Safe Food Handler	Constr Tech 1 = -11 Constr Tech 2 = -1 Welding 1 = - 15 Welding 2 = - 2 Digital Arts Media = + 24 CIC participation = -17 Paxton Patterson Lab participation + 56 CTE certifications = -23
2.5	English Learner Reclassification (4)	Data Quest - R-FEP 2022-23 EL = 61 R-FEP = 51 Ever EL - 112	Data Quest - R-FEP 2023-2024 EL = 78 R-FEP = 41 Ever EL - 119	Data Quest - R-FEP 2024 - 2025 EL - 82 R-FEP - 31 Ever EL - 113	Data Quest - R-FEP 2025 EL = 75 R-FEP = 25 Ever EL - 75	Data Quest - R-FEP EL = + 21 R-FEP = + 20 Ever EL - +1
2.6	Graduation Rate (8) (LREBG METRIC)	Dashboard Grad rate - 33.5% I year grad rate (DASS) 44.6% SCOE Student Group Grade Rate: Homeless - 41.2% SED - 32% Hispanic - 34.3%	Cohort/Data Quest Rate - 40.3% DASS I Year Rate: 46.2% SCOE Student Group Grade Rate: Homeless - 33.3% SED - 46.3% Hispanic - 50,5% White - 34.3%	Cohort/Data Quest Rate - 43.2% DASS I Year Rate: 50% PACE = 52.3% Teel = 51.2% SCOE Student Group Grade Rate: 43.2% Homeless - 50%	Dashboard grad rate - 40% I year grad rate(DASS) - 50 %	Cohort/Data Quest Rate - increase 9.7% DASS I Year Rate: increase 5.4% SCOE Student Group Grade Rate: Homeless = increase 8.8% SED = increase 12.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White - 34.4% Site Specific Student Groups Stanislaus County West Campus - 14.3% Peterson Alternative Center at John B. Allard SED - 11.4% Hispanic - 12.5%	Site Specific Student Groups Stanislaus County West Campus - 46.4% Peterson Alternative Center at John B. Allard SED - 43.1% Hispanic - 43.6%	SED - 44.2% Hispanic - 41.8% White - 48% LTEL: 40% Site Specific Student Groups Stanislaus County West Campus - 22.2% Peterson Alternative Center at John B. Allard SED - 51.2% Hispanic - 47.1% Teel: SED: 55% Hispanic: 51.7%		Hispanic = increase 7.5% White = increase 13.6% Site Specific Student Groups Stanislaus County West Campus - increase 7.9% Peterson Alternative Center at John B. Allard SED = increase 39.8% Hispanic = increase 34.6%
2.7	Pass rate/credits earned in core academic courses with 3.0 or better (8) (2) ((LREBG METRIC)	Stan Stats - Pass rate in Core Subjects with 3.0 or better ELA - 73% Math - 70% Science - 73% Social Science - 79%	Stan Stats - Pass rate in Core Subjects with 3.0 or better ELA - 75.31 (+2.31%) Math - 72.40% (+2.40) Science - 71.69% (-1.31) Social Science - 79.63% (+.63%)	Pass rate in Core Subjects with 3.0 or better ELA - 73% Math - 74% Science - 81% Social Science - 86%	Pass rate in Core Subjects with 3.0 or better ELA - 80% Math - 75% Science - 80% Social Science - 85%	Pass rate in Core Subjects with 3.0 or better ELA = maintained Math = +4% Science = +8% Social Science = +7%
2.8	All students have access to and are enrolled in a broad course of study in common core academic	100% of students are enrolled in coursework through Edmentum or Subject.com	100% of students are enrolled in coursework	100% of students are enrolled in coursework	100% of students are enrolled in coursework	Maintained - 100% of students are enrolled in coursework

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	content standards (2) (7) (LREBG METRIC)		through Edmentum or Subject.com	through Edmentum or Subject.com	through Edmentum or Subject.com	through Edmentum or Subject.com

Goal Analysis [2025-26]

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

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

Successful Implementation

2.1 - All students are provided with their own Chromebook, supplies, technology, and curriculum, ensuring equitable access to the tools and resources necessary for academic success.

2.2 - Additional support is provided to English Learner (EL) students to ensure that their curriculum is appropriately differentiated, and they have equal access to instruction and supports as all learners. EL tutors are actively engaged in all classrooms, delivering individualized support in both one-on-one and small group settings. Teachers have received training on instructional strategies to support EL students and scaffold curriculum and instruction to meet students' needs.

2.3 - The implementation is fully realized. All students have access to the same supplemental instructional materials and core instructional materials, as well as Career and Technical Education (CTE) classes, Paxton Patterson Labs, and Career Exploration opportunities. Additional curriculum has been adopted, Math Nation, and ERWC, to support hands-on student engagement.

2.4 - Professional development (PD) opportunities for staff at the beginning of the year focused on self-care, relationship-building, and understanding the rationale behind educational practices. PD sessions also covered curriculum platforms, social-emotional art lessons, Ethnic Studies collaboration and Artificial Intelligence. Ongoing PD has included Universal Design for Learning (UDL) strategies, updates to attendance policies, Positive Behavioral Interventions and Supports (PBIS), and continuing professional development from mental health clinicians and Board-Certified Behavior Analysts (BCBAs) on best practices, site data analysis, and human trafficking awareness. Additional PD included engagement strategies for newly adopted curriculum and individual PD opportunities for teachers with an instructional coach.

2.5 - All students are provided with the opportunity to recover credits through a designated credit recovery period within their daily schedule. Students meet regularly with their academic counselors for grade and credit checks. The Subject.com curriculum offers an additional credit recovery opportunity. (LREBG Action)

2.6 - All students have the opportunity to participate in CTE classes. Students travel between sites as necessary to access courses such as Small Engine, Culinary, Woodshop, Chromebook Repair, Robotics, Supply Chain, and others. Equity and access to these programs are ensured for all learners.

2.8 - Board-Certified Behavior Analysts (BCBAs) and clinicians are present at all sites, providing professional development to staff, feedback to administration, and direct support for specific students. They also work in the mental health room at PACE, offering positive reinforcement and utilizing respectful approaches in professional development.

2.9 - Personal and individual calls are made to the homes of students who are absent. School Resource Officer (SRO) home visits and wellness checks are conducted, and robocalls are sent out. Student Support Advocates (SSAs) and Career Navigators make calls to families in need of resources, and SSAs collaborate with First Five to offer monthly Sensory Reading sessions, available to the public for families with young children. Additionally, Individualized Education Plans (IEPs) are developed for students struggling with attendance, with collaboration between Educational Options staff and Special Education teams. Students attending on campus have the opportunity for a free ride to and from school to support their attendance.

Implementation Challenges

2.7 - Sites are working collaboratively with staff and an instructional coach to strengthen English Language Arts (ELA) and Math instruction. Teachers are receiving content-specific professional development (PD) and feedback on their instructional practices. All students are enrolled in A-G approved ELA and Math courses, ensuring they meet the necessary academic standards for college readiness. Ongoing support is provided to teachers, with a particular emphasis on improving math and literacy instruction to enhance student outcomes in these key areas. This year, hands on instructional materials have been adopted to move students away from technology and engaging in more hands-on learning. This was done through the adoption of Math Nation for math and ERWC for English. Implementation is in the process and all staff are receiving ongoing professional development in both curriculums.

Modified Implementation - NA

Non-implemented Actions - NA

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.

Expenditure Differences

2.1 – The expenditure variance occurred because Chromebooks were funded through an alternative funding source.

2.2 – The expenditure variance was due to the EL tutors being funded through an alternative funding source.

2.3 – There was no significant difference between estimated and actual expenditures.

2.4 – The expenditure difference is due to professional development being funded from an alternative funding source.

2.5 – There was no significant difference between estimated and actual expenditures.

2.6 – The expenditure variance reflects the inclusion of all CTE staff costs reported under the LCAP.

2.7 – Increased expenditures were incurred to expand student access to A–G aligned coursework.

2.8 – The expenditure difference is due to staff salaries split between a different funding source.

2.9 – There was no significant difference between estimated and actual expenditures.

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

Successful Implementation

2.1 - 100% of students have access to their own curriculum and Chromebook. The LEA has maintained this level of 100%.

2.2 - EL tutors are actively supporting student needs and working one-on-one to ensure equity for English Learners. Currently, 25.3% of EL students are making progress, reflecting a 7% increase from the previous year.

2.3 - 100% of students have access to the curriculum and supplemental resources.

2.4 - 100% of staff received the targeted professional development for the 2025-26 school year.

2.5 - 100% of students have access to credit recovery courses and are working at their own pace to complete them. (LREBG Action)

2.6 - The LEA is increasing Career and Technical Education (CTE) options for students, with enrollment showing significant growth. This is evidenced by metric 2.4 above, specifically reflecting strong growth in areas such as Culinary Arts, Small Engine, Construction Tech 1, Welding, Paxton Patterson Labs, and CTE Certification programs.

2.7 - The California Data Dashboard shows a 26.7 point increase in English Language Arts (ELA) and a 20.1 point increase in Math. All student groups moved from the red category to the orange.

2.8 - The California Data Dashboard indicates a 3.1% decline in the suspension rate. Current local data shows an additional decrease in the suspension rate.

Implementation Challenges

2.9 - The California Data Dashboard reflects a 1.7% increase in chronically absent students

Modified Implementation - NA

Non-implemented Actions - NA

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.

NA

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Chromebooks for all students	Provide Chromebooks, for all students, provide supplies to support technology implementation	$152,816.00	Yes
2.2	English Learner Support	Provide additional paraprofessionals to support English learners academically.	$44,937.00	No
2.3	Supplemental instructional materials	Provide instructional materials to supplement core materials, provide consumable materials as needed, digital materials and necessary training to implement those materials.	$343,144.00	Yes
2.4	Professional development	Provide professional development focused on teaching and learning strategies, curriculum, CTE, school climate	$88,772.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Credit Recovery/Graduation rate	Provide opportunities for credit recovery including appropriate student grade placement, regular counseling support to monitor pacing of course completion and credit needs, ILP, and incentives to increase graduation rates. (LREBG ACTION - of the total budget $103,315 is budgeted using LREBG funds to implement this action)	$930,148.00	Yes
2.6	CTE access	Support student enrollment and participation in CTE classes, including CTE elective opportunities. Career Education instructor	$1,798,713.00	No
2.7	ELA and Math Academic proficiency	Ensure students are appropriately prepared for assessments, participate in rigorous curriculum; provide intervention/remediation supports as needed	$937,377.00	No
2.8	Suspension Rate	Add Behavior Specialist on staff at sites to support behavior management and provide trainings/PD for all site staff to reduce referrals/suspensions and maximize student time in class; continue to find alternatives to suspension	$40,544.00	No
2.9	Special Education - Chronic Absenteeism	Team focus on attendance, daily direct calls and automated calls, heightened outreach	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase student engagement for all students by ensuring meaningful connections both inside and outside the classroom	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to focus on academic achievement to ensure that schools are engaging students in their learning so that their outcomes improve. Measures such as attendance and absenteeism rates as well as dropout and graduation rates are essential to ensure high levels of engagement in school. The goal also addresses the identified Dashboard areas for identified student groups and school sites:

Schools within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard, the Goal (G) and (A) where the LCAP addresses these is identified following G.A format next to each indicator:

John B Allard
- Chronic Absenteeism (3.2, 3.6)
- CCI (2.6, 3.3)

Stanislaus County Special Education
- Chronic Absenteeism (2.9, 3.6)

Stanislaus Military Academy at Teel (EM School)
- CCI (2.6, 3.3)

Petersen Alternative Center (EM School)
- CCI (2.6, 3.3)

Student groups within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Chronic Absenteeism (Sped 3.7, 2.9, 3.6; Alted 3.2, 3.5)

- White
- Hispanic
- SED

College and Career (2.6, 3.3)

- Homeless
- SED
- Hispanic
- White

Student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2023 Dashboard.

John B Ballard
Chronic Absenteeism (3.2, 3.5)

- SED
- Hispanic

CCI (2.3, 2.6, 3.3)

- SED

Petersen Alternative Center
CCI (2.3, 2.6, 3.3)

- SED
- Hispanic

Stanislaus Special Education
Chronic Absenteeism (3.2, 3.6)

- SED
- SWD
- Hispanic
- White

While principally directed to support the above identified low performing student groups, the goal and actions are also provided on an LEA basis to support all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance rate (5) (LREBG METRIC)	Attendance rate is 94%	PACE and Teel - All Students = 95.6% ALL Teel = 95.10% ALL PACE = 98.13% PACE and Teel Sites = 88.21% PACE Campus = 86.27% Teel Campus = 83.90%"	PACE and Teel - All Students = 88% ALL Teel = 85.4% ALL PACE = 90% PACE and Teel Sites = 87.3% PACE Campus = 87.1% Teel Campus = 87.6%	>96%	To monitor additional data, difference from baseline is comparing the year one outcomes with year two outcomes All Attendance Rate = 88% PACE and Teel - All Students = - 7.6% ALL Teel = - 9.7% ALL PACE = - 8.13% PACE and Teel Sites = - 0.91% PACE Campus = + 0.83% Teel Campus = + 3.7%
3.2	Chronic Absenteeism rate for Alternative Ed	Stan Stats (23-24) 16% SCOE Chronic Absentee Rate by Student Group White: 53.3% Hispanic: 68.7% SED: 63.1%	Stan Stats (24-25) Teel and PACE Combined: 19.37% Teel - 19.62% PACE - 20.77% SCOE Chronic Absentee Rate by Student Group	PARSEC (25-26) Alt. Ed - 27.92% (+12.13) Teel - 39.06 (+23.92%) PACE - 32.8 (+15.61) Dashboard 24-25	<10%	Absentee Rate for Alternative Ed = +11.92% Alt. Ed - + 11.92% Teel +19.44% PACE +12.03% SCOE Chronic Absentee Rate by Student Group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chronic Absentee Rate by Site John B. Allard Hispanic - 69.4% SED - 68.7%	White: 73.5% (+20.2%) Hispanic: 62.2% (-6.4%) SED: 65% (+1.9) Chronic Absentee Rate by Site PACE - John B. Allard: 73% (+13.6%) Hispanic - 22.71% (-46.69) SED - 75.4% (+16.2) Teel - 63.8%	SCOE Chronic Absentee Rate by Student Group White: 60% Hispanic: 68.5% SED: 68.1% LTEL: 73.1% SWD: 68.1% EL: 74.1% Chronic Absentee Rate by Site PACE at John B. Allard PACE - 65.3% Hispanic - 66.7% SED - 65.8% Teel - 70.2% Hispanic: 75% SED: 78.3%		White: +6.7% Hispanic: - 0.2% SED: + 5% Chronic Absentee Rate by Site PACE - John B. Allard Hispanic = - 2.7% SED = - 2.9%
3.3	Ableworks - Financial Literacy	100% of Juniors and Seniors participate in Ableworks curriculum	100% of Juniors and Seniors participate in Ableworks curriculum	100% of Juniors and Seniors participate in Ableworks curriculum	100% of Juniors and Seniors participate in Ableworks curriculum	Maintained 100%
3.4	High School Drop out rate (5)	Stan Stats <1% (14 students out of 480 drops have Unknown exit code)	7% (283 total students and 20 have Unknown exit codes)	17% (271 total students and 46 have Unknown exit codes)	<1%	Increased 16%
3.5	Graduation rate(5)	Cohort/Dataquest rate 33.5%	Cohort/Dataquest rate 40.3%	Cohort Graduation Rate - 40.33%	Cohort/Dataquest rate 27%	Cohort/Dataquest rate + 6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DASS I year rate 44.6%	DASS I year rate 46.2%	DASS I Year Rate - 43.2%	DASS I year rate 44.6%	DASS I year rate - 1.4%
3.6	SEL Art Engagement - Mood measures	2023-24 Internal survey data reflects a 10%-12% improvement in student mood from pre to post art-making activity	Internal survey data shows an increase of student mood by 15%	Division-wide, data reflects a growth in mood of 22%	20% average increase in student mood from pre to post artmaking activity	+10%
3.7	Chrionic Absentism Rate for Special Education (5)	Special Ed Chronic Abs rate 23-24 = 53% Stanislaus Special Education SED - 59.7% SWD - 52.8% Hispanic - 57.8% White - 47.4%	Special Ed Chronic Abs rate 24-25= 43.9% Stanislaus Special Education SED - 48.8% SWD - 44.1% Hispanic - 46.3% White - 36.8%	Special Ed Chronic Abs rate 24-25= 47.3% Stanislaus Special Education SED - 49.7% SWD - 47.3% Hispanic - 51.6% White - 38.4% Two or More Races: 45.9% EL: 53%	Special Ed Chronic Abs rate <10%	Special Ed Chronic Abs rate: - 5.7% Stanislaus Special Education SED = -10% SWD = -5.5% Hispanic = -6.2% White = -9%

Goal Analysis [2025-26]

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

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

Successful Implementation

3.1 - Art is encouraged in the classroom via project or choice board for all students' art teacher hired and implementing SEL art lessons 2x/week for all students on campus and workshops for IS students. PACE partnered with Love Stanislaus and MoArt to create art in the classrooms and on campus

3.4 - Ableworks provides financial classroom instruction (1x/week for 20 weeks)

3.5 - Personal/Individual calls home in the morning to student not in school, SRO home visit/wellness check, Robocalls from the site, SSA and Career Navigator calling homes in need of resource. Sites are working to improve the systems in place, attendance monitoring team/collaboration, ensuring contact is made with every absent student, offering resources and implementing strategic ways to motivate and encourage student attendance. (LREBG ACTION) Most recently, transportation has been offered to all campus students to ensure they arrive to school safe and on-time.

3.6 - Phone calls home are made regularly to foster strong relationships with families, ensuring consistent and ongoing communication with the IEP team. IEP meetings are held as needed to support student attendance. High levels of positive reinforcement are emphasized, with a focus on achieving IEP goals. Additionally, supports and resources are provided to families to further assist with student success and engagement.

Implementation Challenges

3.2 - The implementation of reinforcements has been sporadic and lacks a highly structured approach. Teachers provide classroom incentive opportunities for credits completed, but sites are working to improve their PBIS (Positive Behavioral Interventions and Supports) and site-wide attendance and PBIS plans to create more consistent and effective reinforcement strategies.

3.3 - The Academic Counselor and Student Support Advocate (SSA) track post-graduate outcomes for students, monitoring their progress 90 days and beyond to assess their continued success after graduation. Most recently, administrators and career navigators are also helping support this work.

Modified Implementation

Non-implemented Actions

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

Expenditure Differences

3.1 – There was no significant difference between estimated and actual expenditures.

3.2 – There was no significant difference between estimated and actual expenditures.

3.3 – There was no significant difference between estimated and actual expenditures.

3.4 – Expenditures for Ableworks curriculum came from an alternative funding source.

3.5 – Expenditures were lower than anticipated as the associated actions did not incur major costs.

3.6 – There was no significant difference between estimated and actual expenditures.

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

Successful Implementation

3.1 - Survey data indicates a 22% increase in student mood, reflecting positive shifts in students' emotional well-being.

3.4 - 100% of juniors and seniors have access to AbleWorks financial literacy instruction, ensuring all students are equipped with essential personal finance skills.

3.5 - The year-to-date attendance rate stands at 88%, demonstrating decrease rate of 6.73%. Implementation has been successful, however, reporting on independent study attendance has changed, impacting the attendance rate. To help support classroom attendance, SCOE has piloted a home-to-school transportation system through a contracted vendor.

3.6 - Local data (PARSEC) reflects a chronic absenteeism rate of 35% which is a 7.82% increase. Implementation of the home-to-school transportation is designed to support student attendance and engagement in the classroom.

Implementation Challenges

3.2 - Suspension rates have decreased, with the California Data Dashboard reflecting a 2.8% decline. The year-to-date attendance rate is 88%. Reinforcement efforts have been uneven and are not yet guided by a cohesive, systematic framework. Although teachers incorporate incentives linked to credit completion within their classrooms, sites are prioritizing the refinement of Positive Behavioral Interventions and Supports (PBIS) and comprehensive attendance strategies to build more aligned, reliable, and impactful reinforcement practices.

3.3 - The Local Educational Agency (LEA) is working to enhance its ability to monitor and report post-graduate outcomes, aiming to better assess and support student success beyond graduation.

Modified Implementation - NA

Non-implemented Actions - NA

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.

NA

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	SEL Art education	Provide theraputic trauma informed art education opportunities to improve student mental health and engagement in school	$46,666.00	No
3.2	Attendance/Behavior incentives	Provide students incentives and rewards for improved attendance and behaviors	$10,000.00	Yes
3.3	Post grad outcomes/data	Track the post graduate outcomes for students	$0.00	No
3.4	Ableworks	FInancial Literacy education	$19,000.00	Yes
3.5	Chronic Absenteeism - Alternative Ed	Provide greater team effort in heightened out reach to improve attendance,including daily calls, home visits, SRO visits, SARB	$78,728.00	Yes
3.6	Chronic Absenteeism - Special Education	Provide greater team effort in heightened out reach to improve attendance,including daily calls, home visits, utilize all other available resources to support daily school attendance	$16,444.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide students with evidence based social skills curriculum, provide students and staff additional supports through a Board Certified Behavior Analyst and mental health clinician.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The identified Equity Multiplier schools in SCOE, as identified below share student groups identified as performing at the lowest performance levels on one or more state indicators on the Dashboard. In consultation with SCOE educational partners, including the SSC/LCAP advisory, site and COE administration, classified and certificated staff, student, parents and probation staff , this goal, with focused attention on supporting the whole student will provide evidence based strategies aligned to improve outcomes for each identified student group.

Schools within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard, the Goal (G) and (A) where the LCAP addresses these is identified following G.A format next to each indicator:

Stanislaus County West Campus (EM school)
- Grad Rate (2.6)
- CCI (2.3, 2.6, 3.3)

Stanislaus Military Academy at Teel (EM School)
- Suspension Rate (1.3, 2.9, 4.2)

Petersen Alternative Center at John B Allard (EM School)
- Grad Rate (2.6)
- Math (2.4, 2.7)
- CCI (2.6, 3.3)

Alt. Ed

Students served = 112
Parents Served = 23
Staff served = 25
Total Sessions = 397

Student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2023 Dashboard.

Petersen Alternative Center at John B. Allard (EM School)
Grad Rate (2.6)

- SED
- Hispanic

Math (2.4, 2.7)

- SED

CCI (2.6, 3.3)

- SED
- Hispanic

Stanislaus County West (EM School)
Grad Rate (2.5)

- SED

Based on the 2024 California School Dashboard, the list of Equity Multiplier schools within SCOE has remained consistent. However, new student groups within these schools have been identified as performing at the lowest performance level on one or more state indicators. This highlights an ongoing need to deepen our focus on equity, ensuring that all student groups receive the targeted support necessary to improve outcomes. Additional student groups within SCOE include:

Teel School in Empire (Formerly Stanislaus Military Academy at Teel)
Suspension Rate (1.7, 2.8, 4.1, 4.3)

- White Students

Petersen Alternative Center at John B Allard (EM School)
Suspension Rate (1.7, 2.8, 4.1, 4.3)

- Socioeconomically Disadvantaged

Student groups added to the Equity Multiplier category will be addressed in Goal 4, Actions 4.1, and 4.3, and progress will be measured using Metric 4.1.

While principally directed to support the identified low performing student groups identified above, the goal and actions are also provided on a LEA basis to support all students. .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Disciplinary/Incident referrals	2023-24 Stan Stats (ytd) 659 incidents/referrals Suspension Rate (Dashboard): SMA=19.9% Red- Hispanic 22% and SED 20% PACE = 5.4% Orange - Hispanic (5.3%) and SED (5.4%)	2024-25 Stan Stats (ytd) 158 incidents/referrals Suspension Rate (Dashboard): TEEL = 7.6% Red- Hispanic 3.9% and SED 8.6% PACE = 9% Orange - Hispanic: 9.9% and SED: 9.7% 2024 Dashboard - Additional Equity Multiplier student groups identified in the lowest	2025-26 PARSEC (ytd) 178 incidents/referrals Suspension Rate (Dashboard): TEEL = 7.1% Red- Hispanic 7.4% and SED 6.9% PACE = 2.4% Orange - Hispanic: 2.8% moved to green and SED: 2.5% moved to blue 2024 Dashboard - Additional Equity Multiplier student groups identified in the lowest	Stan Stats< 300 incidents/referrals Suspension Rate (Dashboard): SMA=>5% Hispanic and SED PACE <5% Hispanic and SED Suspension Rate (Dashboard) Teel - White Students = <5% PACE at John B. Allard - SED Students = <5%	Incident referrals: -481 Suspension Rate Dashboard Teel: = - 12.8% Red - Hispanic: -14.6% and SED: -13.1% PACE: - 3% Orange - Hispanic: -2.5% and SED: -2.9% Suspension Rate (Dashboard) Teel - White Students (red in 2024, yellow in 2025) = -8.3% PACE at John B. Allard - SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			performing category: Suspension Rate (Dashboard) Teel - White Students (Red) = 14.3% PACE at John B. Allard - SED Students (Red) = 9.7%	performing category: Suspension Rate (Dashboard) Teel - White Students (red in 2024, yellow in 2025) = 6% PACE at John B. Allard - SED Students (Red) = 2.5% moved to blue 2025 Dashboard - No additional Equity Multiplier student groups identified in the lowest performing category		Students (Red) = -7.2% moved to blue
4.2	Mental Health referrals	Clinician referrals/groups 2023-24 Miri Center: Students served =148 Parents Served = 26 Staff served = 21 Total Sessions = 720	Alt. Ed Students served = 112 Parents Served = 23 Staff served = 25 Total Sessions = 397	Alt. Ed Students served = 118 Parents Served = 89 Staff served = 25 Total Sessions = 1,084	Clinician referrals/groups SCOE Mental Health Clinicians Students served =250 Parents Served = 50 Staff served = 40 Total Sessions = 1000	Alt. Ed Students served = - 30 Parents Served = + 63 Staff served = + 4 Total Sessions = + 364

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Positive Reinforcements	Incidents/Referrals 2023-34 = 659 Chronic Absenteeism Peterson at JBA = 65% Chronically Abs Red- Hispanic 69% and SED 69% Grad Rate: Dashboard PACE =10.9% Hispanic (12.5) and SES (11.4) West =14.3 % Red- Low SES 14.3% Suspension Rate (Dashboard): SMA=19.9% Red- Hispanic 22% and SES 20% PACE = 5.4% Orange - Hispanic 5.3% and SED 5.4%	Incidents/Referrals 2023-34 = 158 Chronic Absenteeism Peterson at JBA = 73% Chronically Abs Red- Hispanic 76.1% and SED 75.4% Grad Rate: Dashboard PACE = 41.5% Hispanic 46.3% and SED 43.1% West =46.4 % Red- SED - 46.4% Suspension Rate (Dashboard): SMA=7.1% Red- Hispanic 3.9% and SED 8.6% PACE = 9% Orange - Hispanic - 9.9% and SED 9.7%	Incidents/Referrals 2024-25 = 178 Chronic Absenteeism Peterson at JBA = 65.3% Chronically Abs Red- Hispanic 66.7% and SED 65.8% (both moved from red to orange) Grad Rate: Dashboard PACE = 52.3% Hispanic 47.1% and SED 51.2% West =22.2% Red- SED - 22.2% Suspension Rate (Dashboard): SMA=7.1% Red- Hispanic 7.4% and SED 6.9% PACE = 2.4% Orange - Hispanic - 2.8 % and SED 2.5%	Incidents/referrals <300 Chronic Absenteeism JBA < 15 Chronically Abs Hispanic <15% and SES <15% Grad Rate: Dashboard SMA >90% PACE >90% Hispanic (90%) and SES (90%) West >90 % SES <90% Suspension Rate (Dashboard): SMA<5% Hispanic <5% and SES <5% PACE <4% Hispanic (<4%) and SES <4%)	Incident referrals: -481 Chronic Absenteeism Peterson at JBA Chronically Absent - = +.3% Red- Hispanic - 2.3% and SED - 3.2% Grad Rate: Dashboard PACE = +41.4% Hispanic +34.6% and SED + 39.8% West = + 7.9% Red- SED - + 7.9% Suspension Rate (Dashboard): SMA= - 12.8% Red- Hispanic - 14.6% and SED - 13.1% PACE = -3% Orange - Hispanic -2.5% and SED - 3%
4.4	UDL/Assistive Technology implementation	Incidents/Referrals 2023-34 = 659 Chronic Absenteeism	Incidents/Referrals 2024 - 25 = 158 - YTD	Incidents/Referrals 2024-25 = 178	Incidents/referrals <300 Chronic	Incident referrals: -481

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Peterson at JBA = 65% Chronically Abs Red- Hispanic 69% and SES 69% Grad Rate: Dashboard PACE =10.9% Hispanic (12.5) and SES (11.4) West =14.3 % Red- Low SES 14.3% Suspension Rate (Dashboard): SMA=19.9% Red- Hispanic (22%) and SES (20%) PACE = 5.4% Orange - Hispanic (5.3%) and SES 5.4%)	Chronic Absenteeism Peterson at JBA = 73% Chronically Abs Red- Hispanic 76.1% and SED 75.4% Grad Rate: Dashboard PACE = 41.5% Hispanic = 43.6% SED = 43.1% West = 46.4% Red = SED 46.4% Suspension Rate (Dashboard): Teel = 7.6% Red - Hispanic - 3.9% and SED 8.6% PACE = 9% Orange - Hispanic 9.9% and SED - 9.7%	Chronic Absenteeism Peterson at JBA = 65.3% Chronically Abs Red- Hispanic 66.7% and SED 65.8% Grad Rate: Dashboard PACE = 52.3% Hispanic = 47.1% SED = 51.2% West = 22.2% Red = SED 22.2% Suspension Rate (Dashboard): SMA=7.1% Red- Hispanic 7.4% and SED 6.9% PACE = 2.4% Orange - Hispanic - 2.8 % and SED 2.5%	Absenteeism JBA < 15 Chronically Abs Hispanic <15% and SES <15% Grad Rate: Dashboard SMA >90% PACE >90% Hispanic (90%) and SES (90%) West >90 % SES <90% Suspension Rate (Dashboard): SMA<5% Hispanic <5% and SES <5% PACE <4% Hispanic (<4%) and SES <4%)	Chronic Absenteeism Peterson at JBA Chronically Absent - = +.3% Red- Hispanic - 2.3% and SED - 3.2% Grad Rate: Dashboard PACE = +41.4% Hispanic +34.6% and SED + 39.8% West = + 7.9% Red- SED - + 7.9% Suspension Rate (Dashboard): SMA= - 12% Red- Hispanic - 14.6% and SED - 13.1% PACE = -3% Orange - Hispanic -2.5% and SED - 2.9%
4.5	Math Achievement	Dashboard data - Programwide (152 students) • 299 points below standard -	Dashboard Data Alt. Ed: -311.5 points below EL - 318 points below	Dashboard Data Alt. Ed: 291.4 points below EL - 299.9 points below	Dashboard data - Programwide growth to no greater than 100 points below standard	Dashboard Data Alt. Ed: - + 7.6 points Following data reflects change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		decline of 35 points PACE - 35 students total : SES = 30 students : 334 points below standard -decline of 26 points	Hispanic - 320.5 points below LTEL - 327.5 points below SED - 312.9 Below PACE 320.9 Points below SED - 320.9 below	Hispanic - 294.4 points below LTEL - 296.8 points below SED - 295.4 Below PACE 297.6 Points below SED - 306.1 below	PACE - SES students: no greater than 100 points below standard	from 2024 to 2025 dashboard EL = + 18.1 Hispanic = + 26.1 LTEL = + 30.7 SED = + 17.5 PACE = +23.3% SED = +14.8%
4.6	College and Career Readiness	Dashboard data - Program wide 0% students prepared PACE - 0% Prepared Hispanic 0% Prepared SED 0% Prepared West - 0% Prepared Identified Very low = 0% Prepared	Dashboard data - Program wide 1.5% students prepared PACE - 2.2% Prepared Hispanic 2.9% Prepared SED 2.3% Prepared West - 0% Prepared Identified Very low = 0% Prepared	Dashboard data - Program wide 0.6% students prepared PACE - 0% Prepared Hispanic 0% Prepared SED 0% Prepared West - 0% Prepared Identified Very low = 0% Prepared	Dashboard data - Programwide 15% students prepared PACE - 15% Prepared overall Hispanic -15 % prepared SED 15% prepared West - 15% prepared overall SED - 15% prepared	Dashboard data - - 0.9% PACE - 2.2% Hispanic - 2.9% SED -2.9% West - Maintained 0% Identified Very low = Maintained 0%

Goal Analysis [2025-26]

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

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

Successful Implementation

4.1 - Behavior specialists and mental health clinicians are proactively supporting student behavior and well-being by being present in classrooms and assisting both students and staff. They also contribute to site-based and division-wide professional development, enhancing educational and intervention strategies for students.

4.2 - English Learner (EL) paraprofessionals are effectively supporting students by addressing their academic and social needs, ensuring equitable access to the curriculum and fostering student success.

4.3 - Board Certified Behavior Analysts (BCBAs) play a crucial role in supporting campus climate, culture, and student behavior through in-class and out-of-class interventions. They also provide professional development at both the site and division levels, reinforcing positive behaviors and teaching desired behavioral skills.

4.4 - Mental health clinicians contribute significantly to campus climate and student behavior by offering in-class and out-of-class interventions. They provide professional development at the site and division levels, focusing on emotional regulation, executive functioning, and de-escalation techniques to support students effectively.

4.6 - The expansion of Career and Technical Education (CTE) opportunities has been successful, with increased student participation in programs such as culinary arts, welding, and woodshop. This growth reflects the LEA's commitment to providing diverse, hands-on learning experiences that prepare students for future careers.

Implementation Challenges

4.5 - While professional development opportunities focused on mathematics instruction have been offered, staff attendance has been limited. Many teachers have chosen to participate in alternative professional development sessions that emphasize digital curriculum platforms and instructional technology. This trend highlights the need to reassess the delivery and content of math-focused professional development to better align with educators' interests and instructional priorities.

Modified Implementation - NA

Non-implemented Actions - NA

Goal 4 continues to serve as an Equity Multiplier goal, focused on addressing the needs of identified student groups. The goal remains unchanged, as the participating schools and targeted student populations have remained consistent. Maintaining this goal ensures continuity in supports and strategies aimed at closing opportunity and achievement gaps for historically underserved 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.

Expenditure Differences

4.1 - The expenditure difference is due to staffing to support suspension and student behavior being coded differently in the LCAP. All implementation needs were met.

4.2 - There was no significant difference between estimated and actual expenditures.

4.3 - The expenditure difference is due to BCBA's being coded to a different goal within the LCAP.

4.4 - The expenditure difference is due to Mental Health Clinicians being coded to a different goal within the LCAP.

4.5 - No expenditures were required, as the associated actions did not incur any costs.

4.6 - No expenditures were required, as the associated actions did not incur any costs.

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

Successful Implementation

4.1 – Behavior specialists and mental health clinicians have effectively supported student behavior and well-being, as evidenced by a reduction of 501 discipline referrals. Their proactive presence in classrooms and collaboration with staff have contributed to this improvement.

4.2 – The passing rates for English Learner (EL) students in core academic classes have shown year-over-year improvement. Specifically, EL students increased their passing rates by 2.36% in English Language Arts (ELA) and by 9.19% in mathematics.

4.3 – Board Certified Behavior Analysts (BCBAs) have been effective in supporting student behavior, as indicated by decreased suspension rates and a reduction in referrals.

4.4 – Mental health clinicians have contributed significantly to student support, as evidenced by decreased suspension rates and a drop in referrals.

4.6 – Local data from Aeries CTE enrollment demonstrates an increase in student participation in various programs: Culinary: +24 students Small Engine: +8 students, Construction Tech 1: +24 students, Welding: +24 students?, CTE Certifications: +23 students. These increases reflect the LEA's commitment to expanding Career and Technical Education opportunities for students.

Implementation Challenges

4.5 - The pass rate for mathematics courses, defined as earning a grade of C or higher, has shown minimal improvement, with only a 0.69% increase year over year. This stagnation suggests that current instructional strategies and professional development offerings may not be

sufficiently addressing the challenges students face in mathematics. To enhance student outcomes, it is essential to reassess and strengthen math instruction and support systems.

Modified Implementation - NA

Non-implemented Actions - NA

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

The Equity Multiplier goal has been refined to reflect the inclusion of additional student groups that now meet the eligibility criteria, as identified in the 2024 California School Dashboard. These updates are incorporated into both the actions and metrics associated with the goal. Specifically, White students at Teel School in Empire and Socioeconomically Disadvantaged students at PACE have been identified as requiring targeted support under the Equity Multiplier framework. This refinement ensures our efforts remain data-informed and aligned with evolving student needs. Actions supporting these student groups include Action 4.1 (utilizing Behavior Specialists, Mental Health Clinicians, and Universal Design for Learning [UDL] strategies to support behavior management and provide professional development to reduce referrals and suspensions) and Action 4.3 (hiring Board Certified Behavior Analysts). Progress will be measured and reported using Metric 4.1, which tracks suspension rates.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Suspension Rate	Utilize Behavior Specialists, Mental Health Clinicians and UDL on staff at sites to support behavior management and provide trainings/PD for all site staff to reduce referrals/suspensions and maximize student time in class; continue to find alternatives to suspension	$62,681.00	No
4.2	EL Progress	.Provide additional in class/academic support to EL students through EL Academic Support Specialist	$11,149.00	No
4.3	Board Certified Behavior Analysts	Hire Board Certified Behavior Analysts	$46,384.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Mental Health Cllinicians	Mental health clinicians to provide student and families mental health services on campus	$27,019.00	No
4.5	Math Achievement	Ongoing Professional development with SCOE Instruction Support division and other appropriate agencies for teachers to support students in successfully accessing and achieving at or above standard in Mathematics.	$0.00	No
4.6	College and Career Readiness	Support students in becoming college and career ready through the measures incuding a-g completion, CTE Pathway completion, College credit course completion, and any other SBE approved measures.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Countywide support and coordination of plan and services for Expelled Youth and Foster Youth	Maintenance of Progress Goal

State Priorities addressed by this goal.

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.

The LEA is responsible for oversight and coordination of the Countywide Plan for Expelled Youth and serving expelled youth within Stanislaus County. The identified actions ensure that all the mandates of the 922 Plan established by the county office and the local school districts are met for expelled students, including FY, Homeless, EL and Low income. The LEA is responsible for oversight of the educational services for Foster Youth countywide. The existing actions support the county programs in ensuring that all FY needs in the county are met through a) ongoing and regular communication regarding all mandates for FY and b) a formal MOU that identifies the supports provided by the county in supporting FY students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	100% of students will be served in compliance with the 2024-2027 Stanislaus County Countywide Plan for Expelled for all Stanislaus County Districts (8)	Aeries reports - 100% of the students referred to SCOE were served in compliance with the Plan for all Stanislaus County Districts	100%	100%	Aeries reports - 100% of the students referred to SCOE were served in compliance with the Plan for all Stanislaus County Districts	Maintaining 100%
5.2	Foster Services needs countywide will be met through ongoing/regular training and a formal	Ongoing and regular communication, training and support to districts countywide and	Ongoing and regular communication, training and	In Place: Ongoing and regular communication, training and	Ongoing and regular communication, training and	Maintaining ongoing and regular communication,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	MOU that identifies supports for FY provided by SCOE (9)	COE schools by SCOE FY Program Coordinator Formal MOU's for information sharing,minimizing school placement changes in legislation; reviewed annually	support to districts countywide and COE schools by SCOE FY Program Coordinator Formal MOU's for information sharing, minimizing school placement changes in legislation; reviewed annually "In Place: Ongoing and regular communication, training and support to districts countywide and COE schools by SCOE FY Program Coordinator Formal MOU's for information sharing, minimizing school placement changes in legislation; reviewed annually 7 Foster Youth Education Rights /	support to districts countywide and COE schools by SCOE FY Program Coordinator Formal MOU's for information sharing, minimizing school placement changes in legislation; reviewed annually Facilitation of • FYCC Meetings (4 annually) • LEA Workgroup Meetings (5 annually) Workshops: • 3 Foster Youth Education Rights / ESSA Countywide process / BID workshop	support to districts countywide and COE schools by SCOE FY Program Coordinator Formal MOU's for information sharing, minimizing school placement changes in legislation; reviewed annually	training and support to districts countywide and COE schools by SCOE FY Program Coordinator Formal MOU's for information sharing, minimizing school placement changes in legislation; reviewed annually

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ESSA Countywide process 4 Foster Focus Trainings 6 New Foster Youth Liaison Trainings 1 De-escalation Training Pending, Workshops.. 2 Foster youth conferences 3 College & Career Transition Training 2 De-escalation Training 2 CPS Foster Youth Education Rights / ESSA Countywide process Development/Revision/Implementation of ESSA Countywide Polices and Processes BID Guidance LEA Workgroup Participation in: AB2083 meetings and Statewide calls,	• 2 College & Career workshops • 4 Foster Focus Trainings • 5 New Foster Youth Liaison Trainings • 3 Transportation Reporting Training *LEAs only • 0 CSA workshops Pending: • 1 ESSA/BID workshop • 1 Foster Youth Education Summit in collaboration with SJCOE and Merced		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			BID and other education-related meetings provision of SOO transportation services and fiscal support Ongoing guidance, technical support, and participation in meetings to assist LEAs in district program services and policies to best serve children and youth in foster care FY Advocacy and conflict resolution (LEAs, parents, CPS, and other key stakeholders)	COE FYSCPs. *5/8/26 • 0 Independent City event *canceled by CSA FYSCP Program Services • Development/Revision/Implementation of ESSA Countywide Polices and Processes • BID Guidance • Enrollment Guide * Universal LEA registrar flyer to ensure foster youth are transferred between schools		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				with ERH approval, are placed in the least restrictive environment, and are connected to the LEA FYL and services upon enrollment. • LEA Workgroup - A & B Subgroups (addressing countywide services for Non-Stan Dependent placement changes and countywide College to Career		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				transition Services) • Participation in: o AB2083 meetings (10 annually) and Statewide calls (varies) o BIDs, SSTs, IEPs, and other education-related meetings o Child Welfare Child and Family Team (CFT) meetings and Team Decision Making (TDM) meetings o MJC Advisory Meetings o CSUS *will begin meetings with them on 4/17/26 • Provision of SOO transportation services and fiscal support • Ongoing guidance, technical		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				support, and participation in meetings to assist LEAs in district program services and policies to best serve children and youth in foster care • Continued transfer of academic reports for court hearings and placement changes. • FY Advocacy and conflict resolution (LEAs, parents, CPS, and		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				other key stakeholders)		

Goal Analysis [2025-26]

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

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

Successful Implementation

5.1 - Collaboration with districts has been established to identify their needs and expectations from SCOE in supporting expelled youth. Surveys were sent to all districts, and the feedback collected has been incorporated into the Countywide Plan for Expelled Youth, which has been implemented at the school sites.

5.2 - All Memoranda of Understanding (MOUs) are currently under review and being collaboratively discussed to better support students. Input has been gathered from all agencies, including LEAs, ensuring a comprehensive and aligned approach to meeting the needs of students.

Implementation Challenges - NA

Modified Implementation - NA

Non-implemented Actions - NA

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.

Expenditure Differences

5.1 - No expenditures required for this action

5.2 - There was no significant difference between estimated and actual expenditures.

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

Successful Implementation

5.1 - SCOE is effectively collaborating with local LEAs and communicating about programs, leadership changes, supports, and opportunities available for all students in Stanislaus County.

5.2 - SCOE holds regular collaboration meetings with local agencies, providing ongoing support to LEAs, as evidenced by the data reported in year one outcomes for metric 5.2.

Implementation Challenges - NA

Modified Implementation - NA

Non-implemented Actions - NA

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.

NA

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Services for Expelled Youth	Provide service to all expelled youth, support districts in coordination and implementation of the Countywide Plan for Expelled Youth		No
5.2	Services for Foster Youth	Countywide MOU's are reviewed annually and modified as needed, all staff in districts countywide, including county operated court and community schools receive FY training and have access to Foster Focus to support and facilitate services, enrollment, and educational/case management.	$402,527.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$898,990	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.098%	0.000%	$0.00	4.098%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Social Emotional Learning Services **Need:** Referral and suspension rates for low SES and Hispanic students exceed that of the rate for all student by 3-5%. Educational partner feedback indicated the availability of Mental Health clinicians and supports for staff and students provided by the BCBA support	Parent and student feedback reflects that access to Mental Health Clinicians and BCBA professionals provides support to student mental health needs and misbehavior. Ongoing PD/training for staff will be provided to promote and support staff awareness and consistency in utilizing these resources. This will create a focused opportunity to improve school climate, improve attendance, and reduce suspensions for low SES students as they address their identified needs.	Climate survey, local and Dashboard referral/supension data, counselor/clinician data

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
	improved behaviors and a better school climate. **Scope:** Schoolwide	These actions will be provided on an LEA basis to maximize the impact for all students.	
1.2	**Action:** Multi-tiered Systems of Support (MTSS) **Need:** Referral and suspension rates for low SES and Hispanic students exceed that of the rate for all student by 3-5%. Based on discipline data reviewed, educational partners support the continued LEA site implementation of PBIS to improve school climate. A schoolwide focus and participation in research based PbIS wil provide a tiered framework for improving students' behavioral, social, emotional, and academic outcomes **Scope:** Schoolwide	Specific and consistent behavior management, intervention and PD to address and improve school climate. This will provide structures to reduce the suspension and referral rate of unduplicated students. These actions are provided on an LEA wide basis to maximize school climate, reduce suspensions and referrals for all students.	Student referrals, suspensions
1.3	**Action:** School Safety **Need:** Referral and suspension rates for low SES and Hispanic students exceeds the rate for all student by 3-5%. Based on this discipline data educational partners recommend the continued support of site based School	Student safety is critical to ensure both student success and a positive and healthy school climate. The services of the SRO's focus on the identifed student groups with high suspension and discipline referral. While directed at the low income and Hispanic population, contracting with the Sheriff's department for th School Resource officers serves all students at all sites and provides support, school safety and a positive school climate.	Site Referral/Suspension data/SRO contact data, student/parent survey data

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
	Resource Officers on each school campus. Educational partner feedback indicates the presence of law enforcement on campus provides students, staff and parents is critical to supporting a safe school climate. **Scope:** Schoolwide		
1.4	**Action:** Parent/Family Engagement **Need:** Parent enagement of our unduplicated parents is under 1%. Staff and administration believe greater and more variety in the site engagement opportunities will increase parent particpation in school and in their students' education **Scope:** Schoolwide	Additional opportunities for parent engagement will be provided for our unduplicated parent poplution. Due to the small school enrollment and high instability rate programwide, these opportunities will will be provided for all parents to maximize enagement and participation.	Event announcements and notices, sign in sheets, parent survey feedback
1.5	**Action:** Universal Design for Learning (UDL) **Need:** Suspension,referral and attendance data for low SES and Hispanic students exceeds the rate for all students by 3-5%. Educational partner and staff input recommends the implementation of ongoing and meangingful support in both teaching and learning strategies.	We will implement UDL, a research based tool that is designed to improve teaching and learning for all, by providing low SES an d Hispanic students an equal opportunity to succeed. This will create an opportunity for unduplicated students reduce suspension and referral data and improve attendance. This will be implemented on an LEA wide basis to maximze supports and impact on attendance and suspension for all students.	Referrals, suspension, attendance rates. staff survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.1	**Action:** Chromebooks for all students **Need:** The low SES rate programwide is 92%. Dashboard Math and ELA data reports that the low SES students score far below standard in both areas. Access to standards based curriculum through 1:1 chromebook:student provides unduplicated students access to online curricula, technology education and educational and career applications. **Scope:** LEA-wide	All unduplicated students are provided a Chromebook to provide access to online curriculum, access technology skills and educational, college and career applications. This action is provided on an LEA basis to ensure consistency in the educational program and improve Dashboard data for Math and ELA for all students.	Chromebook checkout/in documentation, course completion, Dashboard data
2.3	**Action:** Supplemental instructional materials **Need:** The low SES rate programwide is 92%. Dashboard Math and ELA data reports that the low SES students score far below standard in both areas. Remediation and supplemental materials are critical to support these students in reaching grade level standards and accessing course content. **Scope:**	Supplemental curriclum will provide unduplicated students support and remediation opportunities to meet ELA and Math standards and graduate. This action will be implemented LEA wide to accomodate all students to impact grad rates and ELA/Math achievement programwide.	Course completion and grades in courses, Grad rate, Dashboard data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.4	**Action:** Professional development **Need:** Low SES and other unduplicated student groups have unique educational needs, academic and socio- emotional. Ongoing and relevant professional development provides staff strategies and tools to better support these students in and out of the classroom. **Scope:** LEA-wide	Ongoing professional development will lead to increased student enagement, greater student connectedness and increased academic achievement by meeting the needs of the low SES (92%) and other unduplicated student populations. The actions are being implemented on an LEA-wide basis to impact the engagement, connectedness and academic achievement of all students.	Teacher participation in PD, Dashboard ELA/Math data,
2.5	**Action:** Credit Recovery/Graduation rate **Need:** The vast majority of the unduplicated student population enters the program credit deficient and performing under grade level in the core subject areas. Access to credit recovery curriculum, credit monitoring and counseling will support these students as they progress towards graduation. **Scope:** Schoolwide	Access to credit recovery curriculum, credit monitoring and counseling address this need by providing ongoing and consistent support, access and incentives for unduplicated students to complete a high school diploma. These actions will be provided on an LEA wide basis to impact graduation and course/credit completiion for all students.	Grad rate, credit completion,
3.2	**Action:** Attendance/Behavior incentives	Providing the identified unduplicated student population incentives for improved student attendance and behavior will leads to greater	Attendance rate, Chronic Absenteeism rate, Suspensions and referrals

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
	Need: Suspension,referral and attendance data for low SES and Hispanic students exceeds the rate for all students by 3-5%. Students report that they are motivated by incentives and rewards. Improve student attendance, reduce Chronic absenteeism rate, reduce suspensions and referrals **Scope:** LEA-wide	academic achievment and engagement in school . Incentives will support the identified student groups because they meet the identified needs, however, these actions will be implemented on an LEA wide basis to maximize impact and effect on all students.	
3.4	**Action:** Ableworks **Need:** Educational partners, specifically students, indicate a need for greater financial literacy skills. SES students (92%), need to have access to knowledge that empowers them to make infomred financial decsions and build healthy financial habits to imnporve their SES status. **Scope:** Schoolwide	We will provide identified SES students access to AbleWorks, they will be taught the basics of wise financial practices by local community members. This will create the opportunity to provide and empower students in their financial futures. These actions will be implemented LEA wide to to maximize the impact on all students' financial ftures.	Ableworks Course participation and completion data
3.5	**Action:** Chronic Absenteeism - Alternative Ed **Need:** 62% of SES and Hispanic students are reported to be Chronically Absent. Eduational partner feedback indicates that sites need to	School sites will utilize all available resources to improve the attendance of the idetified unduplicated population including, home calls and visits, SRO visits, parent/student meetings and incentives to support families and students to attend school daily. These resources will be	Attendance rate, Chronic Absenteeism rate

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
	deploy all possible strategies to create a positive school climate that promotes daily school attendance. **Scope:** LEA-wide	provided LEA wide to improve attendance among all students.	

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$21,934,693.00	$898,990	4.098%	0.000%	4.098%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,378,009.00	$1,582,555.00	$372,140.00	$581,331.00	$5,914,035.00	$4,898,757.00	$1,015,278.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Social Emotional Learning Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$108,371.00	$3,730.00	$37,962.00	$38,228.00		$35,911.00	$112,101.00	0
1	1.2	Multi-tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$92,463.00	$4,623.00	$62,238.00	$0.00	$0.00	$34,848.00	$97,086.00	0
1	1.3	School Safety	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$473,897.00	$231,624.00	$215,794.00	$0.00	$26,479.00	$473,897.00	0
1	1.4	Parent/Family Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$78,228.00	$2,930.00	$81,158.00	$0.00	$0.00	$0.00	$81,158.00	0
1	1.5	Universal Design for Learning (UDL)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$88,328.00	$4,416.00	$70,692.00			$22,052.00	$92,744.00	0
2	2.1	Chromebooks for all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$72,816.00	$80,000.00	$62,315.00	$80,000.00	$0.00	$10,501.00	$152,816.00	0
2	2.2	English Learner Support	EL students	No			All Schools		$40,852.00	$4,085.00	$0.00	$0.00	$0.00	$44,937.00	$44,937.00	
2	2.3	Supplemental instructional materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$311,949.00	$31,195.00	$343,144.00	$0.00	$0.00	$0.00	$343,144.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.4**	Professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$80,702.00	$8,070.00	$0.00	$0.00	$0.00	$88,772.00	$88,772.00	0
2	**2.5**	Credit Recovery/Graduation rate	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$808,824.00	$121,324.00	$853,813.00	$0.00	$0.00	$76,335.00	$930,148.00	0
2	**2.6**	CTE access	All	No			All Schools		$1,635,193.00	$163,520.00	$602,514.00	$846,583.00	$243,150.00	$106,466.00	$1,798,713.00	
2	**2.7**	ELA and Math Academic proficiency	All	No			All Schools		$917,377.00	$20,000.00	$937,377.00	$0.00	$0.00	$0.00	$937,377.00	
2	**2.8**	Suspension Rate	All	No			All Schools		$36,544.00	$4,000.00	$0.00	$21,882.00	$0.00	$18,662.00	$40,544.00	
2	**2.9**	Special Education - Chronic Absenteeism	Students with Disabilities	No			Specific Schools: Special Ed Schools and programs		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.1**	SEL Art education	All	No			All Schools		$41,666.00	$5,000.00	$0.00	$46,666.00	$0.00	$0.00	$46,666.00	
3	**3.2**	Attendance/Behavior incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$0.00	$5,000.00	$0.00	$5,000.00	$10,000.00	0
3	**3.3**	Post grad outcomes/data	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.4**	Ableworks	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$19,000.00	$0.00	$0.00	$0.00	$19,000.00	$19,000.00	0
3	**3.5**	Chronic Absenteeism - Alternative Ed	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$78,228.00	$500.00	$78,728.00	$0.00	$0.00	$0.00	$78,728.00	0
3	**3.6**	Chronic Absenteeism - Special Education	Students with Disabilities	No			Specific Schools: Special Ed schools		$15,944.00	$500.00	$16,444.00	$0.00	$0.00	$0.00	$16,444.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.1**	Suspension Rate	All	No			All Schools		$61,681.00	$1,000.00	$0.00	$27,682.00	$0.00	$34,999.00	$62,681.00	
4	**4.2**	EL Progress	English Learners	No			All Schools		$11,149.00	$0.00	$0.00	$0.00	$0.00	$11,149.00	$11,149.00	
4	**4.3**	Board Certified Behavior Analysts	All	No			All Schools		$46,384.00	$0.00	$0.00	$19,882.00	$0.00	$26,502.00	$46,384.00	
4	**4.4**	Mental Health Cllinicians	All	No			All Schools		$27,019.00	$0.00	$0.00	$7,301.00	$0.00	$19,718.00	$27,019.00	
4	**4.5**	Math Achievement	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	**4.6**	College and Career Readiness	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.1**	Services for Expelled Youth	All Expelled students	No			All Schools									
5	**5.2**	Services for Foster Youth	Foster Youth	No			All Schools		$345,039.00	$57,488.00	$0.00	$273,537.00	$128,990.00	$0.00	$402,527.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$21,934,693.00	$898,990	4.098%	0.000%	4.098%	$1,821,674.00	0.000%	8.305 %	**Total:**	$1,821,674.00
								LEA-wide Total:	$141,043.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,680,631.00

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**	Social Emotional Learning Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$37,962.00	0
1	**1.2**	Multi-tiered Systems of Support (MTSS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$62,238.00	0
1	**1.3**	School Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$231,624.00	0
1	**1.4**	Parent/Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$81,158.00	0
1	**1.5**	Universal Design for Learning (UDL)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$70,692.00	0
2	**2.1**	Chromebooks for all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,315.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Supplemental instructional materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$343,144.00	0
2	2.4	Professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0
2	2.5	Credit Recovery/Graduation rate	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$853,813.00	0
3	3.2	Attendance/Behavior incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0
3	3.4	Ableworks	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	0
3	3.5	Chronic Absenteeism - Alternative Ed	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$78,728.00	0
4	4.5	Math Achievement				All Schools	$0.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,387,860.00	$4,652,808.07

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**	Social Emotional Learning Services	Yes	$294,125.00	$745,356.64
1	**1.2**	Multi-tiered Systems of Support (MTSS)	Yes	$50,139.00	$387.99
1	**1.3**	School Safety	Yes	$706,630.00	$802,279.94
1	**1.4**	Parent/Family Engagement	Yes	$132,659.00	$4,255.83
1	**1.5**	Universal Design for Learning (UDL)	Yes	$247,218.00	$211,334.44
2	**2.1**	Chromebooks for all students	Yes	$253,987.00	$118,546.97
2	**2.2**	English Learner Support	No	$15,000.00	$0
2	**2.3**	Supplemental instructional materials	Yes	$27,947.00	$20,827.68
2	**2.4**	Professional development	Yes	$79,103.00	$5,039.94
2	**2.5**	Credit Recovery/Graduation rate	Yes	$493,271.00	$271,254.44

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	2.6	CTE access	No	$742,337.00	$1,803,085.93
2	2.7	ELA and Math Academic proficiency	No	$35,583.00	$105,478.44
2	2.8	Suspension Rate	No	$369,434.00	$170,365.09
2	2.9	Special Education - Chronic Absenteeism	No	$5,550.00	$1,898.00
3	3.1	SEL Art education	No	$82,600.00	$44,300.40
3	3.2	Attendance/Behavior incentives	Yes	$1,990.00	$7,923.97
3	3.3	Post grad outcomes/data	No		$
3	3.4	Ableworks	Yes	$12,667.00	$14,250.00
3	3.5	Chronic Absenteeism - Alternative Ed	Yes	$8,668.00	$970.26
3	3.6	Chronic Absenteeism - Special Education	No	$236.00	$0
4	4.1	Suspension Rate	No	$276,795.00	$6,525.59
4	4.2	EL Progress	No	$5,320.00	$5,376.99
4	4.3	Board Certified Behavior Analysts	No	$169,836.00	$0
4	4.4	Mental Health Cllinicians	No	$109,625.00	$0

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)
4	**4.5**	Math Achievement	No		$0
4	**4.6**	College and Career Readiness	No		$0
5	**5.1**	Services for Expelled Youth	No		$0
5	**5.2**	Services for Foster Youth	No	$267,140.00	$313,349.53

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
851,364	$1,114,574.00	$1,293,350.72	($178,776.72)	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	Social Emotional Learning Services	Yes	$75,390.00	$60,043.88	0	
1	1.2	Multi-tiered Systems of Support (MTSS)	Yes	$50,139.00	$118,213.50	0	
1	1.3	School Safety	Yes	$511,573.00	$564,334.09	0	
1	1.4	Parent/Family Engagement	Yes	$132,659.00	$170,940.11	0	
1	1.5	Universal Design for Learning (UDL)	Yes	$50,139.00	$117.01	0	
2	2.1	Chromebooks for all students	Yes	$69,674.00	$91,751.59		
2	2.3	Supplemental instructional materials	Yes	$24,068.00	$95,124.13	0	
2	2.4	Professional development	Yes	$79,103.00	$91,829.89	0	
2	2.5	Credit Recovery/Graduation rate	Yes	$98,504.00	$91,751.59	0	
3	3.2	Attendance/Behavior incentives	Yes	$1,990.00	$571.11	0	
3	3.4	Ableworks	Yes	$12,667.00	$0	0	
3	3.5	Chronic Absenteeism - Alternative Ed	Yes	$8,668.00	$8,673.82	0	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
21,366,250	851,364	0	3.985%	$1,293,350.72	0.000%	6.053%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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