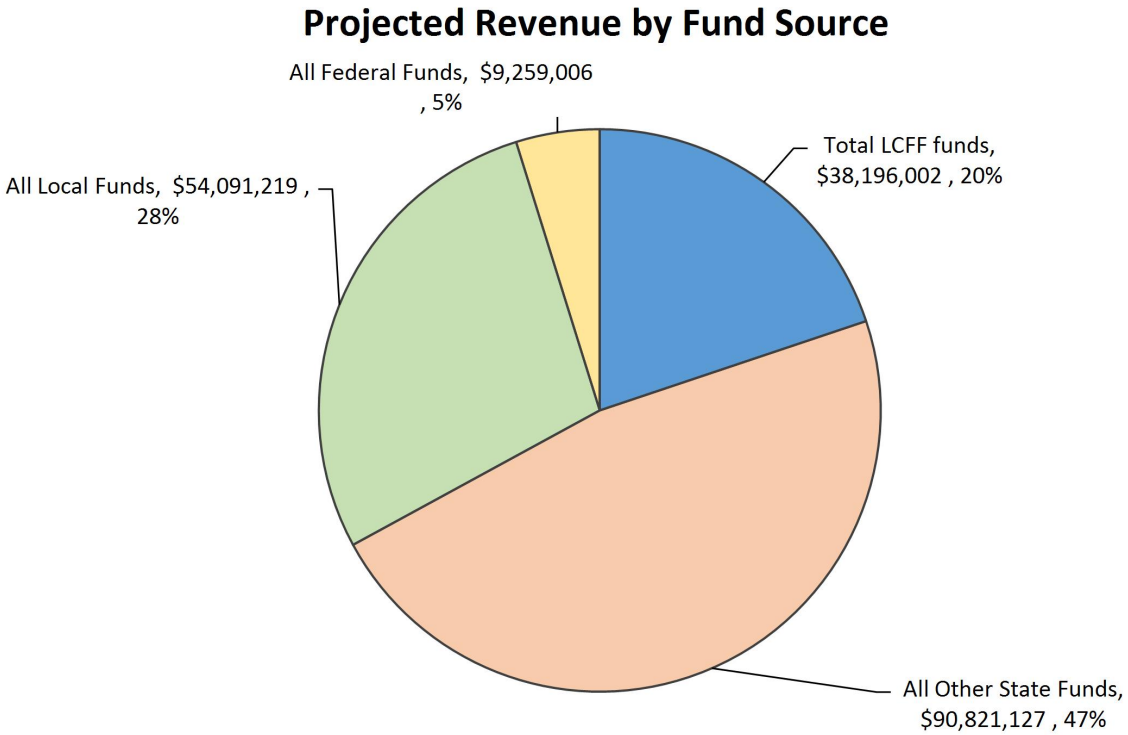
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Sacramento County Office of Education (SCOE)
CDS Code: 34103480000000
School Year: 2025-26
COE contact information:
David W. Gordon
Superintendent
dgordon@scoe.net
(916) 228-2410

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

Budget Overview for the 2025-26 School Year

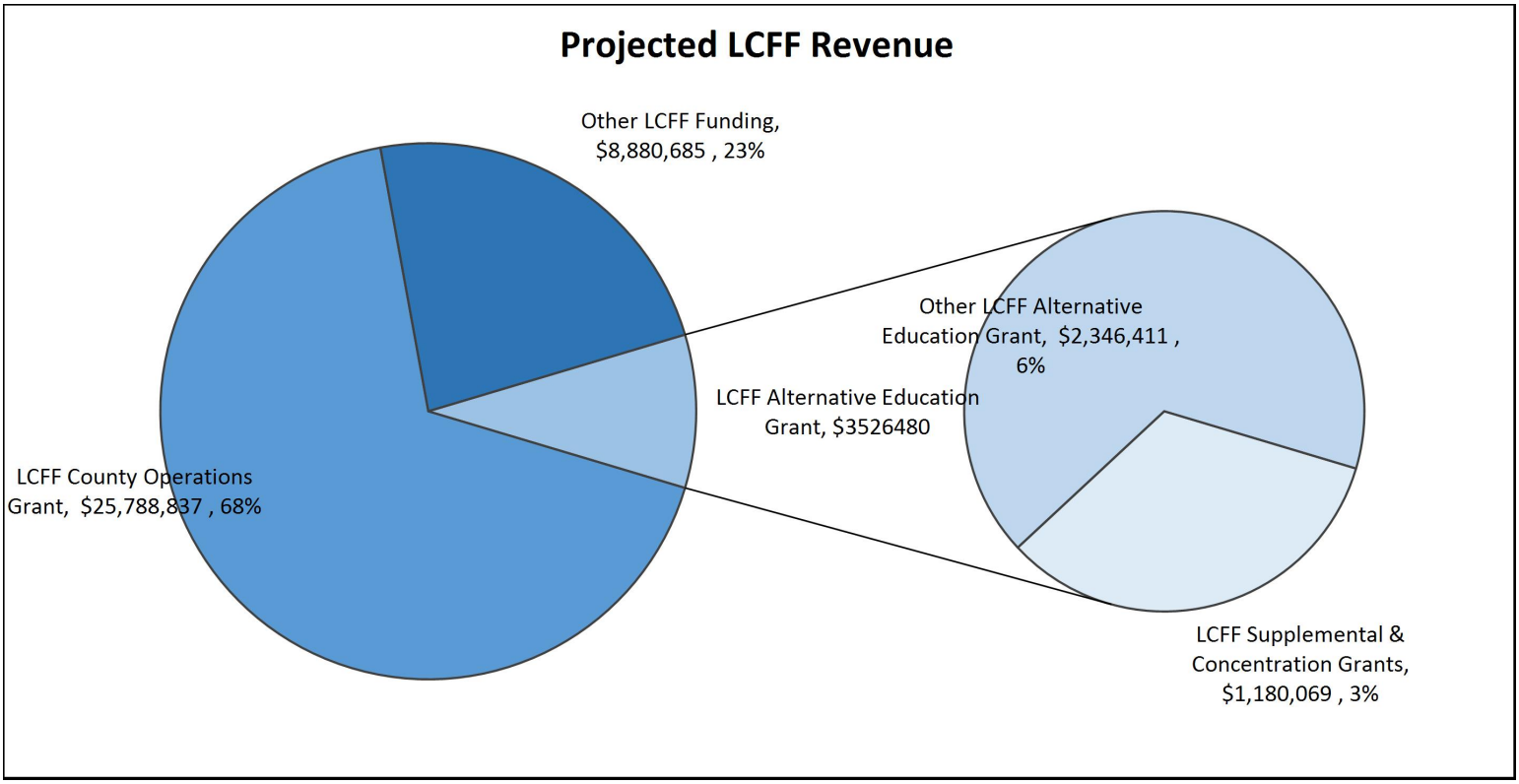


This chart shows the total general purpose revenue Sacramento County Office of Education (SCOE) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sacramento County Office of Education (SCOE) is 192,367,354, of which 38,196,002 is Local Control Funding Formula (LCFF), 90,821,127 is other state funds, 54,091,219 is local funds, and 9,259,006 is federal funds.

Of the $90,821,127 attributed to All Other State Funds, $414,720 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

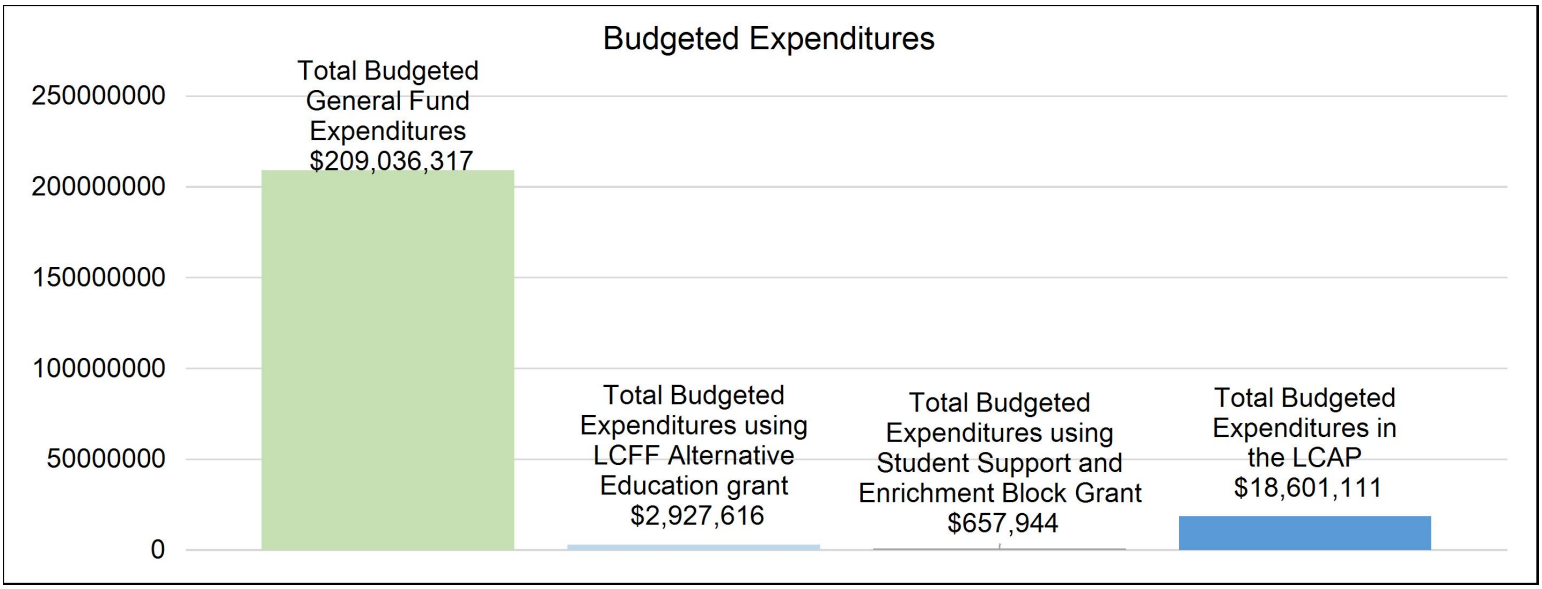


This chart shows the LCFF revenue Sacramento County Office of Education (SCOE) expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Sacramento County Office of Education (SCOE) is $38,196,002, of which $25,788,837 is attributed to the LCFF County Operations Grant, $3,526,480 is the attributed to the LCFF Alternative Education Grant, and $8,880,685 is other LCFF funds. Of the $3,526,480 attributed to the LCFF Alternative Education Grant, $1,180,069 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The County Office receives $400,000 in total add-ons for operating a court school and a community school. The County Office also receives state aid for providing Differentiated Assistance through the System of Support (approximately $4.7 million).

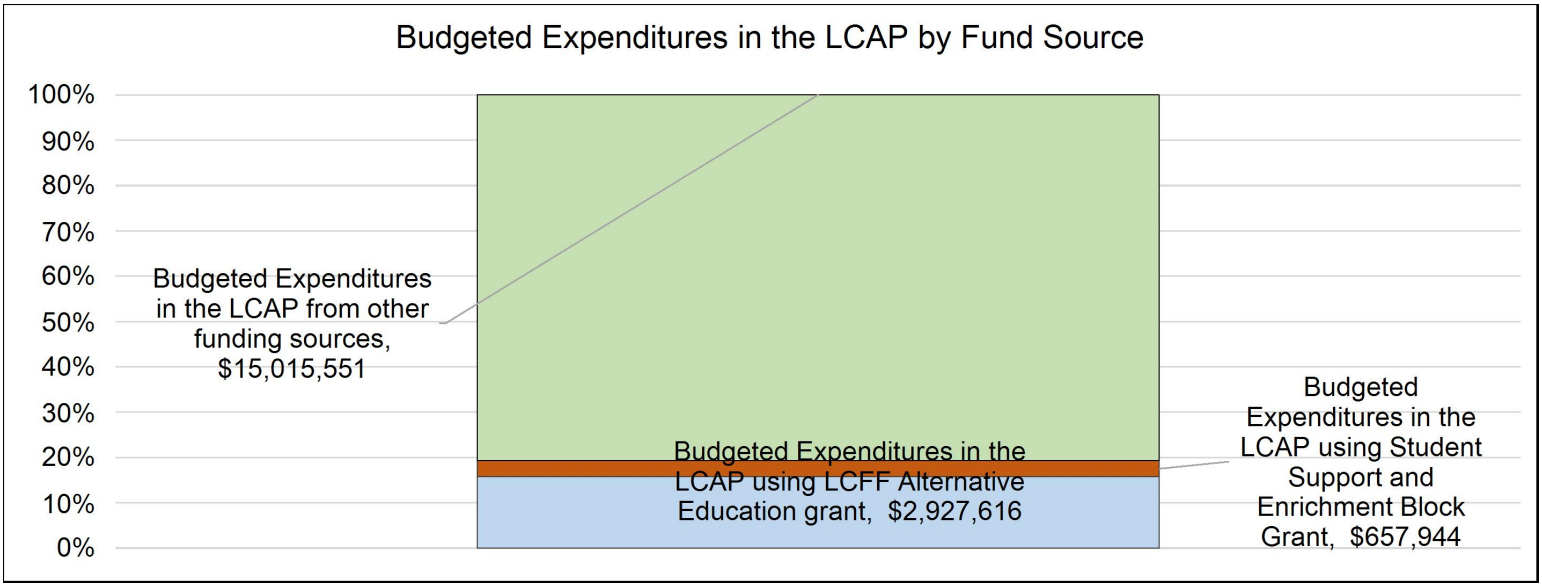
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sacramento County Office of Education (SCOE) plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sacramento County Office of Education (SCOE) plans to spend $209,036,317 for the 2025-26 school year. Of that amount, $2,927,616 is attributed to the Alternative Education Grant and $657,944 is attributed to the Student Support and Enrichment Block Grant. $190,435,206 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:

Only a small portion of the LCFF and other revenues SCOE receives are for the support of Court and Community Schools. As a result, the General Fund expenditures not included in the LCAP include funds for support services to districts in the county and general operating expenses of the County Office, as well as funds awarded to SCOE through grants, fees, or contracts to perform specific deliverables such as research, evaluation services, teacher / administrator credentialing programs, early learning programs, and a residential outdoor science camp. The primary difference between Total Budgeted Expenditures and projected revenue is due to base operating costs for Court and Community Schools that are not reflected in the LCAP.



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

The text description of the above chart is as follows: Sacramento County Office of Education (SCOE) plans to

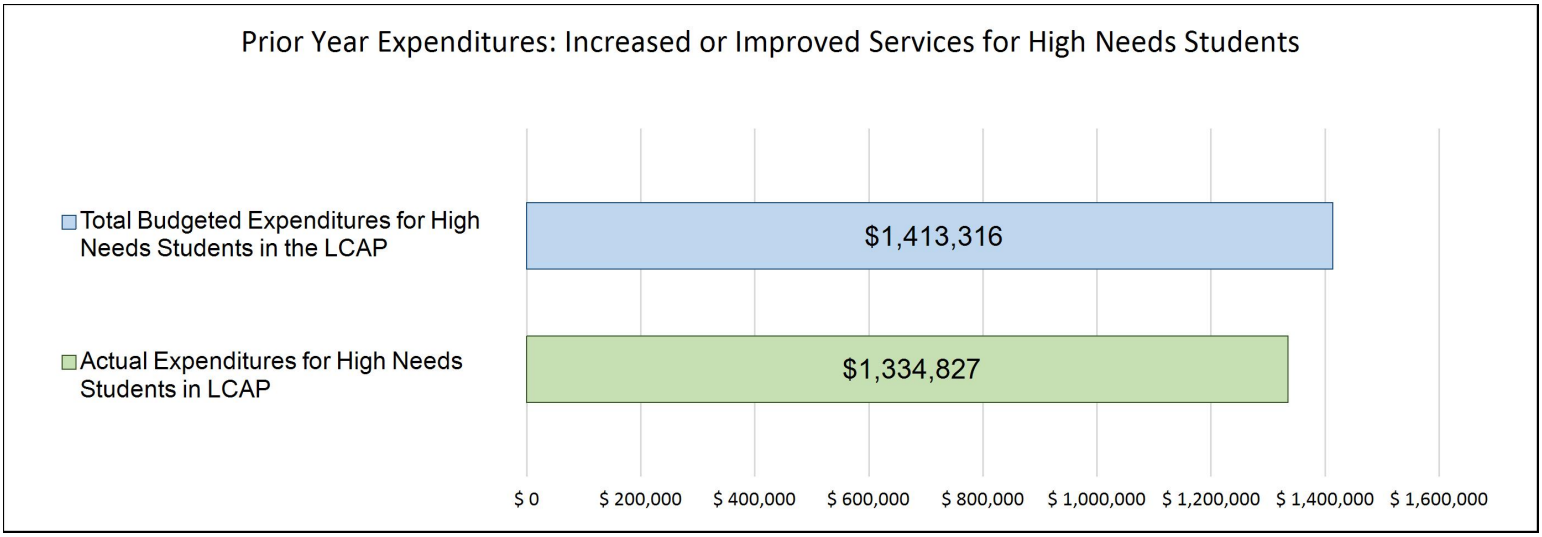
spend $18,601,111 on actions/services in the LCAP. Of those funds, $2,927,616 is attributed to the Alternative Education Grant and $657,944 is attributed to the Student Support and Enrichment Block Grant.

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

In 2025-26, Sacramento County Office of Education (SCOE) is projecting it will receive 1,180,069 based on the enrollment of foster youth, English learner, and low-income students. Sacramento County Office of Education (SCOE) must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento County Office of Education (SCOE) plans to spend $5,608,659 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Sacramento County Office of Education (SCOE)'s LCAP budgeted $1,413,316 for planned actions to increase or improve services for high needs students. Sacramento County Office of Education (SCOE) actually spent $1,334,827 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of 78,489 had the following impact on Sacramento County Office of Education (SCOE)’s ability to increase or improve services for high needs students:

The difference in the total actual expenditures for actions to increase or improve services for high need students is due to a midyear staff vacancy. The support provided by this staff member was fulfilled by other staff so that high needs students and their families did not experience an impact or gap in services.

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
Sacramento County Office of Education (SCOE)	David W. Gordon Superintendent	dgordon@scoe.net (916) 228-2410

Plan Summary [2025-26]

General Information

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

The Sacramento County Office of Education (SCOE) directly operates school sites and programs that provide full-time and part-time instruction for specific student populations in specialized programs that are more effective, innovative, and cost effective to operate on a regional basis. Our work is driven by our Equity Imperative, a commitment to developing and promoting innovative strategies, programs, and services that address the unique needs of all learners and eliminate opportunity and achievement gaps.

As stated on the 2024 California School Dashboard, SCOE currently enrolls 932 students across six schools. SCOE Court and Community Schools (CCS) provide services to students who require more services than a traditional middle or high school program can offer. SCOE is directly responsible for serving expelled and incarcerated youth in our CCS programs. SCOE CCS also provide a high quality education to students mobilizes supports for their families as they seek a smaller school environment through a referral process.

SCOE operates highly specialized Special Education programs to serve students with severe disabilities in Special Day classes located in school district and community sites. Leo A. Palmiter Jr./Sr. High School (Palmiter) serves 100% students with disabilities. The Foundations Academy also serves 100% students with moderate to severe disabilities. Across all SCOE programs the schools consistently enroll students with high needs: 70.1% socioeconomically disadvantaged, 34.1% students with disabilities, 15.6% homeless and 4.8% foster youth. The English Learner (EL) population is 135 students, or 14.5% of total enrollment and an additional 79 students are Reclassified Fluent English Proficient (RFEP). Of the 135 ELs, 92 are identified as Long Term English Learners. Palmiter, El Centro, North Area, Colley and Hickey continue to be identified to receive Equity Multiplier funding based on the percent of students enrolled at those sites who are socioeconomically disadvantaged and have non-stable enrollment.

SCOE was awarded two California Community Schools Partnership Program Implementation grants in 2024. The planning process and landscape analysis work is incorporated into the SCOE LCAP. While all SCOE schools were not awarded grant funds, planned activities will happen at the Colley, Hickey, North Area and El Centro schools. Our primary goal as a result of these grants is to increase student access to high quality instruction through a wide array of whole child services. SCOE's vision is to transform three community day schools into full-service community schools that are racially just and culturally relevant. Leveraging this funding supports engaging a range of stakeholders to shape programming that is integrated in SCOE school neighborhoods and allows for broader communities to be prioritized. Efforts toward continuous improvement each year through intentional processes of modifying systems structures, professional learning, and best instructional practices with supports embedded are primary objectives for SCOE schools. Each of our SCOE schools is small, but with the utilization of this funding, SCOE resources and whole-child approaches will nurture and support the process of building relationship-centered schools that meet the specific needs of students and families at each. We are still visioning - growing shared understanding and awareness - but moving into engaging, building capacity, and initiative alignment.

SCOE CCS Programs:
The SCOE CCS programs at El Centro, Hickey, Colley, and North Area were designed to serve expelled and detained youth, but also serve youth on the cusp of delinquency and/or those who need support not commonly found within traditional middle or high schools. The students SCOE serves often have needs that extend beyond routine school services: the severely credit deficient; foster youth (FY); students who are experiencing homelessness and who are in temporary housing; and a growing population of English learners (ELs) and long term English learners (LTELs). SCOE also provides a high quality alternative educational setting to students not expelled or detained at youth facilities who seek a smaller school environment through a district or probation referral.

SCOE's Senior Extension program, offered at Colley, Hickey, and North Area sites, provides students with the support they need to graduate from high school. The Senior Extension Program allows students to extend the amount of time they can remain in high school and provides more flexibility to complete courses through an alternative education model. Staff extend outreach to local high schools, identifying students who are at risk of failing due to poor attendance or limited engagement. With a personalized approach from engaging staff members to address their individual needs, students are more likely to complete high school and transition to postsecondary education, military service, or the workforce.

In general, students in the CCS programs have a high rate of school mobility, or non-stable enrollment. The average enrollment period in court school is 31 days, and the community school average period of enrollment is 125 school days. Cumulative student enrollment doubles over the course of a year. This student mobility makes it challenging to utilize all of the state mandated LCAP metrics to measure academic progress. However, SCOE monitors school progress with a locally adopted accountability system that uses five indicators to measure the efficacy of our programs: Attendance, Reading Achievement, Math Achievement, Credit Completion, and Successful Transition. To measure the academic growth of students, staff utilize a Renaissance Learning (Ren Learn) reading and mathematics short cycle assessment tool. Faculty also utilize Math and English placement assessments embedded in our web-based Edgenuity platform. The high mobility rate and short enrollment periods impact students' ability to complete a course path to meet UC/CSU a-g requirements. Advanced placement courses are not offered; however, the courses that SCOE offers via the online / in-class Edgenuity program are also offered in local districts. This sustains continuity among programs where students keep working on the same courses as they transfer in and out of SCOE schools.

To support long-term student success, secondary students enroll in Career Technical Education (CTE) courses, complete a comprehensive career interest survey, create a career development plan, and begin sequences of CTE programming. CTE goals are based on each student acquiring 21st Century Skills delineated by the Partnership for 21st Century Skills and the five core social-emotional competencies: self-awareness, self management, social awareness, relationship skills, and responsible decision-making. SCOE also offers accelerated and exploratory CTE programming through the online partner eDynamic Learning and through nonprofit partners, such as Northern California Construction and Training (NCCT). Each of these programs is designed to support initial skill acquisition and transition to a post-secondary training program. In addition to the robust CTE model, SCOE utilizes a comprehensive Work Experience Education (WEE) Course approved by the California Department of Education.

The Sacramento County Office of Education is utilizing the court school and community school base grant to continue and increase access to dual enrollment and concurrent enrollment classes through staffing and programs that increase enrollment. These funds are designated to address key areas of focus within our educational plan, including expanding access to A-G courses, fostering dual enrollment partnerships, enhancing elective offerings, strengthening vocational and career technical education, facilitating college preparation and application support, providing mental health services, and ensuring high school completion and successful transitions. These funds will also be used for the enhancement and continuation of career technical education (CTE), youth leadership empowerment programs, and increased academic intervention services. The Student Support and Enrichment Block Grant will ensure that our teachers provide the highest level of instruction and support to students with the greatest amount of need. This will be done through specific support and training provided to certificated and classified staff to target those students who are falling behind academically and emotionally. The Student Support and Enrichment Block Grant will foster an increase in work-based and vocational learning experiences and additional access to dual enrollment programs.

SCOE also coordinates services for foster youth in Sacramento County through the grant-funded Foster Youth Services Coordinating Program (FYSCP), and has added a Program Specialist to provide additional support. Assembly Bill 130 enables SCOE to coordinate and provide direct services to foster youth in school districts and charter schools within the county, including those in SCOE Court and Community Schools. SCOE partners with the Sacramento County Juvenile Courts, the Sacramento County Probation Department, Child Welfare, Behavioral Health, Court Appointed Special Advocates (CASA), and several other nonprofits to coordinate services to foster youth in the county who are in the child welfare system and are at a higher risk of crossing over to the juvenile justice system. SCOE's involvement in this process includes Special Ed, CCS, SCOE legal counsel, and Title I program coordination.

SCOE Programs for Students with Disabilities:
The Special Education Department provides services to students with disabilities referred from local school districts. SCOE provides special day class programs on district and community sites for students with severe disabilities from 5 -22 years of age, and students in grades TK12 with emotional and behavioral support needs, as well as an inclusive preschool program in collaboration with local Head Start program sites. In addition to providing Special Education services to students in the CCS, SCOE also serves Arcohe Union Elementary, and Elverta Joint Elementary (small districts within Sacramento County), and students with developmental delays or disabilities ages birth to three through the Infant Development Program.

Reflections: Annual Performance

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

2024 Dashboard Analysis:

Academic Indicators
English Language Arts (ELA) and Mathematics (Math) remain in the Orange performance level. The progress in ELA is positive with an increase of 41 points LEA-wide, and gains for most student groups. The African American student group declined from the Orange performance level to Red. In Mathematics, there is similar progress: no student groups received a Red performance level in 2024 and the overall gain in Math is 43.7 points with gains for all identified student groups. Analyzing the English Learner (EL) student group further, we also see a 41.3 point increase in ELA and 42 points in Math for Current English Learners. This is notable as the Dashboard EL group includes reclassified students. Foster Youth did not have a sufficient number of students for public data reporting on these academic indicators.

The English Learner Progress Indicator (ELPI) now includes two student groups: English Learners and Long Term English Learners (LTEL). Both groups received a performance level of Red, denoting a lack of progress on the summative English Language Proficiency Assessment for California (ELPAC). This reflects an area of concern. Since LTELs were added to the Dashboard, and make up 68% of SCOE's EL enrollment, we have added them to all applicable metrics reported in the LCAP.

Graduation
Nine student groups in the Class of 2024 showed improved graduation rates on the Dashboard indicator; white students maintained their status. Unfortunately, these improvements haven't resulted in a change of performance level, which remains in Red. Although SCOE graduates large numbers of students each year, most do so in their 6th year and are counted as non-graduates per Dashboard rules. Data for the new student group of Long Term English Learners shows that nearly half (44.4%) graduated with the 4/5 year cohort, surpassing White students whose graduation rate was 41.8%.

The one-year Dashboard Alternative School Status (DASS) Graduation Rate has more relevancy for SCOE students whose enrollment does not fit the cohort model. The DASS Graduation Rate is not available at the district level. A review of school outcomes shows the DASS grad rate for 2024 ranged from a high of 93.3% at El Centro to a low of 38% at North Area. Bright spots include the performance of every student group at El Centro, who showed growth in the one-year DASS grad rate raising the school's performance level to medium, or Yellow. Students with Disabilities at Colley showed great growth from 29.4% to 60.7%, and white students grad rate increased from 40% to 60%.

College/Career Indicator
This multi-metric indicator remains a challenge for county-operated school programs due to the limited duration of enrollment of students at the schools. To be considered "Prepared," students must be a graduate and meet combinations of several other critiera such as proficiency on the Smarter Balanced exams, completing a CTE or a-g pathway, taking semesters of college classes in dual enrollment. The outcomes for this indicator in 2024 remain at the lowest performance level (Red) for all student groups including LTELs. Improving this metric is a top focus for SCOE. Actions to create more opportunities for students are in Goal 4.

Chronic Absenteeism
After peaking in 2022, the percent of K-8 students identified as chronically absent on the Dashboard declined from 48.5% in 2023 to 46.2% in 2024. The Chronic Absenteeism rate is still considered Very High, and the decline was less than 3 percentage points resulting in an Orange performance level. The K-8 student groups receiving the lowest performance level on the 2024 Dashboard are: Socioeconomically Disadvantaged, Homeless, and Hispanic. Across nearly every school and all grades, addressing chronic absenteeism is a critical need. DataQuest reports that Palmiter Special Education High School had a 90.9% chronic absenteeism rate in 2024. Districtwide (K-12), homeless students and Students with Disabilities are among the groups with the highest chronic absenteeism rates. Students in the Youth Detention Facility attending El Centro had the least incidence of chronic absenteeism. Foundations Academy improved their chronic absenteeism rate in 2024 by 15.5%. Schoolwide, Foundations achieved an Orange performance level and has no student groups receiving a Red performance level. This is likely a result of the focused attention throughout the program to ensure that students (and their families) feel welcome and understand the importance of attendance. SCOE has begun to implement a new analytics program that tracks chronic absenteeism by school, grade, and student group and can drill down to the student level to apply individual interventions.

Suspension Rate
The Suspension rate for SCOE schools remained at the High performance level (Orange) with 4.1% of students suspended and a slight increase of 1% over the previous year. In 2023, six student groups received a Green performance level and two received a Yellow. In 2024, only three groups received a Green and one received a Yellow. No student groups were identified with a Red performance level in 2023 but three student groups received a Red performance level in 2024 (African American, Homeless, and Students with Disabilities). Some positive results are found at the school level: Colley has a Green performance level overall with five student groups receiving a Blue performance level. Hickey shows a decreased suspension rate for Hispanic students (declining from Red to Yellow) and White students (declining from Red to Green).

Science Indicator
The 2024 Dashboard reported student outcomes on the California Science Test (CAST) or the California Alternate Assessment for Science as an informational item only. The assessment is administered to students in grades 5, 8 and once during high school. The district's overall proficiency was 25.2 points below standard, a 3.5 point increase over 2023. Student group outcomes range between 17.2 and 38.7 points below standard. The State Board of Education is in process of deciding how the Science indicator will factor into accountability in 2025 and beyond.

Other reflections on locally-gathered data:
-Measures reflecting teacher assignments and implementation of state standards remained similar.
-Preliminary outcomes for assessment participation rates show improvement (assessment windows are still open at the time of writing).
-Reclassification criteria were adopted. Five multilingual learners reclassified in 2024-25, and several new candidates were identified for reclassification.
-Preliminary survey responses from parents show a 97% positive response to questions measuring connectedness and engagement.
-Literacy continues to be a focus area. Preliminary outcomes showing change in average Lexile Levels are promising, with growth greater than expected.

Learning Recovery Emergency Block Grant (LREBG) funding:
Sacramento County Office of Education has $55,709 in unexpended LREBG funds. The Needs Assessment for SCOE schools emphasized

a need to address proficiency in English Language Arts (ELA) and Mathematics for all student groups across all schools. Over 90% of students were at Level 1 or Level 2 on the SBAC in ELA and over 94% at Level 1 or 2 in Math. Looking at Dashboard status, all student groups identified were in either the Very Low or Low level in ELA and Mathematics. This deficit impacts satisfactory course progression toward graduation and is indicative of limited student engagement that also contributes to chronic absenteeism. In 2025-26, LREBG funds will be used to fund a Director of Counseling (Action 4.2). Research consistently shows that school counselors play a crucial role in improving graduation rates. The Director of Counseling will work with students and families to identify barriers to learning and provide referrals for support. 2025-26 will be a planning year as the remaining LREBG funds are spent down. In the succeeding years, additional LREBG funds will support counselors to implement academic planning, monitoring, programming, and SEL supports.

2023 Dashboard Analysis:
This recap of the indicators at the lowest performance level in 2023 will continue to be provided each year as it indicates areas of low performance that are required to be addressed throughout the term (2024-27) of the LCAP.

At the LEA level:
All student groups received the lowest performance level in Graduation and the College Career Indicator (African American, English Learners, Foster Youth, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged (SED), Students with Disabilities and White).

At the school level, Elinor Lincoln Hickey (Hickey) students received the lowest performance level in Math, Suspension, Graduation, and the College Career Indicator. North Area Community School (North Area) students received the lowest performance level in English Language Arts and Math, Graduation, and the College Career Indicator. El Centro and Nathaniel S. Colley (Colley) received the lowest performance levels in Graduation and College Career Indicator. Palmiter Jr. / Sr. High received the lowest performance indicator for Suspensions, and Foundations Academy received the lowest performance level for Chronic Absenteeism.

Student groups within each school received the lowest performance levels in the indicators noted below:
Hickey:
- SED students - Math, Graduation, Suspension, College Career Indicator
- White students - ELA and Math
- Hispanic students - Math and Suspension
- Homeless students - College Career Indicator
- Two or More races - Suspension

Colley:
- SED, Hispanic, and Homeless students - Graduation and College Career Indicator
- English learners - College Career Indicator

North Area:
- SED students - ELA, Math, Graduation and College Career Indicator
- Hispanic and Homeless students - Graduation and College Career Indicator

- African American students - Graduation

El Centro:
- SED students - Graduation and College Career Indicator

Palmiter:
- SED and Students with Disabilities - Suspensions

Foundations Academy:
- SED, Students with Disabilities, and Hispanic - Chronic Absenteeism

Reflections: Technical Assistance

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

SCOE is identified as eligible for Differentiated Technical Assistance (DTA) for persistent low performance in three out of four years for student groups identified in the indicators below:

2024: Academics - English Learners (EL), Long Term English Learners (LTEL), African American
Grad Rate - Students with Disabilities (SWD), EL, Homeless, LTEL, Hispanic, Socioeconomically disadvantaged (SED), African American, Foster Youth
Chronic Absenteeism - Homeless, Hispanic, SED
Suspension - SWD, Homeless, African American
CCI - SWD, EL, Homeless, LTEL, Hispanic, SED, African American, White

The Placer County Office of Education was assigned as SCOE's Technical Assistance provider and met with the SCOE team throughout the school year to discuss progress towards LCAP goals and priorities. The work of Placer COE and CDE partners included:
- Thought partner in the deeper analysis of student group performance
- Collaborative review of local data to inform goals and practices
- Analysis of Dashboard data
- Collaborative problem solving
- Provision of resources and analytical tools for priority areas
- Development of a problem of practice, driver diagram, and change ideas to test.

Through the partnership with Placer COE, SCOE's leadership team has:
- Participated in site visits to assess Tier 1 instruction
- Observed student engagement in CTE and will seek to model the same engagement in instruction
- Continued the implementation of Professional Learning Communities

These activities will be implemented in LCAP Goal 4:

- Professional development (including but not limited to): Teacher Clarity, Lesson Design, Culturally and Linguistically Responsive instruction, Social Emotional Learning
- Site walk throughs and demonstration teaching with coaching support

These activities in LCAP Goal 3 are a continued focus:

- Training staff on proper exit codes and other data clean-up processes; reviewing data validity
- Developing procedures and protocols in PowerSchool
- Improving the intake/enrollment and transition out process
- Developing and monitoring the student success plan
- Following up on assessments every 30, 60, 90 days
- Implementing a data warehouse and providing staff training.

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.

El Centro Jr./Sr. High
Nathaniel Colley Sr. High
Elinor Lincoln Hickey Jr./Sr. High
North Area Community

Support for Identified Schools

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

CSI plans for the four identified schools were developed using Improvement Science strategies, including Root Cause Analysis to examine various data sets of student academic, social and post-secondary college and career readiness indicators. The data sets include California School Dashboard data, pre and post academic assessments in ELA and mathematics and college and career readiness indicators included in individualized student success plans embedded in the student information system database. Social emotional indicators are included as well, such as attendance, discipline and wellness surveys conducted by licensed mental health clinicians. School programs are analyzed to disaggregate the graduation rate for each school by program type when multiple programs are housed on one site, such as Senior Extension and the Base Program.

SCOE is receiving CSI funds to improve the Graduation Rate at Elinor Lincoln Hickey Jr. / Sr. High School, El Centro Jr./Sr. High School, Nathaniel Colley Sr. High School and North Area Community School. Research-based interventions are designed to help students reduce credit deficiencies and increase engagement. The percentage of SCOE students that graduate increases as the students' engagement increases and they continue to earn academic credit.

SCOE involves students, parents, community-based organizations, employers, partnering government organizations and post-secondary partners with in-person and online surveys. Faculty, staff, management, leadership and board comment on the draft plan and survey data. Administrators and SCOE leadership engage with site councils, parent advisories, and collective bargaining units. Input is analyzed in conjunction with student and site level data and helps to inform focus areas.

SCOE has implemented a live data dashboard so decisions can be made in real time. SCOE utilizes evidence-based interventions. SCOE's Program Manager for Research and Evaluation is able to study the impact of interventions.

Resource inequities are identified using The Education Combination: Ten Dimensions of Resource Equity to Unlock Opportunities for Every Student. Resource inequities exist due to the small size of each of our schools and the high proportion of students living in poverty. In addition, many of our students have experienced trauma and have not experienced success at comprehensive high schools. Our El Centro site serves justice-involved youth. The aforementioned resource inequities impact students' engagement in schooling. We focus on reengaging our youth and providing whatever is needed to help them get back on track to earn credits towards graduation with engaging, rigorous and relevant content and learning activities and meeting their social emotional needs. Our students often have reduced access to wellness and mental health supports due to lack of transportation to and from provider locations. SCOE employs licensed mental health clinicians to increase engagement both during the school day and after the school day. We also contract with non-profits that provide creative and relevant opportunities for students to earn credits toward graduation. SCOE received a California Community Schools Partnership Program implementation grant which will continue our work towards a whole child approach to integrated support services to meet students' needs.

Each year administrators examine data to determine the effectiveness of our programs. They use a Student Information System-linked database to monitor partner engagement with students and academic and social outcomes and graduation rates. Our students provide feedback through surveys and in person meetings with transition specialists and staff. Four students serve on our combined School Site Council (SSC). Students provide feedback on all our actions and we modify actions based on their feedback, such as discontinuing some partner agencies, providing more access to preferred partner agencies and preferred attendance incentives. Families also provide feedback through surveys, in person meetings and the SSC. Staff provide feedback through staff meetings, surveys, the SSC and informal discussions. Staff feedback helps determine the professional development provided and provide feedback on student engagement with non profits.

Staff from the SCOE Planning and Improvement Department provide support to principals and staff in CSI plan development, data and metrics analysis, root cause analysis, and school site council meeting facilitation.

Monitoring and Evaluating Effectiveness

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

On an annual basis SCOE conducts a cohort study of each student in the CSI identified school. This study includes available state reported data, locally reported academic and social emotional data for the local accountability system and transition data for exiting students. Additionally, feedback data from stakeholder surveys is included. SCOE uses the cohort study to examine its continuous improvement process for future decisions.

Transition specialists ensure every student has a Student Success Plan developed collaboratively with staff, students, and parents/guardians so that the roadmap for each student's progress is clear. Transition specialists monitor the implementation of the Student Success Plan throughout the year.

ELA and Math Ren Learn Short Cycle Assessments are used to monitor student progress throughout the year in Math and ELA. ELA data is monitored with Achieve 3000. Data is shared at School Site Council meetings and progress of the CSI plan is monitored. Additionally, principals meet monthly with the Assistant Superintendent of Court and Community Schools to discuss progress of goals and actions in the school plan. Students are monitored for credit completion towards meeting the goal of a minimum of 10 credits earned per month. Student participation with community-based organizations is monitored and data reviewed. Staff monitor student attendance with daily check in calls and home visits to address barriers to school attendance. Staff review rehabilitation plans for expelled youth and monitor suspension rates by student groups quarterly to identify and address potential disproportionalities.

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
District administrators leadership team	SCOE district leadership, administrators, and other staff meet to analyze data, review implementation of current LCAP actions, and propose needed updates to the LCAP framework.
Principals and other administrators	Site administrators and SCOE leadership meet to review current LCAP actions and discuss for implementation and efficacy.
Classified staff	The LCAP Survey is administered in addition to ongoing feedback received both formally and informally at each school site.
Teachers	The LCAP Survey is administered in addition to the input and feedback received both informally and formally (staff meetings) at each school site.
Parents and Caregivers	Parents and caregivers are consulted upon student enrollment to provide input on student needs. On-campus events are another method of obtaining parent and caregiver feedback. The LCAP Survey is administered to solicit feedback in addition to the intermittent and ongoing conversations at each school site.
Students / Youth Advisory Council	Listening sessions were held with a representative sample of students at each school. Students also complete the annual LCAP Survey. Select students serve on the Youth Advisory Council which meets monthly throughout the school year.
Bargaining Units	SCOE leadership held two meetings, one with SCOETA leadership (Certificated) and one with CSEA leadership (Classified). The LCAP goals, progress, and plans for 2025-26 were shared and feedback was recorded and shared with participants. Each leadership team was

Educational Partner(s)	Process for Engagement
	provided a QR Code and web address that included a link to the full LCAP draft and a form for members to provide feedback.
Curriculum Collaboration Team	The Curriculum Collaboration Team meetings focus on data and developing standards-aligned instructional materials, assessments, and professional development that will support student needs. Attendees include SCOE staff, administrators, and trustees.
Equity Multiplier School Sites: El Centro, Elinor Lincoln Hickey, Nathaniel S. Colley, North Area and Palmiter	School Site Council meetings The feedback received at Equity Multiplier school sites was aggregated across many of the existing meetings and survey responses. Five of the six SCOE schools will receive Equity Multiplier funds and three convene a shared school site council.
Community School Steering Committee	The Community School Steering Committee meetings identify student needs based on qualitative and quantitative data; plan engagement activities, and align resources to needs at the three sites.
Community-Based Organizations	All community based organizations that serve SCOE students were invited to quarterly in-person meetings to gain their feedback on SCOE programs. The agenda included a discussion of student needs, the equity multiplier funding, and the LCAP goals.
SELPA	Consultation with SELPA held in June 2025
Parent Advisory Committees	The LCAP draft was shared with the Parent Advisory Committee. No questions for the superintendent were received. Please note the district does not meet the criteria to require an English Learner Parent Advisory Committee for LCAP consultation in 2025.
LCAP Posting for the Public, Hearing and Adoption	The community was invited to comment on the LCAP draft on June 6, 2025 in advance of the Public Hearing June 10, 2025. LCAP Adoption and presentation of the Local Indicators was held June 24, 2025.

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

Ideas, trends and inputs that were provided by educational partners:

The LCAP survey results for staff continues to evidence that SCOE schools provide positive and supportive educational environments for students. Many staff provided positive comments and feedback about the programs as well as areas for development or improvement. Several connected themes emerged, from the survey and also noted in the consultation with SCOETA.

- Staff need more specific and in-depth professional development, in the content areas and especially with strategies for behavior management
- Staff support coordination of processes, manuals and consistent policies, such as for grading and credits.
- Staff appreciate collaboration and expressed a desire for data to inform students' needs.
- Staff would like continued funding for programmatic supports such as field trips, CTE, and career exploration opportunities.

Community-based organizations emphasized the importance of:
- Implementing the recommendations of the 2025 Landscape Analysis on the Black student experience at all SCOE schools
- Continuing to capture student voice
- Career pathways for students, internships, and work-based learning
- Culturally relevant materials
- Engaging students with the arts, hands-on learning, a center for urban entrepreneurship
- Involving parents and caregivers in learning about student progress.

A majority of parents surveyed agree that SCOE programs are beneficial to their child, and that they have seen academic growth and improvement in behavior. Specifically, parents and guardians value:
- Teachers who care for the whole child;
- Intensive intervention, for academics and behavior;
- School climate and safety;
- Career technical education and assistance with employment;
- Easy communication with school leadership and teachers.

Administrators, principals and district leadership shared these opinions:
- There is a need for a systems approach to processes such as enrollment, transcript review, assessment and data collection;
- The emphasis on literacy interventions should continue, as it supports students' proficiency in all content areas;
- Continue to focus on supporting students in SEL growth and general well-being;
- Provide professional development on developing culturally and linguistically responsive instruction; continue with coaching and classroom observations.

The student listening sessions (including participation of foster youth) and the student survey highlighted these priorities:
- Connections with caring staff: Transition specialists and mental health clinicians as well as teachers
- Attachment to community-based organization staff and mentors
- Opportunities to learn about employment and other post-secondary options;
- Need for a positive and safe school climate
- Academic support (including options for credit recovery)
- Opportunities for student voice and agency to participate in decision-making
- Hands-on arts education
- Regular physical activity
- School is a place where they are learning more, have better relationships with teachers, and are getting better grades.

Equity Multiplier School Sites:
The need at these five schools is greatest in improving student readiness for college and career. Educational partners consulted at Colley, El Centro, Hickey, North Area and Palmiter identified low levels of student engagement as a concern. Students at the Equity Multiplier sites advocate for CTE classes and pathways, enrichment activities, and more opportunities for parents to come to campus and observe student presentations or awards.

At the equity multiplier school sites, graduation rate and preparedness for college and career as measured by the College/Career Indicator (CCI) present the lowest performance levels for all student groups. To impact the CCI, sites must increase the graduation rate for the students that SCOE serves at Equity Multiplier sites. The Suspension rate is still high. More engaging and relevant classes, and activities that promote social emotional learning competencies will be included to address problem behaviors that lead to suspension.

Areas of Influence, synthesized:

- Processes and procedures such as enrollment, attendance, and assessments shall be designed to be followed with fidelity;
- Continue to deepen the welcoming environment for students and families;
- Use student voice to design engaging and educational activities at each site;
- Ensure that professional development is responsive to site needs and includes behavior management strategies;
- Continue weekly preventative support from mental health clinicians and intensive (Tier 3) interventions on request;
- Continued focus on career and post-secondary exploration;
- Provide work readiness and work-based learning.

The general aspects of the LCAP that were influenced by educational partner input include:

Provide / continue:

- Mental health clinician support
- Counselors at the high schools
- Increased support for students struggling with learning and student engagement and connection
- Support the 21st Century Learning Center within the Juvenile Hall to increase engagement and literacy
- Expanded services for students formerly served by the Division of Juvenile Justice
- Professional development and collaboration to support all content areas, including ELD; professional development on diversity, equity and inclusion and trauma-informed practices

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Achievement: Through improved instructional systems, increase student achievement in literacy and math; expand student completion of courses; and develop college and career readiness. All students will meet or exceed grade-level academic growth. The percentage of students meeting or exceeding their grade level growth in ELA and math will increase by three percentage points annually.	Broad Goal

State Priorities addressed by this goal.

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

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard (Dashboard) data indicated the need to continue the focus on literacy that was initiated in the 2023-24 LCAP. Student performance on Smarter Balanced Assessments has been flat, in particular for the middle school students in the CARE programs who are represented in Hickey's enrollment. SCOE's local assessments, administered in English Language Arts (ELA) and Mathematics at least 40 instructional days apart, show that just 46% of students tested made grade-level growth in ELA and 41% made grade-level growth in math. While all student groups are not performing at standard, these student groups at Hickey will be supported by targeted actions in Goal 1 to improve academics: White students (ELA/Math); Socio-Economically Disadvantaged and Hispanic (Math). North Area Community School had no students participate in Smarter Balanced Assessments in 2023, resulting in SED, White, and Hispanic students receiving the lowest performance level. All eligible students will be engaged and supported through the testing process, with consideration for providing incentives to motivate participation.

During the LCAP development process, teachers and administrators positively noted the 2023-24 pilot of professional learning communities. SCOE's Curriculum Collaboration team guides this process to develop, implement and co-teach effective strategies. Principals are modifying their site meeting schedules within existing timeframe parameters in order to allow their instructional staff additional opportunities to collaborate with the objective of working toward the cycles of continuous improvement, including coaching for lessons that include culturally and linguistically responsive instruction. Community based organizations supported the provision of high-dosage tutoring for intervention and

engaging students' interests in topics ranging from Arts and CTE to experiences such as field trips, internships, apprenticeships and civics education.

SCOE plans to improve student achievement using a systematic approach, using data to provide appropriate interventions, and building capacity of staff to provide high quality first instruction. Progress will primarily be measured using the California School Dashboard metrics and select local metrics, including qualitative data obtained from surveys, listening circles, and regular educational partner engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of faculty receiving training on implementing curriculum	100% Local Metric EOY 2023	100% EOY 2024		Maintain at 100%	0
1.2	Percent of students demonstrating growth on local reading assessment (enrolled 60 days or more)	All - 46.1% SED - 41.5% FY - 44.4% HM - 30.0% EL - data not available Local Metric EOY 2023	All - 47.7% SED - 47.6% FY - 48.1% HM - 47.4% EL - data not available Local Metric EOY 2024		Increase 3% annually	All +1.6% SED +6.1% FY +3.7% HM +17.4% EL - data not available
1.3	Percent of students demonstrating growth on local math assessment (enrolled 60 days or more)	All - 41.2% SED - 38.3% FY - 44.4% HM - 28.6% EL - data not available Local Metric EOY 2023	All - 43.0% SED - 42.3% FY - 44.4% HM - 68.8% EL - data not available Local Metric EOY 2024		Increase 3% annually	All +1.8% SED +4.0% FY 0% HM +40.2% EL - data not available
1.4	Percent of cohort who graduate with a regular	39.4%	48.0%		60%	+ 8.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	high school diploma in either four or five years	2023 California School Dashboard	2024 Dashboard			
1.5	Percent of students enrolled for 60 days completing at least two a-g courses (5 credits with a C or better)	36.9 % Local Metric EOY 2023	37.5% Local Metric EOY 2024		70%	+ 0.6%
1.6	Percent of students enrolled for 60 days completing one CTE course (5 credits with a C or better)	1.4% Local Metric EOY 2023	2.4% Local Metric EOY 2024		50%	+ 1.0%
1.7	Percent of students enrolled for 60 days completing both an a-g course and a CTE course (5 credits with a C or better)	1.4% Local Metric EOY 2023	0.0% Local Metric EOY 2024		50%	- 1.4%
1.8	Percent of English learners who progress at least one level on the regular or alt ELPAC as compared to the previous year	29.3% 2023 California School Dashboard	24.1% 2024 Dashboard		50%	- 5.2%
1.9	Reclassification rate	10.7% - ELPAC 12.2% - Alt ELPAC ELPAC Site EOY 2023	7.6% - ELPAC 11.5% - Alt ELPAC ELPAC Site EOY 2024		25%	-3.1% ELPAC -0.7% Alt ELPAC
1.10	Academic Indicator - ELA	228.9 points below standard (Orange) 2023 California School Dashboard	187.9 points below standard (Orange) 2024 Dashboard		Increase 15.0 points per year to reach Yellow Performance Level	+ 41 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Percent of students meeting or exceeding standard on CAASPP ELA assessment	11.8% SBAC 0.0% CAA 2023 CAASPP	10.0% SBAC 0.0% CAA 2024 CAASPP		SBAC 15% CAA 5%	-1.8% SBAC no change CAA
1.12	Academic Indicator - Math	266.8 points below standard (Orange) 2023 California School Dashboard	223.1 points below standard (Orange) 2024 Dashboard		Increase 15.0 points per year to reach Yellow Performance Level	+ 43.7 points
1.13	Percent of students meeting or exceeding standard on CAASPP Math assessment	4.4% SBAC 0.0% CAA 2023 CAASPP	5.8% SBAC 0.0% CAA 2024 CAASPP		SBAC 20% CAA 5%	+ 1.4% SBAC no change CAA
1.14	California Science Test (CAST)	To be advised - new metric. Baseline will be established in Year 2.	25.2 points below standard 2024 Dashboard		Increase 15.0 points per year to reach Yellow Performance Level	n/a
1.15	College Career Indicator - Percent of students identified as Prepared Source: California School Dashboard	ALL: 0.5% EL: 0.0% FY: 0.0% HM: 0.0% SED: 0.3% Year: 2023	ALL: 0.3% EL: 0.0% FY: 0.0% HM: 0.0% SED: 0.3% Year: 2024		30% for all student groups	ALL: - 0.2% EL: no change FY: no change HM: no change SED: no change
1.16	College Career Indicator - Percent of students identified as Approaching Prepared	ALL: 1.9% EL: 0.0% FY: 2.6% HM: 1.8% SED: 2.0%	ALL: 1.1% EL: 0.0% FY: 0.0% HM: 3.4% SED: 1.2%		20% for all student groups	ALL: - 0.8% EL: no change FY: - 2.6% HM: + 1.6% SED: - 0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard	Year: 2023	Year: 2024			

Goal Analysis [2024-25]

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

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

The actions in Goal 1 were implemented successfully. Actions 1.1, 1.2 and 1.8 represent teaching and coaching staff at all SCOE schools, and include resources and supports for English learners, Long Term English learners, and students with disabilities. Action 1.3 includes SCOE's CTE Coordinator, Arts Coordinator, and CTE teachers. The 21st Century Learning Center described in Action 1.5 is highly successful - the library / media teacher was named Teacher of the Year for 2025 and will compete at the County level. Foster and Homeless services are guaranteed so every eligible student receives the supports and resources they need (Action 1.7). Licenses for virtual learning and coaching were provided via Actions 1.4 and 1.6. There were no challenges identified implementing Goal 1.

SCOE's Curriculum and Collaboration team of leaders supports high quality instruction. Coaching is provided through classroom walkthroughs with site leaders to assess progress and needs. Court and Community Schools staff participated in an average of 16 hours of professional development for certificated staff and 9 hours for classified staff, focusing on social emotional learning, professional learning communities, literacy and standards-aligned instruction. Foundations Academy staff attended professional development in the areas of Unique curriculum, behavior strategies, Lumino learning and collaboration.

Reclassification criteria was adopted. Five multilingual learners were reclassified as of this writing, and several new candidates have been identified for reclassification.

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.

Action 1.6 (Virtual Learning) shows an increase from planned to estimated actuals due to increased licensing costs. Action 1.8 (Accessibility for Students with Disabilities) shows lower estimated actuals due to staffing vacancies.

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

Actions: 1.1 Instructional System for Student Achievement; 1.4 Professional Development / Community of Learning; 1.5 21st Century Learning Center; 1.6 Virtual Learning Licenses; 1.7 Foster / Homeless Support; 1.8 Accessibility for Students with Disabilities

Metrics:

1.1 Percent of staff receiving training on implementing curriculum
1.2 Percent of students demonstrating growth in local reading assessment (all students and unduplicated student groups)
1.3 Percent of students demonstrating growth in local math assessment (all students and unduplicated student groups)
1.10 and 1.12 Academic indicators ELA and Math (all students)
1.11 and 1.13 SBAC and CAA for ELA and Math (all students and SWD)

There is growth in the Academic Indicator outcomes in both English Language Arts and Mathematics for all students including foster and homeless, and growth in average Lexile scores (provided in the Local Accountability Report). SCOE's focus on literacy includes evidence that students who participated in Achieve 3000 showed growth in literacy, with increased use leading to increased growth. SCOE is adding literacy and math curriculum specialists in 2025-26.

100% of staff are receiving training on implementing curriculum, and they see value in professional development and have identified areas for professional development in 2025-26, including (but not limited to) English language development, Science, and Career Technical Education. There is an awareness of the importance of measuring progress: preliminary state test participation rates in spring 2025 are increased over the previous year. Even with appropriate accommodations, students with disabilities did not make progress on the California Alternative Assessment.

Action 1.2 English Language Development

Metrics:
1.8 ELPAC and Alt ELPAC
1.9 Reclassification Rate

The progress of English learners and Long Term English learners does not show impact yet in either the English Language Progress Indicator or the reclassification rate. In 2024-25 the adoption of reclassification criteria will ensure that progress is measured. The coaching offered by the Curriculum Specialist will continue as SCOE continues to develop its English Learner Master Plan.

Action 1.3 College Career Readiness developed through a wide range of courses including arts and CTE, dual enrollment, and career and post-secondary exploration

Metrics:
1.5 percent of students completing at least two a-g courses
1.6 percent of students completing one CTE course
1.15 College Career Indicator (prepared)
1.16 College Career Indicator (approaching prepared)

The state-required metrics for a-g completion and CTE completion show incremental growth. Graduation rate increased by 8.6% which indicates moderate effectiveness in engaging students and encouraging them to persist in achieving a diploma.

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.

Metrics 1.15 and 1.16 were modified so that the year the data represents is included in the baseline and Year 1 Outcomes, rather than in the Metric Description. Due to the change in calculation of Science Points, the Target for Year 3 was adjusted for Metric 1.14. Action 1.1 now includes a Math Curriculum Specialist and a Literacy Curriculum Specialist.

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	Increase student proficiency in English Language Arts and Math	Develop an instructional system using Universal Design for Learning (UDL) for student achievement and to increase students' capacity to be successful in college and career. • Principals will model learning and create conditions for all to learn, lead Professional Learning Communities / Continuous Improvement cycles. • Curriculum Collaboration Team will develop units of study implemented by coaching and co-teaching • Teaching staff will implement high quality research based instruction for all students • Literacy and math interventions will be provided by Literacy Curriculum Specialists, Math Curriculum Specialists, Transition Specialists and Special Ed Support Staff • Community based organizations will provide high dosage tutoring • This action includes licenses for Achieve 3000 and Renaissance learning	$5,263,010.00	Yes
1.2	English Language Development	Develop an instructional system where the needs of all learners are met by integrating ELD into instruction and providing designated ELD support. Identify Long Term English Learners and provide additional direct support for their reclassification. Begin implementation of the English Learner Roadmap.	$531,389.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	College and Career Readiness	Develop a program that prepares all students for College and Career by providing High Quality First Instruction such that all students have the academic competencies to be successful in career, providing them with work based learning skills that are transferable into any industry or career that they choose to pursue. This would include access to a wide range of courses including Arts and CTE, and a wide range of experiences including field trips, internships, apprenticeship. civics education, and youth leadership. • Dual enrollment course and experience offerings • Career and post-secondary exploration	$545,891.00	Yes
1.4	Creating a Learning Organization	Using research-based practices, implement and provide training on a wide array of strategies with a high effect size to ensure a community of learning where all youth can learn. Continue coaching in Culturally and Linguistically Responsive Instruction; monthly professional development in Professional Learning Communities. • Develop and implement ELA units of study. • Develop, implement, demonstrate, co-teach and provide coaching for lessons that include Visible Learning, Teacher Clarity, Lesson and Unit Design and Implementation, Art Integration, Technology Integration, Social Emotional Learning, Integrated and Designated ELD, UDL, and the development and implementation of Community Based Curriculum. • Embed inclusive and culturally responsive practices throughout all SCOE schools.	$55,000.00	No
1.5	21st Century Learning Center	Librarian will create the space for increased engagement and access with high-interest books and publications. The librarian serves the 100% socioeconomically disadvantaged students within the Youth Detention Facility (YDF). The 21st Century Learning Center's credentialed staff librarian provides virtual career experiences, with a maker space concept to offer hands-on, high quality, high interest activities as well as age-appropriate and engaging reading materials.	$161,715.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Virtual Learning	Licenses ensure access to curriculum for students with transiency, experiencing homelessness, or in foster care, and provide another form of access for youth who, since the pandemic, prefer digital access to curriculum and learning.	$76,550.00	Yes
1.7	Foster and Homeless Youth Services	Case Managers and a Project Specialist ensure foster youth and youth experiencing homelessness have additional supports for academics, mental and physical health, and basic needs. Coordination with the Education for Homeless Children and Youth Program (EHCYP) provides appropriate resources and support.	$311,888.00	No
1.8	Accessibility for Students with Disabilities	Ensure all students have access to High Quality Learning as part of a Least Restrictive Environment (LRE). Develop inclusive model of instruction. Ensure additional supports and programming are provided for students with diverse and divergent needs. Ensure all sites have materials, equipment and supplies needed for LRE. Implement UDL as part of the instructional model.	$6,405,807.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student and Family Engagement: Using a whole child approach, provide students with supports and enriching educational experiences through the power of partnership with families, targeted staff, and community partners. Ninety-five percent of parents and students will report a positive school climate annually.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal seeks to build a sense of community for parents and students in the context of alternative education that meets the needs of all, given the specialized settings of SCOE schools and programs. SCOE schools provide positive and supportive educational environments for students, but a review of qualitative data reflects a need to continue expanding partnerships with families.

SCOE's survey of parents, students, staff and educational partners assesses student needs and family perception of the resources and services provided by SCOE schools. In addition to academic programs, the survey assessed school climate and culture, and supports for students. The parent survey demonstrated that parent engagement with the school continues to be an area for growth. About one-fifth of parent respondents indicated they had not participated in any activities with their child's school. Nearly half (43%) were unsure that their child's school offers activities that include families. A majority of survey respondents felt welcomed at school, but a small percentage disagreed. This goal expands SCOE's engagement with families with additional opportunities for capacity-building workshops and improved two-way communication. The home visit model will be shifted to one that builds trusting relationships with students and families.

Students surveyed on their engagement noted they feel supported by their teacher and are progressing in their core classes, but several barriers were noted for their consistent attendance: doctor's appointments, lack of sleep, transportation, and childcare were frequently cited. By providing students with supports and resources, we expect to improve attendance and reduce chronic absenteeism, especially for students experiencing homelessness and those in the Foundations Academy. Partnerships with community based organizations, mentors, and activities both in and out of school that foster engagement are planned to increase student interest in attending school. About half of students are provided with counseling and support services; these wraparound services continue to be key to supporting student needs.

Progress will be measured through elements of the annual LCAP and school climate survey and reported attendance and chronic absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rates for all students K-8	81.8% Local Metric EOY 2023	85.0% Local Metric EOY 2024		90%	+ 3.2%
2.2	Attendance rates for all students 9-12	76.2% Local Metric EOY 2023	77.7% Local Metric EOY 2024		90%	+ 1.5%
2.3	Chronic Absenteeism rates (K-8)	SCOE All Schools: 48.5% SED - 53.4% FY - 36.4% HM - 42.1% EL - 52.4% Foundations Academy All - 72.6% SED - 81.8% FY - data not available HM - data not available EL - 73.7% 2023 California School Dashboard	SCOE All Schools: 46.2% SED - 53.7% FY - n/a HM - 77.3% EL - n/a Foundations Academy All - 57.1% SED - 60.0% FY - data not available HM - data not available EL - 72.2% 2024 Dashboard		20%	All Schools - 2.3% SED increased 0.3% FY - n/a HM increased 35.2% EL - n/a Foundations Academy All decreased 15.5% SED decreased 21.8% FY - n/a HM - n/a EL - decreased 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Chronic Absenteeism rates (9-12)	SCOE All Schools: 46.2% SED - 44.7% FY - 33.0% HM - 50.7% EL - 53.8% Foundations Academy All - 71.6% SED - 93.3% FY - data not available HM - data not available EL - 91.3% 2022-23 DataQuest, filtered for grades 9-12	SCOE All Schools: 45.3% SED - 46.6% FY - 44.6% HM - 57.4% EL - 46.9% Foundations Academy All - 52.7% SED - 65.7% FY - data not available HM - data not available EL - 54.5% 2023-24 DataQuest, filtered for grades 9-12		20%	All Schools increased 0.6% SED increased 1.9% FY increased 11.6% HM increased 6.7% EL decreased 6.9% Foundations Academy All decreased 18.9% SED decreased 27.6% FY - n/a HM - n/a EL decreased 36.8%
2.5	Middle school dropout rate as measured by percent of students in grades 6-8 who have a dropout exit code in CALPADS	0.0% (was 5.7%) Local Metric EOY 2023	0.3% Local Metric EOY 2024		0.0%	+ 0.3%
2.6	High school dropout rate as measured by percent of students in grades 9-12 who have a dropout exit code in CALPADS	5.7% (was 0.0%) Local Metric EOY 2023	6.4% Local Metric EOY 2024		0.0%	+ 0.7%
2.7	Suspension Rate	SCOE All Schools: 4.5% SED - 2.5% FY - 2.1%	SCOE All Schools: 4.1% SED - 4.1% FY - 4.3%		SCOE All: 3.0% Hickey: 7.0%	SCOE All decreased 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HM - 1.4% EL - 1.5% Hickey All: 10.5% SED - 9.6% FY - 8.7% HM - 6.0% EL - 3.3% Palmiter All: 43.2% Palmiter SED: 50.0% FY - data not available HM - data not available EL - data not available 2023 California School Dashboard	HM - 4.6% EL - 1.6% Hickey All: 10.9% SED - 11.5% FY - data not available HM - 9.0% EL - 5.1% Palmiter All: 50.0% Palmiter SED: 52.5% FY - data not available HM - data not available EL - data not available 2024 California School Dashboard		Palmiter: 20.0%	Hickey: increased 0.4% Palmiter: increased 6.8%
2.8	Expulsion Rate	0% DataQuest EOY 2023	0% DataQuest EOY 2024		0.0%	Maintained at 0.0%
2.9	Student participation in programs offered by community based organizations	SCOE All -10% SED - 9.4% FY - 16.1% HM - 8.7% EL - 4.6% Local Metric EOY 2023	SCOE All 13.7% SED - 12.6% FY - 15.1% HM - 12.1% EL - 8.8% Local Metric EOY 2024		50%	SCOE All +3.7% SED +3.2% FY -1.0% HM +3.4% EL +4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Parent measures of connectedness	88.8% School Climate Survey 2024	96.6% School Climate Survey 2025		95%	+ 7.8%
2.11	Parent perception of school safety	85.2% School Climate Survey 2024	81.0% School Climate Survey 2025		95%	- 4.2%
2.12	Student measures of connectedness	86.3% School Climate Survey 2024	75.7% School Climate Survey 2025		95%	- 15.9%
2.13	Student perception of school safety	82.9% School Climate Survey 2024	82.7% School Climate Survey 2025		95%	- 6.5%
2.14	Staff measures of connectedness	77.9% School Climate Survey 2024	74.8% School Climate Survey 2025		95%	- 3.1%
2.15	Staff perception of school safety	89.7% School Climate Survey 2024	88.5% School Climate Survey 2025		95%	- 1.2%

Goal Analysis [2024-25]

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

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

Most of the actions in Goal 2 were implemented as planned. In 2024-25, more than 250 students and family members participated in school engagement events, such as Town Hall meetings, Family Art events, program orientation, awards, and Parent Information Night. Staff were trained in home visit protocols by Parent Teacher Home Visits, and that engagement is in its beginning stages. These activities to strengthen home-school partnership are included in Action 2.1. A mid-year vacancy for one of the family engagement staff did not present a challenge but an opportunity to rethink staffing for 2025-26.

The services provided by community based organizations (Action 2.2), and the wraparound services coordinated by SCOE Staff (Action 2.3) were successfully implemented. Students were provided with many choices for enrichment (Action 2.4), such as participation in the Youth Advisory Council, Arts activities, financial literacy events, and field trips. Resources to address barriers to engagement and positive messages to support attendance were provided. Building on these resources, SCOE is developing a Community Partner Learning Organization to increase collaborative services and build capacity among staff and providers. In 2025-26, SCOE will look into identifying satellite campuses for students to report to (such as community centers) which will overcome transportation challenges that result in absenteeism.

2024-25 has served as a planning year for the Early Learning Center (Action 2.5). SCOE will implement in 2025-26.

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.

Action 2.1 (Strengthen Home School Partnership) shows estimated actuals lower than planned expenditures due to a midyear departure of a staff member.

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

Action: 2.1 Home School Partnership

Metric:
2.10 Percent of parents surveyed responding positively to one or more questions of connectedness

In 2024-25, the percent of parents reporting positively on measures of connectedness or belonging is 96.6% - exceeding the three year target of 95%, despite the loss of one vice principal associated with supporting and building relationships with families. Parents and guardians are valued partners in the education of SCOE students. An improved enrollment process and frequent outreach by staff other than administrators supports strong home-school partnership. Action 2.1 in 2025-26 will include a new staff member and an expanded definition as SCOE plans to strengthen the home-school partnership to ensure culturally-relevant approaches, and engagement to co-design activities.

Action 2.2 Community Partnerships

Metric:
2.9 - percent of students participating in programs offered by community based organizations (all students plus unduplicated student groups)

The percent of students who participate with community based organizations has increased over the previous year, with the exception of foster youth (FY). Though the participation rate of FY declined slightly, their participation rate is the highest among all student groups. In these programs, students are exposed to career readiness/entrepreneurism, mentoring, journalism, and the arts. The increase in participation demonstrates this is a valued and effective support for students.

Actions 2.3 Wrap around services; 2.4 Enrichment

Metrics:
2.3 - Chronic Absenteeism K-8 (all students and unduplicated student groups)
2.4 - Chronic Absenteeism 9-12 (all students and unduplicated student groups)
2.7 - Suspension (all students and unduplicated student groups)
2.12 - Percent of students reporting positively on measures of connectedness or belonging

Provision of wrap around services such as mental health providers, attendance interventions, engagement with non profits and professional development for staff has had a positive effect on attendance and chronic absenteeism. Attendance shows an upward trend - current year to date attendance rate is 85.2% - and the Dashboard indicator on chronic absenteeism shows a decrease. The suspension rate has not declined, indicating additional focus is needed for 2025-26. Another area of concern is the student perception of belonging or connectedness, which had a slight decrease from the previous year. To get more frequent information on student feelings, SCOE will implement the Kelvin social-emotional health survey, which includes the short "pulses" to assess how students are feeling throughout the year as opposed to annually. These actions show mixed effectiveness.

Action 2.5 Early Learning

No metric or outcome is associated with this action. 2024-25 served as a planning year.

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.

Metrics 2.5 and 2.6 (drop out rates) were transposed in the 2024-25 LCAP; the baselines have been corrected. A new staff position will coordinate family and community engagement (Action 2.1) in 2025-26. Action 2.1 include an expanded definition of ways SCOE will strengthen the home-school partnership and student engagement. Action 2.3 now includes more robust language to expand upon the wrap around services provided.

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	Strengthen Home School Partnership	Work with community members, Community Based Organizations, families, non profits, post-secondary partners, and business partners to develop Community Schools as the center of the community. • Plan cultural events that validate and affirm student and family cultural backgrounds and enlighten those represented from other cultures. • Engage with families through affinity groups aligned to interests of students with disabilities, LatinX/Hispanic students or Black students (for example) • At school sites, create affinity groups for students based on student interest such as: BSU, LatinX Student Organization, GSA (Gay Straight Alliance), AAPI • Increase opportunities for parent voice and input at events, meetings, and gatherings. • Engage families in opportunities to co-design schools through parent committees, hosted events, and meetings • Increase opportunities for youth voice in development and design of the community school model • Offer classes for families to build capacity for communication, engage in decision-making, and become advocates for their students' interests • Provide staff training in Parent-Teacher Home Visits	$419,885.00	Yes
2.2	Build and Strengthen Community Partnerships	Convene regular meetings with community partners to understand how to best meet student and community needs. • Host mentor / artist mixes • Quarterly check-ins • Professional learning opportunities	$129,166.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Wrap Around Services	Provide appropriate supports to students and families • Attendance intervention: regular communication to understand barriers to attendance, with targeted outreach to students experiencing homelessness (required action) • Connect with community partners and resources to reduce transportation barriers and school attendance barriers. Consider identifying satellite campuses to overcome barriers to transportation. • Seek community partners who can offer school-based health/wellness/nurse appointments and/or mobile medical services. • Engage with community partners that provide mentoring services to reduce dropout rates. • Leverage SCOE's Prevention and Intervention staff to provide engaging activities for students • Professional learning for staff on mental health and wellness including drug and alcohol prevention • Professional learning for staff on culturally and linguistically responsive practices • Professional learning required for all certificated staff on PRISM (Providing Relevant, Inclusive Support that Matters) • Cohesive plan for enrollment that will delineate services for students and families • Engage with non profits that can provide additional supports for youth and families • Provide Tier 2 professional learning for staff at Foundations Academy to address chronic absenteeism (required action) • Ensure that students enrolling at Palmiter and Hickey receive sufficient onboarding to understand school culture and policies (required action)	$378,458.00	Yes
2.4	Enrichment	Provide engaging and exciting programs for students that are reflective of their community and their needs. Project based learning will create a place centered in belonging. • SCOE Enterprises • Summer school	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Work based learning • Youth Advisory Council		
2.5	Early Learning Program	Develop opportunities for Early Learning pathways and care as outlined in the Community Schools Implementation Grant. Provide students with childcare while they attend school and offer courses in successful parenting. Establish a pathway for Early Childhood Education that will be an opportunity to explore becoming a teacher or early learning educator. Initial year is a planning year.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Organizational Efficiency and Effectiveness: Systems and structures work together efficiently to support student achievement, engagement, and intervention; use data to monitor and improve the implementation and effectiveness of the system; and acknowledge the connectedness to operational systems within SCOE. Enrollment, assessment, and transition processes are followed with 95% accuracy.	Broad Goal

State Priorities addressed by this goal.

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

Analysis of student outcomes and the implementation of systems has highlighted areas for improvement. The technical assistance provided by the partnership with Placer County Office of Education facilitated leadership reflection on operational systems through process mapping and data analysis. There is a need to ensure consistency across all student programs offered by the County Office of Education, from enrollment to transcript review, placement, assessment, and successful transitions. Establishing a data warehouse and implementing frequent monitoring of student progress will be an outcome of this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Participation rate of Court and Community School students in initial reading assessment	0% - new metric Local metric	36.0% EOY 2024		95%	+ 36% 59% from Target
3.2	Participation rate of Court and Community School students in initial math assessment	0% - new metric Local metric	34% EOY 2024		95%	+ 34% 61% from Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percent of students with standards-aligned textbooks and instructional materials	100% SARC 2024	100% SARC 2025		Maintain at 100%	Maintained
3.4	Percent of instructional materials that are the most recent adoption	100% SARC 2024	100% SARC 2025		Maintain at 100%	Maintained
3.5	Percent of teachers with a Clear credential (Federally defined under ESSA)	52.3% (was: 56.8%) DataQuest TAMO Report 2021-22	53.2% DataQuest TAMO Report 2022-23		70%	+ 0.9%
3.6	Percent of teachers in alt ed programs that meet local alt ed credential requirements	To be advised - metric being developed Local metric 2023	100% Local metric 2024		95%	Met
3.7	Percent of schools receiving a good or exemplary rating on the FIT	100% SARC 2024	100% SARC 2025		Maintain at 100%	Maintained
3.8	Enrollment, assessment and transition processes implemented with accuracy	0% - new metric	0% - metric under development		95% accuracy	No data

Goal Analysis [2024-25]

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

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

The actions in Goal 3 are underway and moving toward full implementation with minor challenges. The "hub of warm welcome" will be embedded in student enrollment in 2025-26 with an assigned staff member in each school's Engagement Center (Action 3.1). The Assessment Team (Action 3.2) is established and successfully monitors and reports accountability progress. The district has implemented

Achieve 3000 and PowerSchool student analytics. Full implementation aligning the data warehouse to the work of PLCs is in progress. Program evaluation is reported twice annually to the governing board.

All students have access to standards-based instructional materials, and each site has a comprehensive school safety plan. (Actions 3.4 and 3.3). Staff are participating in biweekly collaboration time and professional learning communities (Action 3.5). Classroom observation was also included in the technical assistance provided by Placer County Office of Education. There were no significant challenges implementing this goal.

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

There are no material differences to report.

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

Actions: 3.1 Standardized Enrollment Processes, 3.2 Assessment Team, 3.3 School Safety / Crisis Prevention, 3.4 Instructional Materials

Metrics:
3.1 and 3.2 - Participation rate of Court & Community School students in initial reading assessment for ELA and Math
3.3 and 3.4 - Sufficiency of standards-aligned textbooks and instructional materials, materials of most recent adoption
3.7 - Facilities in good repair
3.8 - Enrollment, assessment and transition processes

As students enroll, transcript review and initial assessments help placement in appropriate classes, although measuring the accuracy of these processes is being established. The assessment team worked diligently to support a higher participation rate in initial assessments. The rate for end of year 2024 is below the desired outcome, but midyear data for 2024-25 on the initial reading assessment shows significant growth. To support successful progress, students are learning in facilities that are kept in good repair, safety protocols are in place, and provided with appropriate instructional materials.

Action: 3.5 Retention of Teaching Staff

Metrics:
3.5 and 3.6 - Teachers meeting credentialing requirements (TAMO and Alt Ed)

Analysis:
Teaching staff are supported through professional development, observations, and coaching. SCOE has affirmed that all teachers are appropriately credentialed for their role in an alternative educational setting; while the federal definitions for credentialing are less flexible and vary somewhat.The practices and protocols are supported by staff and are found to be effective.

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

The baseline for metric 3.5 was corrected from 56.8% (included charters) to 52.3% (no charters). Action 3.4 includes replacement of technology.

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	Implement Standardized Enrollment Processes	Ensuring each and every student is welcomed to our programs by a caring adult who evaluates their needs, develops goals, and ensures a transition from our program to other programs will support students being college and career ready. Plans are in development to create an engagement center. All materials will be provided in multiple languages and in accessible formats. • Develop data protocols for data entry • Provide training for staff • Develop and implement data management processes and reports, including use of 5-Star Students (not funded through LCAP)	$1,471,205.00	No
3.2	Assessment Team	Create a central team to support the assessment of students to guide student achievement • Develop assessment administration and monitoring plan for local and statewide assessments. • Train staff on use of assessment data • Implement a data warehouse reporting system to support the work of Professional Learning Communities (PLCs) • Monitor accountability progress and support LCAP and SPSA reporting cycles	$586,726.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	School Safety / Crisis Prevention	School administrators are responsible for the development and administration of school safety plans with a safety committee. Plans should be reviewed with staff annually. Safety drills including fire, active shooter, and shelter in place drills will be complete in accordance with education code and best practices. Note: No funding is included for this action as it is a function associated with site principals.	$0.00	No
3.4	Instructional Materials	Ensure complete and effective standards based curriculum and materials are provided as a resource for all students. Ensure any new standards-aligned curriculum reflects the diverse history and culture of SCOE students and the community.	$48,600.00	No
3.5	Retention of Effective Teaching Staff	Implement biweekly collaboration time and professional learning communities to support staff development. Administrators will provide coaching and feedback, participate in classroom observation and walk throughs.	$63,937.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equitable College and Career Access By 2027, increase the percent of students attending El Centro, Colley, Hickey, North Area and Palmiter identified as Prepared on the Dashboard College Career Indicator from 0.5% to 30%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This Equity Multiplier Focus Goal was developed initially based upon the College Career Indicator (CCI) results for the graduating class of 2023, which demonstrated a strong need to provide SCOE students with a wider range of opportunities to explore career and post-secondary options. Every student group received the lowest performance level on the Dashboard. The outcomes were unchanged with the 2024 Dashboard, including the newly-identified Long Term English Learners (LTEL). With the multiple measures that comprise the CCI in mind, SCOE continues to implement additional services and supports for students. These additions are designed to increase student engagement, and ensure that students are ready for the workforce or future post-secondary training opportunities. SCOE will implement these activities address the suspension rate at Hickey and Palmiter Jr. / Sr. High Schools as the root cause analysis and student climate survey indicated that the students enrolled are less engaged in their programming. Suspension data obtained from the 2024 Dashboard as well as the one-year DASS graduation rate support continuing the effort to sustain and/or achieve the outcomes of this Equity Multiplier focus goal.

All educational partners consulted for the development of the Equity Multiplier goal continue to strongly support enhancing the aspects of Career Technical Education, work-based learning / SCOE Enterprises, and arts and media access as a means to support re-engagement and foster students' interest in their educational program. Administrators, teachers and district staff continue to emphasize the need for literacy intervention based on the very low reading levels of SCOE students. Students expressed their interest in participating in CTE pathways and having opportunities for enriching activities.

SCOE will continue to measure the progress of this goal with the Dashboard College Career Indicator, the one year DASS graduation rate, and the suspension rate at Equity Multiplier sites.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	College Career Indicator: Percent of students identified as Prepared Source: California School Dashboard	ALL: 0.5% AA: 0.0% EL: 0.0% LTEL: n/a FY: 0.0% HI: 0.5% HM: 0.0% TOM: 0.0% SED: 0.3% SWD: 0.0% WH: 1.6% Year: 2023	ALL: 0.3% AA: 0.0% EL: 0.0% LTEL: 0.0% FY: 0.0% HI: 0.0% HM: 0.0% TOM: 2.3% SED: 0.3% SWD: 0.0% WH: 0.0% Year: 2024		30% for all student groups	ALL: -.2% AA: 0 EL: 0 LTEL: n/a FY: 0 HI: -.5% HM: 0 TOM: +2.3% SED: 0 SWD: 0 WH: -1.6%
4.2	DASS 1 year Graduation Rate: Colley Source: Dashboard Additional Reports	ALL: 60.2% EL: 80.2% LTEL: n/a FY: n/a HM: 63.8% SED: 58.9% SWD: 29.7% AA: 63.2% HI: 63.2% WH: 40.0% TOM: 56.3% Year: 2023	ALL: 57.7% EL: 57.1% LTEL: 37.0% FY: 50% HM: 61.0% SED: 57.1% SWD: 60.7% AA: 60.7% HI: 57.1% WH: 65.0% TOM: 47.6% Year: 2024		Maintain at 60% or above for all student groups	ALL: -2.5% EL: -23.1% LTEL: n/a FY: n/a HM: -2.8% SED: -1.8% SWD: +31.0% AA: -2.5% HI: -6.1% WH: +25%% TOM: -8.7%
4.3	DASS 1 year Graduation Rate: Hickey Source: Dashboard Additional Reports	ALL: 57.3% EL: 66.7% LTEL: n/a FY: 63.6 HM: 46.4% SED: 56.2% SWD: 57.1% AA: 54.5% HI: 40.0%	ALL: 41.3% EL: 53.6% LTEL: 47.6% FY: 45.5% HM: 42.4% SED: 40.4% SWD: 21.7% AA: 40.0% HI: 45.0%		Maintain at 60% or above for all student groups	ALL: -16.0% EL: -13.1% LTEL: n/a FY: -18.1% HM: -4.0% SED: -15.8% SWD: -35.4% AA: -14.5% HI: +5.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		WH: 78.6% TOM: n/a Year: 2023	WH: 40.0% TOM: 38.5% Year: 2024			WH: -38.6% TOM: n/a
4.4	DASS 1 year Graduation Rate: North Area Source: Dashboard Additional Reports	ALL: 48.2% EL: 32.0% LTEL: n/a FY: n/a HM: 46.5% SED: 48.5% SWD: 47.8% AA: 62.2% HI: 34.5% WH: 57.1% TOM: 46.2% Year: 2023	ALL: 38.0% EL: 37.5% LTEL: 37.0% FY: n/a HM: 44.2% SED: 37.9% SWD: 16.7% AA: 41.7% HI: 34.4% WH: 45.5% TOM: n/a Year: 2024		Maintain at 60% or above for all student groups	ALL: -10.2% EL: +5.5% LTEL: n/a FY: n/a HM: -2.3% SED: -10.6% SWD: -31.1% AA: -20.5% HI: -0.1% WH: -11.6% TOM: n/a
4.5	DASS 1 year Graduation Rate: El Centro Source: Dashboard Additional Reports	ALL: 80.0% EL: n/a FY: n/a HM: n/a SED: 80.0% SWD: 78.9% AA: 68.4% HI: 89.5% WH: n/a TOM: n/a Year: 2023	ALL: 93.3% EL: n/a FY: n/a HM: n/a SED: 93.3% SWD: 82.4% AA: 88.5% HI: n/a WH: n/a TOM: n/a Year: 2024		Maintain at 60% or above for all student groups	ALL: +13.3% EL: n/a FY: n/a HM: n/a SED: +13.3% SWD: +3.5%% AA: +20.1% HI: n/a WH: n/a TOM: n/a
4.6	Suspension Rate Source California School Dashboard	Palmiter ALL: 43.2% Palmiter SED: 50% Palmiter SWD: 43.2% Hickey ALL: 10.5%	Palmiter ALL: 50%% Palmiter SED: 52.5%		Palmiter ALL: 30% Palmiter SED: 30% Palmiter SWD: 30%	Palmiter ALL: +6.8% Palmiter SED: +2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hickey AA: 14.1% Hickey HI: 9.8% Hickey SED: 9.6% Hickey TOM: 12.2% Year: 2023	Palmiter SWD: 48.1% Hickey ALL: 10.9% Hickey AA: 18.5% Hickey HI: 8.6% Hickey SED: 11.5% Hickey TOM: 13.6% Year: 2024		Hickey ALL: 7% Hickey HI: 7% Hickey SED: 7% Hickey TOM: 7%	Palmiter SWD: +4.9% Hickey ALL: +0.4% Hickey AA: +4.4% Hickey HI: -1.1% Hickey SED: +1.9% Hickey TOM: +1.4%

Goal Analysis [2024-25]

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

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

Three actions were developed for Goal 4: Career Technical Education (CTE) (Action 4.1), Early College Programming (Action 4.2), and Literacy Intervention (Action 4.3). The actions are designed to work together to provide SCOE students at Equity Multiplier sites with a wide range of opportunities to explore career and post-secondary options: expanded access to career technical education classes and opportunities for dual enrollment, mentoring, and youth voice. SCOE has completed the alignment of A-G course codes and work is in progress to align CTE and dual enrollment course codes. It is anticipated this will support improved outcomes in the College/Career Indicator.

SCOE Enterprises is off to a successful start. The Coffee Cart and food truck / trailer have been purchased for this future student-led / school-based enterprise that will provide work-based learning (WBL) opportunities. The COE is now creating the business plan and getting clearance to provide food service. SCOE has created a Professional Learning Team (PLT) with its CTE teachers to vision this work and update course outlines to move students toward WBL. All four CTE pathways (horticulture, culinary, construction, entrepreneurship) are successfully implemented. SCOE will offer a virtual entrepreneurship certificate with Sacramento City College in the fall.

Examples of opportunities provided to our students so they can envision their life post-secondary are:

- Hickey and Palmiter Culinary students visited the Oak Cafe at American River College and learned about the Culinary/Baking program as well as other Career Education programs for postsecondary certificate and degree options.
- Students at Colley, El Centro, Hickey, and Palmiter schools participated in the "Budget Cents" financial literacy simulation provided by Safe Credit Union in 2024-25. This will continue in 2025-26.

- Students in the Northern California Construction Training pathway received the Craftsmanship award in the Design Build competition.

Building on these successes:

- The CTE PLT work will continue so that all CTE course work will include entrepreneurship content in support of SCOE Enterprises and will include guest speakers in the classroom to support the continuum of WBL.
- Field Trips planned for 2025-26 include visiting each of the four Los Rios Community College Campus' (American River, Cosumnes River, Folsom Lake, and Sacramento City) to learn more about their Career Education postsecondary certificate and degree options.
- SCOE will offer in-person dual enrollment at American River College in the fall, including two students who have been cleared to leave the El Centro Youth Detention Facility.
- SCOE will continue to explore how to provide dual enrollment for all students.

In part due to the non-stable enrollment of students in court and community schools, it has been a challenge to reach a sufficient number of parents of multilingual learners to establish an English Learner Advisory Committee or a District English Learner Advisory Committee.

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

There are no material differences to report.

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

Actions: 4.1 Career Technical Education; 4.2 Early College Programming; 4.3 Literacy Intervention

Metrics:
4.1 - College Career Indicator (CCI) (All students and all 10 student groups)
4.2, 4.3, 4.4, 4.5 - DASS One Year Graduation Rate for Colley, Hickey, North Area, and El Centro High Schools (All students and all reportable student groups)
4.6 - Suspension Rate (Palmiter HS All, students with disabilities and SED students; Hickey HS All, African American, Hispanic, SED and multiple race students)

The actions in this goal are focused on improving outcomes in the Equity Multiplier schools. Student participation in Career Technical Education opportunities is strong. The work to align CTE and dual enrollment course codes is underway, and SCOE continues to explore how to provide dual enrollment for all students. These activities are described by students and other educational partners as effective.

More than 80 students have participated in college and career readiness activities, such as CAL-SOAP Cash for College, Career Fairs, Science Labs, etc. The CCI and DASS graduation rate don't show expected progress, but there are bright spots that indicate effectiveness and that the focused work should continue. Students at El Centro show an increased one-year graduation rate. Four of ten student groups at

Colley demonstrated increased one-year graduation rates, including students with disabilities. Current year local data shows 266 graduates as of mid-May.

To support student engagement, persistence in credit recovery for graduation, and reduced suspension rates, literacy intervention will continue. Though limited in effectiveness, improving literacy is a county priority so the effort continues with lesson coaching, program evaluation, and implementation of designated and integrated ELD. Suspension rates have not declined and remain an area of concern. Actions will continue to be evaluated.

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 metrics for this goal were adjusted to clarify the source and year. Long Term English Learner (LTEL) outcomes were added where the metric is available to report at the district or school level. Action 4.2 has been modified to reflect the addition of the Director of Counseling and three counselors (in part using LREBG funds). Action 4.3 includes new clarifying language.

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	Career Technical Education	Career and Technical Education (CTE) programs are provided in SCOE schools to prepare students for success in both their academic pursuits and future careers. • Implement SCOE Enterprises: a program with small ecosystems that support farm to fork industry at school sites (horticulture, culinary, construction, entrepreneurship) • Implement work experience and work-based learning • Increase opportunities for youth voice in development and design of student college and career programs and services • Develop, implement and manage CTE courses and programs such as internships, pre-apprenticeship programs and run high-interest experiences such as "Game On" during the school year and summer • Develop and implement integrated Educational Technology lessons designed to provide students with the necessary skills to	$299,013.00	No

Action #	Title	Description	Total Funds	Contributing
		become college and career ready; provide professional learning for teachers to support this implementation.		
4.2	Early College Programming	Create and manage systems and structures for all students to have a Student Success Plan, warm welcome and warm hand off so they are college and career ready. • Transcript review and evaluation; goal setting; assessments; resources identified • MOU with Los Rios (not funded in LCAP) • Continue Dual Enrollment online program with South Lake Tahoe Community College • Build systems for the College Career Guidance Initiative (CCGI) • Ensure FAFSA completion for all eligible students in coordination with SCOE's CalSOAP department Provide mentoring for all students to provide an adult protective relationship; create systems and structures for this work and build a system for peer mentoring. LREBG Action (New) Director of Counseling Research consistently shows that school counselors play a crucial role in improving graduation rates. The Director of Counseling will identify barriers to learning and provide referrals for support. 2025-26 will be a planning year for this new role. In succeeding years, LREBG funds will support counselors to implement academic planning, monitoring, programming, and SEL supports. Metrics being used to monitor the action: College / Career Indicator (Metric 4.1) and DASS One-year Graduation Rate (Metrics 4.2-4.5) LREBG Funds supporting this action: $55,709	$1,058,195.00	No
4.3	Literacy Intervention	Literacy curriculum specialist will provide literacy intervention to improve success in college and career • Build systems for assessment, data entry and usage, and testing protocols. • Identify best practices through program evaluation	$749,676.00	No

Action #	Title	Description	Total Funds	Contributing
		• Develop literacy intervention for students and integrated literacy lessons; coach teachers on implementation of literacy intervention lessons • Support teacher implementation of designated and integrated English Language Development (ELD); build and support the English Learners Advisory Committee (ELAC) and District English Learners Advisory Committee (DELAC).		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,180,069	$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
4.194%	0.000%	$0.00	4.194%

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:** Increase student proficiency in English Language Arts and Math **Need:** After assessing the needs, conditions, and circumstances of low income students, foster youth, and English learners, we noted that the specific academic performance of these student groups are very low. The 2023 California School Dashboard (Dashboard)	SCOE will provide a coherent learning system, including aligned professional learning and interventions. This action is provided on an LEA-wide basis and we expect that all students will benefit. However, SCOE continues to believe that regular, data-informed collaboration and focused, collaborative leadership is the key to providing differentiated instruction, intervention, and engaging curriculum for struggling low-income students, foster youth, and English learners to ensure they receive the targeted attention that will	Dashboard Academic Indicator (ELA/Math) (Metrics 1.10 and 1.12), CAASPP assessments (Metrics 1.11, 1.13 and 1.14)

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
	reported very low performance for these student groups in ELA and Math: Socioeconomically Disadvantaged (SED), Hispanic, African American and White. Additionally upon disaggregating the performance of English learners, the academic performance on the Dashboard (excluding Reclassified Fluent English Proficient) is lower than almost every other student group. Despite CTE offerings, few students are completing a CTE pathway. The reading level for students entering SCOE programs is gauged at approximately fourth grade level. **Scope:** LEA-wide	show positive outcomes. The delivery and design of these new roles and the continuation of the literacy initiative will be focused on improving academics and post-secondary outcomes.	
1.3	**Action:** College and Career Readiness **Need:** SCOE students' performance on the Dashboard College Career Indicator (CCI) reflects the lowest performance level. Despite CTE offerings, few students complete a CTE pathway. Educational partner engagement across all groups (students, teachers, parents, community based organizations) stressed the importance of providing students with classes and experiences that will support positive outcomes in post-secondary. Students are interested in out-of-the-classroom and "real world" experiences.	A new framework of leadership to support implementation of High Quality First Instruction for high-need student groups has been implemented. The Director of Court and Community Schools, Director of College and Career Readiness, and CTE Coordinator work together to observe and coach instruction in the classroom, lead the expansion of CTE programs, and develop additional curricular resources designed to be culturally relevant and aligned to the interests of SCOE students. These actions are provided on an LEA-wide basis and we expect that all students will benefit. However, SCOE continues to believe that regular, data-informed collaboration and focused, collaborative leadership is the key to providing differentiated instruction, intervention, and engaging curriculum for struggling low-income students, foster youth, and English learners to	Dashboard College Career Indicator (Metrics 1.15 and 1.16)

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: LEA-wide	ensure they receive the targeted attention that will show positive outcomes.	
1.6	**Action:** Virtual Learning **Need:** Credit recovery is integral to students entering court and community schools. After assessing the needs, conditions, and circumstances of low income students, foster or homeless youth, and English learners, we noted that the percent of students who show growth on local assessments is low. We also examined the enrollment of homeless students. Cumulative enrollment is far higher than what is reported on census day (1,995 vs. 121). We hear from our student listening circles that access to technology is critical to their progress, especially from students who have non-stable enrollment and those who are enrolled in independent study programs. **Scope:** LEA-wide	Virtual learning licenses are acquired for use LEA-wide to ensure consistency and coherence. The student enrollment process will include determining their needs for access to technology to ensure that students who are low income, foster or homeless, and English learners receive access first although this is provided to all students LEA-wide.	Rate of Growth on Local Assessments in ELA and Math (Metrics 1.2 and 1.3)
2.1	**Action:** Strengthen Home School Partnership **Need:** The needs of unduplicated students are connected to the engagement of their family members. SCOE's parent survey participation demonstrated that parent engagement with the	To address the needs, conditions and circumstances of SCOE students and their families, the vice principal roles will continue and will further build trust and strong relationships through consistent two-way communication. SCOE continues to fund translation services to facilitate effective, language-appropriate communication with families. In 2023-24, SCOE plans to provide	Parent Measures of Connectedness (Metric 2.10) Unable to disaggregate by student group as survey is administered anonymously.

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
	school continues to be an area for growth. About one-fifth of parent respondents indicated they had not participated in any activities with their child's school. Nearly half (43%) were unsure that their child's school offers activities that include families. A majority of survey respondents felt welcomed at school, but a small percentage disagreed. **Scope:** LEA-wide	resources through parent classes on: parenting skills, combating substance abuse, post secondary options, and career opportunities. Teachers and classified staff will have the opportunity to participate in Parent Teacher Home Visit training as another means of building relationships. The expectation is that the expansion of this action will be effective in improving parent and guardian satisfaction with programs, attendance at school events and participation in school committees.	
2.2	**Action:** Build and Strengthen Community Partnerships **Need:** The continued implementation of SCOE's Youth Advisory Council provided student voice and insight into their unique needs. The community partnership and support from community-based organizations is consistently highlighted as a strong value that SCOE schools provide. Consultation with external partners and service providers conveyed the message that they were interested in collaborating to best serve SCOE students. **Scope:** LEA-wide	To ensure that student needs are addressed, SCOE will convene regular meetings with educational partners that provide services. The information gained through quarterly check-ins and informal mixers for mentors, artists, etc. will inform professional development provided. This action is provided LEA wide although staff will identify high need students (low income, foster youth, and English learners) for services first. SCOE is collecting participation data to illustrate impact of programs offered.	Student participation in programs offered by community based organizations (Metric 2.9)
2.3	**Action:** Wrap Around Services **Need:**	The wraparound services funded are provided on an LEA wide basis as they can benefit all students. The enrollment process includes an assessment of student needs and will identify high need students	Chronic absenteeism rate (Metrics 2.3 and 2.4) and suspension rate (Metric 2.7)

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
	SCOE students demonstrate high rates of chronic absenteeism that is connected to barriers of transportation, chronic health conditions, and low engagement. As with action 2.3, SCOE's Youth Advisory Council provided student voice and insight into their unique needs. The community partnership and support from community-based organizations is consistently highlighted as a strong value that SCOE schools provide. These partnerships build relationships and can increase student engagement. SCOE administrators and certificated staff identified the need to continue mental health supports and to provide greater access to health and wellness services. Students at Palmiter and Hickey campuses are suspended at high rates and students in the Foundations Academy demonstrate high levels of chronic absenteeism. **Scope:** LEA-wide	first for assignment of services, mentors, and/or targeted outreach to improve attendance.	
2.4	**Action:** Enrichment **Need:** SCOE has learned through listening circles, the Youth Advisory Council, and annual LCAP survey that students report their greatest engagement is with activities that connect to career exploration and provide hands-on experience. Increasing student engagement is	SCOE partners with a select group of dedicated nonprofits to provide in-school and after school interventions: HAWK Institute, 916 Ink, Green Tech, Earth Mama Healing, Scholastic Journalism Project, and Northern California Construction Training. Court and Community Schools also contract externally with Mentor California and internally with SCOE's Prevention and Student Services Department to provide mentoring services to identified high need students. Summer	Student Measures of Connectedness (Metric 2.12), Chronic Absenteeism rate (Metrics 2.3 and 2.4) Unable to disaggregate student survey by student group as the survey is

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
	expected to increase attendance rates and reduce chronic absenteeism. **Scope:** LEA-wide	Learning is a program titled "Game On" which combines technology with learning. In 2023-24, a new project, SCOE Enterprises, will be implemented to provide an opportunity for student enterprise. Students will become involved in developing business-type programs that will mirror what may be experienced upon successful transition from SCOE schools. This will be provided LEA-wide although SCOE's highest need students will be recruited first.	administered anonymously.

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
1.2	**Action:** English Language Development **Need:** English learners are performing below All Students on the Dashboard academic indicators when disaggregated as "Current ELs." The English Learner Progress Indicator has shown that ELs are making progress, but the 2023 Dashboard still reports about 35% of ELs maintain or decrease their ELPI level. 43% of English learners are identified as Long Term English Learners (LTELs) that require more intensive supports.	This action is provided on an LEA-wide basis but is focused on providing supplemental support to address the needs of English learners. Differentiated instruction, intervention, and engaging curriculum for English learners and students identified as Long Term English Learners (LTELs) will be coached and monitored. Professional development offered will also focus on supporting the unique needs of LTELs for the most impact. The expectation will be continued improvement in the reclassification rate of English learners and Dashboard performance in Academics as well as the English Learner Progress Indicator.	Dashboard English Learner Progress Indicator (ELPI) (Metric 1.8), Reclassification Rate (Metric 1.9)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

Additional Concentration Grant Funding

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

Not applicable as the Sacramento County Office of Education does not receive concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Court school: 1:10; Community Schools: 1:60
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Court school: 1:6; Community Schools: 1:34

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	28,135,248	1,180,069	4.194%	0.000%	4.194%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,959,838.50	$9,150,632.50	$0.00	$2,490,640.00	$18,601,111.00	$18,111,821.00	$489,290.00

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	Increase student proficiency in English Language Arts and Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,173,010.00	$90,000.00	$4,314,026.00	$90,000.00		$858,984.00	$5,263,010.00	
1	1.2	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$531,389.00	$0.00	$440,436.00	$90,953.00			$531,389.00	
1	1.3	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$545,891.00	$0.00	$152,612.00	$295,852.00		$97,427.00	$545,891.00	
1	1.4	Creating a Learning Organization	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$55,000.00		$55,000.00			$55,000.00	
1	1.5	21st Century Learning Center	All Students with Disabilities	No			Specific Schools: El Centro	Ongoing	$156,715.00	$5,000.00		$5,000.00		$156,715.00	$161,715.00	
1	1.6	Virtual Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$76,550.00	$61,240.00	$15,310.00			$76,550.00	
1	1.7	Foster and Homeless Youth Services	Foster Youth and Students Experiencing Homelessness	No			All Schools	Ongoing	$311,888.00	$0.00				$311,888.00	$311,888.00	

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	1.8	Accessibility for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$6,405,807.00	$0.00		$6,405,807.00			$6,405,807.00	
2	2.1	Strengthen Home School Partnership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$409,885.00	$10,000.00	$197,304.00	$202,197.00		$20,384.00	$419,885.00	
2	2.2	Build and Strengthen Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$49,166.00	$80,000.00	$24,583.00	$104,583.00			$129,166.00	
2	2.3	Wrap Around Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$309,318.00	$69,140.00	$378,458.00				$378,458.00	
2	2.4	Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
2	2.5	Early Learning Program	All	No			Specific Schools: North Area Community School	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.1	Implement Standardized Enrollment Processes	All Students with Disabilities	No			All Schools	Ongoing	$1,466,205.00	$5,000.00	$611,803.00			$859,402.00	$1,471,205.00	
3	3.2	Assessment Team	All Students with Disabilities	No			All Schools	Ongoing	$581,726.00	$5,000.00	$586,726.00				$586,726.00	
3	3.3	School Safety / Crisis Prevention	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Instructional Materials	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$48,600.00	$48,600.00				$48,600.00	
3	3.5	Retention of Effective Teaching Staff	All Students with Disabilities	No			All Schools	Ongoing	$63,937.00	$0.00	$31,968.50	$31,968.50			$63,937.00	
4	4.1	Career Technical Education	All Students with Disabilities	No			Specific Schools: Hickey, El Centro,	2024-27	$299,013.00	$0.00	$67,082.00	$231,931.00	$0.00	$0.00	$299,013.00	

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
							Colley, North Area, Palmiter 7 - 12									
4	**4.2**	Early College Programming	All Students with Disabilities	No			Specific Schools: Hickey, El Centro, Colley, North Area, Palmiter 7 - 12	2024-27	$1,058,195.00	$0.00		$872,355.00		$185,840.00	$1,058,195.00	
4	**4.3**	Literacy Intervention	All Students with Disabilities	No			Specific Schools: Hickey, El Centro, Colley, North Area, Palmiter 7 - 12	2024-27	$749,676.00	$0.00		$749,676.00			$749,676.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
28,135,248	1,180,069	4.194%	0.000%	4.194%	$5,608,659.00	0.000%	19.935 %	**Total:**	$5,608,659.00
								LEA-wide Total:	$5,168,223.00
								Limited Total:	$440,436.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Increase student proficiency in English Language Arts and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,314,026.00	
1	1.2	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$440,436.00	
1	1.3	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,612.00	
1	1.6	Virtual Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,240.00	
2	2.1	Strengthen Home School Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$197,304.00	
2	2.2	Build and Strengthen Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,583.00	
2	2.3	Wrap Around Services	Yes	LEA-wide	English Learners Foster Youth	All Schools	$378,458.00	

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 (%)
					Low Income			
2	**2.4**	Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,337,592.00	$17,332,787.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Increase student proficiency in English Language Arts and Math	No	$5,038,803.00	$5,038,803.00
1	**1.2**	English Language Development	Yes	$494,903.00	$503,075.00
1	**1.3**	College and Career Readiness	Yes	$476,923.00	$476,923.00
1	**1.4**	Creating a Learning Organization	No	$55,000.00	$55,000.00
1	**1.5**	21st Century Learning Center	No	$150,665.00	$151,564.00
1	**1.6**	Virtual Learning	Yes	$60,400.00	$76,550.00
1	**1.7**	Foster and Homeless Youth Services	No	$299,311.00	$299,280.00
1	**1.8**	Accessibility for Students with Disabilities	No	$6,729,236.00	$5,800,661.00
2	**2.1**	Strengthen Home School Partnership	Yes	$589,414.00	$423,737.00
2	**2.2**	Build and Strengthen Community Partnerships	Yes	$131,000.00	$131,000.00
2	**2.3**	Wrap Around Services	Yes	$337,169.00	$369,673.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Enrichment	Yes	$40,000.00	$40,000.00
2	2.5	Early Learning Program	No	$5,000.00	$5,000.00
3	3.1	Implement Standardized Enrollment Processes	No	$1,571,745.00	$1,571,745.00
3	3.2	Assessment Team	No	$529,401.00	$529,401.00
3	3.3	School Safety / Crisis Prevention	No	$0.00	$0.00
3	3.4	Instructional Materials	No	$30,500.00	$30,500.00
3	3.5	Retention of Effective Teaching Staff	No	$62,339.00	$62,339.00
4	4.1	Career Technical Education	No	$278,154.00	$278,154.00
4	4.2	Early College Programming	No	$797,640.00	$798,506.00
4	4.3	Literacy Intervention	No	$659,989.00	$690,876.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,180,069	$1,413,316.00	$1,334,827.00	$78,489.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	English Language Development	Yes	$409,814.00	$409,814.00		
1	1.3	College and Career Readiness	Yes	$146,069.00	$146,069.00		
1	1.6	Virtual Learning	Yes	$60,400.00	$76,550.00		
2	2.1	Strengthen Home School Partnership	Yes	$368,864.00	$276,225.00		
2	2.2	Build and Strengthen Community Partnerships	Yes	$51,000.00	$51,000.00		
2	2.3	Wrap Around Services	Yes	$337,169.00	$337,169.00		
2	2.4	Enrichment	Yes	$40,000.00	$38,000.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
28,135,248	1,180,069	0.0	4.194%	$1,334,827.00	0.000%	4.744%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024