

LCFF Budget Overview for Parents

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

CDS Code: 11 10116 0000000

School Year: 2024-25

LEA contact information:

Ryan Bentz

Superintendent

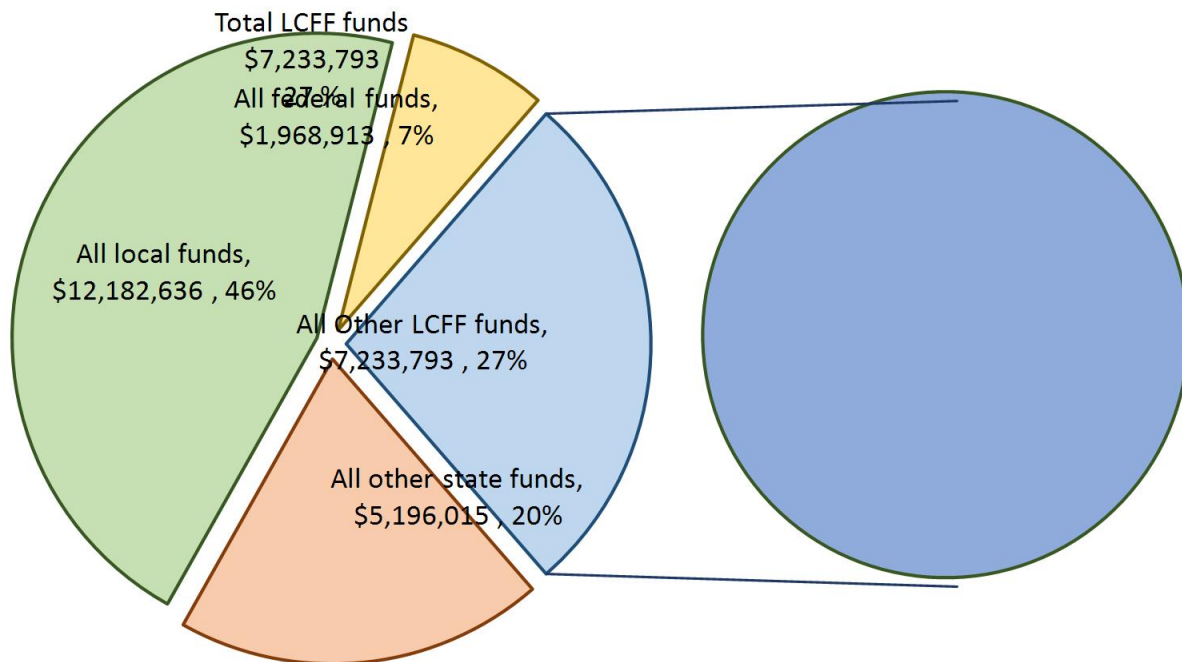
rbentz@glenncoe.org

530-934-6575

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

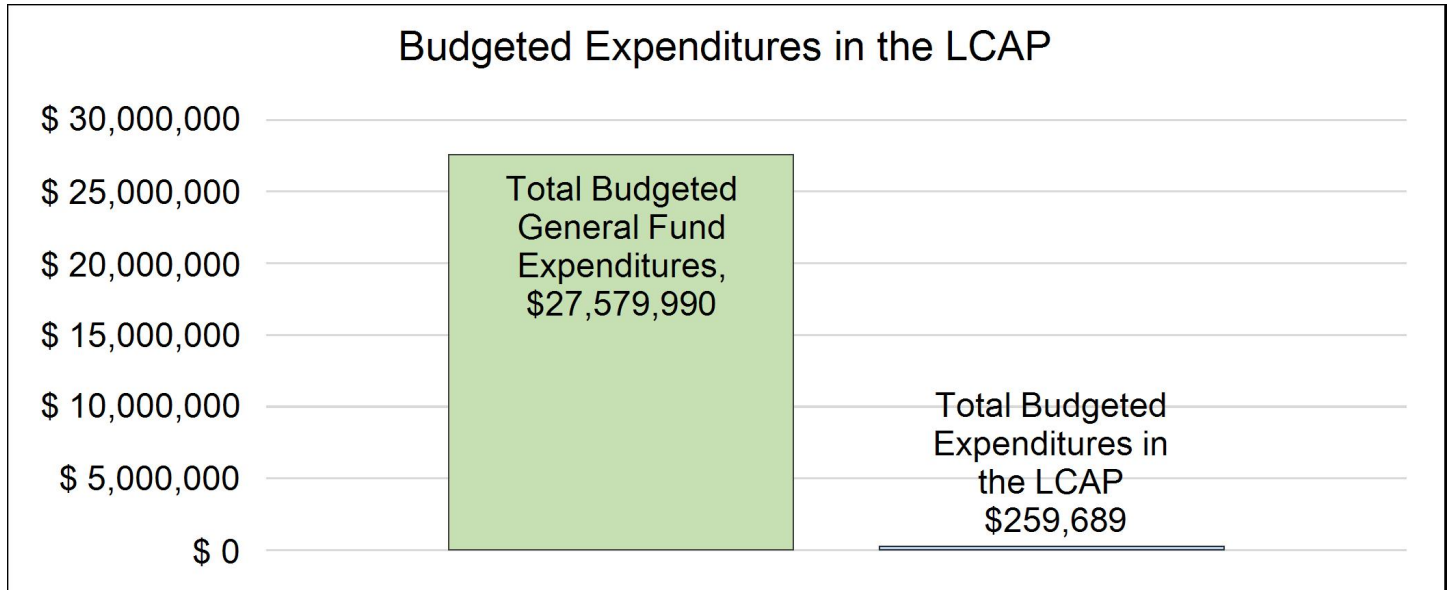


This chart shows the total general purpose revenue Glenn County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Glenn County Office of Education is \$26,581,357, of which \$7,233,793 is Local Control Funding Formula (LCFF), \$5,196,015 is other state funds, \$12,182,636 is local funds, and \$1,968,913 is federal funds. Of the \$7,233,793 in LCFF Funds, \$0 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Glenn County Office of Education plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Glenn County Office of Education plans to spend \$27,579,990 for the 2024-25 school year. Of that amount, \$259,689 is tied to actions/services in the LCAP and \$27,320,301 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

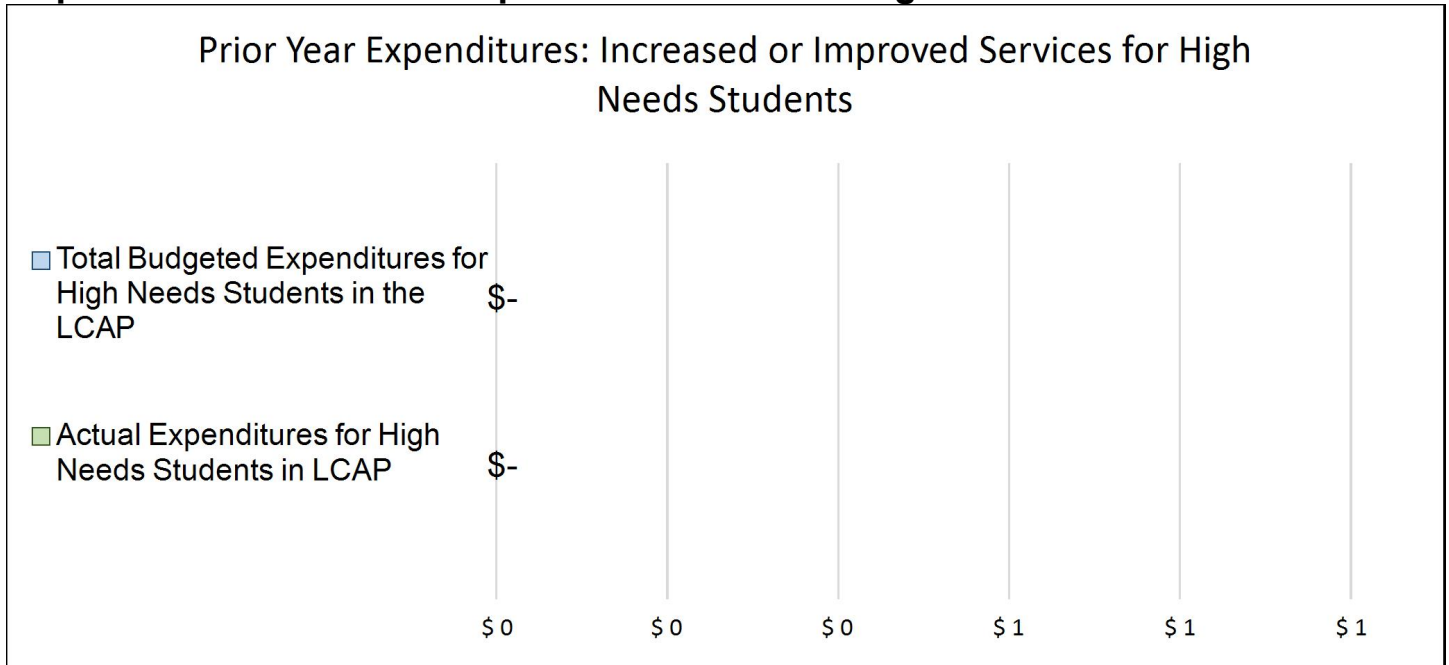
The General Fund for GCOE is not reflected in the GCOE LCAP because it only is for Priority 9 and 10. Foster Youth funding comes from grant funds and not the GCOE General Fund. The GCOE General Fund supports all other operations including but not limited to Administration, Special Education, Special Programs and Other Educational Services.

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

In 2024-25, Glenn County Office of Education is projecting it will receive \$0 based on the enrollment of foster youth, English learner, and low-income students. Glenn County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Glenn County Office of Education plans to spend \$0 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Glenn County Office of Education's LCAP budgeted \$0 for planned actions to increase or improve services for high needs students. Glenn County Office of Education actually spent \$0 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Glenn County Office of Education	Ryan Bentz Superintendent	rbentz@glenncoe.org 530-934-6575

Goals and Actions

Goal

Goal #	Description
1	Provide resources and support to districts' capacity to increase and improve educational services to foster youth, and expelled youth. (Priority 9 Coordinate Services to Expelled Students and Priority 10 Coordinate Services to Foster Youth).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	100% Graduation Rate for Foster Youth	100% Graduation Rate for Foster Youth	100% Graduation Rate for Foster Youth	100% Graduation Rate for 2022-23 was achieved. On track for 2023-24.	100% Graduation Rate for Foster Youth
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	75% Graduation Rate for Expelled Students	0% Expelled Students for 21-22	0.047% Expelled Youth for 22-23. None are graduating.	No data to report as there were no expelled students eligible to graduate.	100% Graduation Rate for Expelled Students
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	50% Foster Youth received Educational Planning Meetings	68% Foster Youth received Educational Planning Meetings	73% Foster Youth received Educational Planning Meetings	Current data supports 75% of Foster Youth receiving Educational Planning Meeting services with 100% goal by end of FY.	100% FY participation in Educational Planning Meetings
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local	100% Expelled Students will receive needed services and placement in a district or independent study program based on individual needs	0% Expelled Students for 21-22	100% of expelled youth received needed services and placement in a district or Independent Study program based on individual needs.	100% of expelled youth received services in 2023-24.	100% Expelled Students will receive needed services and placement in a district or independent study program based on individual needs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)					

Goal Analysis

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

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

Glenn County Office of Education committed to ensuring that all foster and expelled youth would receive necessary educational services, with specific actions focused on achieving a 100% graduation rate for foster youth and providing expelled students with appropriate educational placements. The actual measurable outcomes indicate successful implementation towards these objectives:

Foster Youth: The graduation rate for foster youth remained at 100%, maintaining the target set in previous years.

Expelled Youth: While there were no expelled students eligible for graduation in the reported year, 100% of expelled youth who were part of the program received the required services and were placed in appropriate educational settings. These outcomes suggest that the planned actions for Goal #1 were effectively implemented, aligning closely with the anticipated outcomes outlined in the LCAP.

The actual implementation closely mirrored the planned actions, with some notable highlights:

Educational Planning Meetings: The percentage of foster youth receiving educational planning meetings increased from 73% in the previous year to 75%, moving closer to the goal of 100% by the end of the fiscal year.

Services for Expelled Students: Despite the absence of expelled students eligible to graduate, the continued provision of services and placements for all expelled students as needed demonstrates a consistent and effective approach to meeting their educational requirements. The following challenges continue to exist:

Expelled youth often face significant barriers to receiving and engaging in necessary support services, such as counseling and community service activities, which are crucial for their rehabilitation and reintegration into the educational system and community. Although there were no graduates among the expelled youth this year, a notable challenge persists in ensuring these students are receptive to the available

support programs. Expelled youth frequently demonstrate reluctance or resistance to participating in counseling services, which are essential for addressing the behavioral and emotional issues that may have contributed to their expulsion. This resistance can stem from a variety of factors, including a lack of trust in authority figures, previous negative experiences with counseling, or a general disengagement from the educational process. Furthermore, for those expelled youth who are on probation, fulfilling community service requirements can pose an additional challenge. These students often face logistical difficulties, such as transportation issues, conflicting schedules, or a lack of motivation and support to complete the assigned tasks. Ensuring compliance with probationary conditions and fostering a sense of responsibility through community service is essential for their personal development and for meeting the terms of their probation. Addressing these challenges requires a multifaceted approach that includes developing more engaging and accessible counseling programs, offering flexible community service opportunities, and providing additional support to overcome logistical and motivational barriers. By doing so, we can better support expelled youth in their journey towards rehabilitation and success.

Despite the challenges, the implementation process appears to have been adequate, with no substantive differences that negatively impacted the outcomes. The results reflect a high degree of efficacy in executing the planned actions, with minor adjustments of increased collaboration across agencies in order to enhance service delivery and meet the specific needs of foster and expelled youth.

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.

Budgeted vs. Actual Expenditures: There were no material differences between budgeted and actual expenditures for the services targeting foster and expelled youth under Goal #1. The planned budget was fully utilized as per the outlined actions without deviation, indicating precise financial planning and execution.

Planned vs. Actual Percentages of Improved Services: Similarly, there were no discrepancies between the planned and actual percentages of improved services. The services were delivered as expected, and the performance indicators, particularly graduation rates and educational planning meeting participation, matched targets.

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

As explained in the previous prompt, the effective alignment between budgeting and service delivery demonstrates GCOE's commitment to and effective management of the resources allocated for supporting foster and expelled youth. It also reflects a stable and predictable execution of planned actions without unexpected financial or service delivery issues.

Action 1.1 - Staff Costs (Services Specialist, Educational Social Worker)
Implementation of dedicated support services, including educational planning and coordination with local social services.

Effectiveness: This action proved highly effective, maintaining a 100% graduation rate for foster youth consistently across the cycle. For expelled youth, the approach adapted to individual needs ensured appropriate educational placements, contributing significantly to maintaining stability in graduation outcomes, despite a fluctuating number of expelled students over the years.

Action 1.2 - Educational Planning Meetings

Increased provision of educational planning meetings for foster youth, aiming to ensure that all foster youth receive this support by the end of the fiscal year.

Effectiveness: There was a progressive improvement in the delivery of educational planning meetings, increasing from 68% in the first year to 75% by the third year. This shows effectiveness in the approach, moving steadily towards the 100% target.

Action 1.3 - FAFSA Completion and Post Secondary Support

Eligible Foster and Expelled Youth completed the FAFSA and received the appropriate post-secondary support through application supports and college tours.

Effectiveness: Students were engaged in college tours and completed FAFSA.

No specific actions under Goal #1 were identified as ineffective based on the metrics. Each action contributed positively towards achieving the goal as evidenced by consistent or improved performance on the key metrics of graduation rates and participation in educational planning meetings.

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

Changes for the Coming Year

Reflecting on the success and areas for continuous improvement: With anticipated changes in funding, there may be adjustments in staffing. However, it has been planned that these changes will not affect the delivery of services to at-risk students. Plans to expand support services like the STAR Center into other communities are being considered, contingent on funding and suitable facilities, to widen the reach and impact of these successful actions. The continuous monitoring and the proactive approach in adjusting and planning for staffing and resources ensure that GCOE remains responsive to the needs of foster and expelled youth. This adaptability is key to sustaining the progress made so far and addressing any emerging challenges effectively.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Glenn County Office of Education	Ryan Bentz Superintendent	rbentz@glenncoe.org 530-934-6575

Plan Summary [2024-25]

General Information

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

The Glenn County Office of Education's (GCOE) 2024-25 Local Control and Accountability Plan (LCAP) centers around State Priorities 9 and 10, focusing on Expelled Students and Foster Youth, respectively. As a County Office of Education (COE), GCOE is only mandated to address these two priorities within its LCAP. Although not obligated to address State Priorities 1-8, GCOE's LCAP will focus on Priority 6, School Climate. This decision stems from the "red" performance level indicator attributed to the suspension rate within GCOE's Special Education program, as indicated on the California School Dashboard. Legislation mandates that GCOE take action to address this "red" performance level on the California School Dashboard concerning its Special Education program. More specifically, GCOE will concentrate on the suspension rate within this program, given that it received a red indicator at both the school level, GCOE Special Education School, and for specific student groups: Students with Disabilities (SWD) and White students enrolled in the program.

Glenn County is a rural county in Northern California with almost 6000 students in eight districts and two independent charter schools. Demographics of Glenn County include: 75.3% High School graduates, Persons in Poverty: 18%, White 53%, Hispanic/Latino 40.4%. GCOE does not have any schools eligible for the Equity Multiplier Funds.

Coordination of Services for EXPELLED STUDENTS AND FOSTER YOUTH

There are approximately 54 Foster Youth Students in Glenn County, some of these students are out-of-county youth who are placed in Glenn County foster homes, and attend Glenn County Schools. Glenn County Office of Education has a full-time FYSCP (Foster Youth Services Coordinating Program) coordinator, and a full-time Educational Social Worker, who is employed by GCOE, but is housed at the HHS (Health and Human Services Agency), so to have access to the social workers, and CWS/CMS (Child Welfare System, Case Management System). GCOE has participated in the Foster Youth Success Initiative through the AmeriCorps Program. The FYSI program utilizes former foster youth as mentors to support current transition aged foster youth, and connect them to available resources for successfully transitioning to adulthood, and post-secondary education.

GCOE has an MOU with Glenn County Health and Human Services Agency for Title 1V-E funding using FYSCP funding as a match. This funding is used to have a full-time Educational Social Worker who is housed within the Glenn County Child Welfare department and to

cooperatively work with the social workers to improve educational outcomes, by connecting foster youth to tutoring, mentoring, mental health, Independent Living Program, and post-secondary support.

The services through the FYSCP program are solely funded through the FYSCP Grant, McKinney-Vento Homeless Assistance Grant, and Title 1V-E funding through HHSA. GCOE receives no student-generated funds. GCOE does not receive LCFF funding for Foster Youth or Expelled students. LEA Districts in Glenn County utilize a portion of their LCFF funding to support the Site Liaison Project for Foster and Homeless youth, and to provide materials and supplies.

Expelled Students in Glenn County, including Foster Youth, are handled individually through each of the districts in the county according to the individual needs of the student. Options for expelled students include enrollment into the GCOE independent study Charter, William Finch, or GCOE Adult Education Charter School, Success One, or an Out-Of-County Placement. Each expelled student is evaluated individually as to the best placement for them with input and consent from parent or guardian. GCOE's Student Services Department will continue to provide Special Education services and continue counseling if the expelled student is on an IEP. This process is outlined in the Expelled Youth Plan that will be posted to GCOE's website as required by Ed Code Section 48926.

SPECIAL EDUCATION

Per legislation, GCOE is responding to the REQUIRED ACTIONS FOR SPECIAL EDUCATION POPULATIONS. Goal 3 will address the specific actions needed to address the RED for the Suspension Rate indicator regarding SWD and White students. Of the 84 students served through the regional special education programs, 18% are identified as English learners, none of which are long-term English learners. GCOE Special Education school has less than 30 English learners (EL) and fewer than 15 long-term English learners (LTEL), thus, is not required to include an action specific to ELs and LTELs.

The purpose of the Glenn County Special Education school is to provide free and appropriate public education through special education services designed to meet the needs of students with disabilities. Eligible students range in age from TK - 22 years old. The "school" is actually classrooms housed on other LEAs campus through out the county. Our Extensive Support classrooms include our TK-5th grade classrooms at Capay Joint Elementary School, 6th-8th grade classroom at Plaza Elementary School, 9th-12th grade classroom at Willows High School, and the Adult Transition Program at the North Valley High School Campus. For our Tier 3 student with intensive emotional and behavioral needs we have the Osprey and Eagle program. The Osprey program for TK-8th grade is housed at Willows Intermediate School and the Eagle program for 9th -12th grade classroom in housed at Willows High School. Our programs are committed to providing high quality, comprehensive and legally compliant services. Our mission is to provide the best services to students to facilitate the highest level of student learning as possible leading individuals to engage in lifelong learning and meaningful employment.

Reflections: Annual Performance

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

EXPELLED AND FOSTER YOUTH

Not applicable. As a county office providing specialized programs for foster youth and expelled students from various area districts, our operations and support structure differ from traditional school sites. Consequently, our program does not have specific data reflected on the

California School Dashboard (Dashboard). Our unique role focuses on serving highly mobile and at-risk student populations, which are not individually represented in the Dashboard metrics.

SPECIAL EDUCATION

As identified in the 2023 Dashboard, Glenn COE has one school (Glenn County Special Education) with a red indicator for the suspension rate. This applies to the school overall and to the following student groups: Students with Disabilities (SWD) and White students. GCOE developed Goal 3, along with Actions 1 and 2, to address the suspension rate within the Special Education program. These actions aim to support all students in the program, but with particular attention to the SWD and White student groups. The program enrolled 84 students, and 11.9% were suspended over the course of the year. This rate reflects an increase of 1.2% from the previous year, when 10.8% of students were suspended.

All students in the program have identified disabilities and are on Individualized Education Programs (IEPs). These students often have complex needs and may find it challenging to adhere to the various school campus codes of conduct or navigate peer interactions. Of the students suspended, 9%0 percent attended the specialized Osprey and Eagle program, which is designed for students with intensive emotional and behavioral support needs. Demographically, 70% percent of those suspended were White, while 30% percent were Hispanic.

Reflections: Technical Assistance

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

Not applicable. GCOE is not eligible to receive technical assistance, nor has GCOE requested technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not applicable. GCOE does not have any schools eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable. GCOE does not have any schools eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Not applicable. GCOE does not have any schools eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>Children's Interagency Coordinating Council (Foster and Expelled Youth)</p> <p>Acts as Executive Advisory Council (Foster and Expelled Youth), and is comprised of Assistant Director of Health and Human Services, representatives from Mental Health, Probation, Child Welfare, District and Site Liaisons, District Attorney representation, Foster Youth Coordinating Program Manager, Educational Social Worker.</p>	<p>Our engagement process for foster and expelled youth partners centered on monthly meetings of the Children's Interagency Coordinating Council. These meetings brought together key stakeholders including the Assistant Director of Health and Human Services, representatives from Mental Health, Probation, and Child Welfare, District and Site Liaisons, the District Attorney's office, our Foster Youth Coordinating Program Manager, and our Educational Social Worker.</p> <p>The Foster Youth Coordinating Program Manager played a crucial role in presenting data on foster youth educational outcomes, while the Probation representative provided insights on expelled youth needs. This cross-agency collaboration allowed us to identify gaps in services and develop more comprehensive support strategies.</p> <p>To ensure ongoing engagement between monthly meetings, the position of Education Social Worker is a shared position between Health and Human Services and the Foster Youth Program. This role shares updates and provides feedback on draft LCAP goals and actions. This approach allows for continuous input and refinement of our goals and actions throughout the LCAP development process.</p>
<p>Foster/Homeless Site Liaisons (Foster and Expelled Youth)</p> <p>School District and Site Liaisons, Foster/Homeless Youth Coordinator</p>	<p>Our engagement process for school districts and site liaisons for foster and homeless youth involved monthly meetings with the County Office of Education's (COE) foster/homeless coordinator. These</p>

Educational Partner(s)	Process for Engagement
	<p>meetings were crucial for providing case management services and gaining a comprehensive understanding of the unique needs of foster and homeless youth across various Local Educational Agencies (LEAs).</p> <p>Each meeting included representatives from school districts, site liaisons, and the COE foster/homeless coordinator. The agenda typically covered a review of current case management activities, discussion of emerging challenges, and sharing of best practices. These sessions allowed for real-time problem-solving and ensured that all stakeholders were aligned in their efforts to support foster and homeless youth.</p>
Superintendents (Foster and Expelled Youth)	<p>Our engagement process for superintendents in the development of the LCAP, specifically focusing on foster youth, involved two key meetings between the foster youth coordinator and district superintendents over the past year. The initial meeting, held in the fall, focused on presenting data on foster youth educational outcomes, including attendance, academic performance, and social-emotional well-being. The follow-up meeting in the spring served as a progress review and planning session.</p>
Parents (Foster and Expelled Youth) (Special Education)	<p>Foster and Expelled Youth Foster Youth Staff consult throughout the year to discuss school placement, IEP rights, and transportation needs with parents. These meetings provide a platform for parents to share their experiences, concerns, and suggestions directly with the foster youth coordinator. For those who prefer one-on-one discussions, the foster youth coordinator offers individual consultations, providing a confidential setting for parents to express their concerns and provide detailed feedback.</p> <p>Special Education Parents of students with special education needs play a crucial role in influencing the Local Control and Accountability Plan (LCAP) through their active participation in the Parent Advisory Council (PAC). These parents provide valuable insights and feedback during quarterly PAC meetings.</p>

Educational Partner(s)	Process for Engagement
<p>Students (Foster and Expelled Youth) (Special Education)</p>	<p>Foster and Expelled Youth During Individual Learning Plan (ILP) meetings, anecdotal comments are recorded. Throughout the year, students are encouraged to share their personal experiences, challenges, and successes, providing valuable insights into their educational journey.</p> <p>Special Education During Individualized Education Program (IEP) meetings held throughout the year, student input is actively sought and incorporated into the Local Control and Accountability Plan (LCAP) development process.</p>
<p>SELPA (Special Education)</p> <p>Includes district superintendents, site principals, district CBOs, county superintendent, fiscal staff</p>	<p>The Special Education Local Plan Area (SELPA) meets monthly to discuss and address the relevance and effectiveness of special education services within the county. These meetings typically involve SELPA representatives, special education directors, and other key stakeholders who review current programs, assess compliance with state and federal regulations, and identify areas for improvement. The agenda often includes public comment periods, allowing parents, educators, and community members to provide input and raise concerns. Additionally, subcommittees focused on advocacy, education, and communication work on specific initiatives to enhance special education services and ensure equitable access for all students.</p> <p>Specific to the LCAP, monthly meetings include discussion regarding LCAP goals and actions. Data specific to the special education program is reviewed and discussed in January, which leads to the development of goals and actions throughout the remainder of the spring. With information from the spring SELPA Meetings, the SELPA director and the Assistant Superintendent of Special Programs met to draft the goal and actions for the LCAP. This collaboration led to the formation of Goal 3 and its corresponding actions. There was a public hearing along with the opportunity for public comment held on June 27, 2024. The County Board of Education approved this plan after entertaining public comment on June 28, 2024.</p>

Educational Partner(s)	Process for Engagement
Program Specialists (Special Education)	Weekly meetings with program specialists are held to review current data, discuss progress towards goals, and identify areas needing improvement or additional support.
Bargaining Units (Special Education) Teachers and other school personnel	<p>The engagement process for bargaining units regarding the Local Control and Accountability Plan (LCAP) typically involves regular consultations and meetings with both classified and certificated union representatives.</p> <p>Throughout the 2023-24 academic year, presentations were made reminding all educational partners of the LCAP process, their opportunities to provide input, and the progress made toward the LCAP goals. During each of these presentations, updated information was provided regarding the goals, the metric data, and the budget information connected to the progress of the goals. Bargaining units - California Teachers Association (CTA) and California School Employees Association (CSEA) were notified of meetings where they could provide input and support the development of the LCAP. Members have been involved in meetings throughout the year that have involved the budget process and planning that affects staffing and other relevant issues. Members of both bargaining units have been involved in committee meetings.</p>
Equity Multiplier	Not applicable. GCOE does not qualify for Equity Multiplier funding.

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

EXPELLED AND FOSTER YOUTH

Although GCOE does not have its own students, collaborative meetings involving Foster Youth Services Coordinating Program (FYSCP) and school districts are held to gather teachers' insights and input. These sessions are pivotal in aligning efforts to address the diverse needs of foster youth.

Furthermore, the FYSCP collaborates with SELPA staff to identify foster youth requiring special education services or support. Together, they ensure that foster youth undergo appropriate assessments and evaluations to ascertain their eligibility for special education services under the Individuals with Disabilities Education Act (IDEA). Consultation with district teachers is also essential. Specific feedback from educational partners regarding LCAP development is as follows:

Children's Interagency Coordinating Council (CICC)

Goal(s): 1 Action(s): 1.1, 1.2, 1.6

CICC meetings are a collaboration across multiple agencies. Each meeting includes a review of goals and actions related to foster and expelled youth, followed by structured discussions on their effectiveness and potential improvements. These discussions are taken into consideration when developing LCAP goals and actions. For example, input from the Mental Health representative led to the inclusion of expanded mental health services in our actions for foster youth. The District Attorney's insights helped shape our approach to truancy prevention for expelled youth. This collaborative effort ensured that the specific challenges faced by foster and homeless youth were comprehensively addressed in the LCAP. By maintaining regular communication and leveraging the expertise of all stakeholders, we were able to develop a plan that is responsive to the needs of our most vulnerable students.

Foster/Homeless Site Liaisons

Goal(s): 1 Action(s): 1.3, 1.5, 1.6

Key insights from monthly meetings held with liaisons include the identification of barriers to academic success, such as frequent school changes, lack of stable housing, and limited access to mental health services. The foster/homeless coordinator provided data on attendance, academic performance, and social-emotional well-being, which was instrumental in shaping our LCAP goals and actions. For example, feedback from these meetings highlighted the need for increased mental health support and stable educational placements for foster youth.

As a result, the LCAP includes actions such as implementing programs to support school stability for foster youth. Additionally, the need for targeted academic interventions for homeless youth led to the inclusion of tutoring services and after-school programs specifically designed for this population.

Superintendents

Goal(s): 1, 2 Action(s): 1.1, 1.2, 1.6; 2.1, 2.1

The bi-annual meetings with superintendents were designed to provide a platform for discussing the unique needs and challenges faced by foster youth within our Local Educational Agencies (LEAs). The foster youth coordinator shared insights from case management services and highlighted areas requiring immediate attention. He also presented updates on the implementation of previously discussed strategies and gathered additional input on emerging needs. Superintendents were encouraged to provide feedback on current support strategies and suggest improvements based on their district's experiences. The follow-up meeting in the spring served as a progress review and planning session. This meeting included a collaborative discussion on resource allocation and potential partnerships to enhance support for foster youth. Discussion also included accurate and appropriate identification of homeless youth in district SIS systems. During the meetings with superintendents, it became evident that accurate identification and support of homeless students, including those in foster care, were critical to providing appropriate services. Superintendents highlighted inconsistencies in how homeless students were identified and marked in school records, which could lead to gaps in support. To address this issue, the decision was made to have the foster youth coordinator attend meetings of attendance and enrollment staff at school sites.

Parents

Goal(s): 1 Action(s): 1.3, 1.4, 1.5

Feedback collected from various parent/educational rights holder is systematically analyzed to identify common themes and specific needs, which are then presented to the LCAP development team to inform the goals and actions in the LCAP.

Students

Goal(s): 1 Action(s): 1.4

Anecdotal comments during ILP meetings help us understand the unique needs and preferences of each student, allowing us to tailor our support services more effectively. By incorporating student feedback into the ILP process, we ensure that our educational programs are responsive to the needs of our students, fostering a more supportive and engaging learning environment.

SPECIAL EDUCATION

In order to develop the Glenn County Special Education portion of the LCAP we work closely with the superintendents, principals and staff at the school sites where our programs are housed. This collaboration takes place at monthly governance meetings as well as weekly collaboration with the program specialists who directly oversee the programs at the various school sites. We consult closely with all parents at least annually due to required IEP meetings, with some families meeting with us multiple times a year. Specifically:

Parents

Goal(s): 3 Action(s): 3.2

Involvement at Parent Advisory Council ensures that the unique needs of special education students are addressed, including access to state standards, appropriate assessments, and tailored instructional strategies. Comments and discussions at these meetings provided insight into the challenges of the Osprey and Eagle programs.

Students

Goal(s): 3 Action(s): 3.2

Students are encouraged to share their educational experiences, challenges, and aspirations, which provide valuable insights into the effectiveness of current programs and areas needing improvement. This direct feedback from students with special needs helps shape LCAP goals and actions related to special education services, inclusive practices, and support systems. By considering student comments during IEPs, the LCAP becomes more responsive to the unique needs of students with disabilities, ensuring that their voices are heard and their perspectives are reflected in the district's overall educational strategy and resource allocation.

SELPA

Goal(s): 3 Action(s): 3.1

The Special Education Local Plan Area (SELPA) significantly influences the Local Control and Accountability Plan (LCAP) by providing specialized input and coordinating services to ensure that the needs of students with disabilities are met. SELPA representatives participate in the LCAP development process by offering insights on necessary programs and services, which are then integrated into the plan to enhance educational outcomes for special education students. This collaboration includes regular consultations and meetings with school

administrators and other educational partners to discuss and address specific needs, such as access to appropriate assessments and tailored instructional strategies.

Program Specialists

Goal(s): 3 Action(s): 3.1, 3.2

Weekly meetings with program specialists play a pivotal role in shaping the Local Control and Accountability Plan (LCAP) by providing continuous, expert input on the implementation and effectiveness of educational programs. During these sessions, program specialists review current data, discuss progress towards goals, and identify areas needing improvement or additional support. Their insights help ensure that the LCAP remains responsive to the evolving needs of students, particularly those requiring specialized services. Additionally, the collaborative nature of these meetings fosters a proactive environment where challenges can be addressed promptly, and successful strategies can be scaled, ultimately contributing to a more effective and dynamic educational plan.

Bargaining Units

Goal(s): 2, 3 Action(s): 2.2; 3.1, 3.2

These sessions provide an opportunity for union leaders to offer input on various aspects of the educational system that directly impact their members and students. Their insights help prioritize actions that support both employee effectiveness and student achievement. The process often includes sharing relevant data, discussing challenges faced by staff members, and collaboratively developing potential solutions that can be incorporated into the LCAP. This ongoing dialogue ensures that the LCAP reflects a balanced approach that considers the needs of all staff members while aligning with the district's educational goals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	FOSTER YOUTH: In accordance with Priority 10: Foster Youth (COEs), GCOE will maintain the coordination of Foster Youth Services throughout the county.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

On average, foster youth experience eight school changes while in care. Each move results in an estimated loss of four to six months of educational progress, highlighting the detrimental impact of instability on their academic journeys. To mitigate these negative effects, Goal 1 of the GCOE LCAP centers on maximizing school stability for foster youth. The primary aim is to keep foster youth in their school of origin whenever deemed in their best interest by their Education Rights Holder (ERH). To facilitate this continuity, and through collaborative efforts, the Local Educational Agency (LEA) will provide necessary support services, including transportation assistance as outlined in the Every Student Succeeds Act (ESSA) transportation plans. In cases where remaining in the school of origin is not feasible or in the youth's best interest (as determined by the ERH), Goal 1 outlines that foster youth be enrolled in a new school and attending classes within 24 hours of arriving at their new home. Ensuring school stability is paramount for foster youth, as it reduces the amount of trauma they experience and provides a foundation for academic growth in all areas. Goal 1 recognizes this critical need and aims to create a more supportive and consistent educational experience for these students by effectively maintaining the coordination of services for foster youth.

The development of Goal 1 and its corresponding actions directly address the broader objective of coordinating services for foster youth throughout Glenn County. Furthermore, this goal aligns with several subsets of Priority 10, which specifically focuses on improving educational outcomes for foster youth.

PRIORITY 10A. Working with the county child welfare agency to minimize changes in school placement

We developed this goal and actions to ensure that we are actively working to minimize school placement changes for foster youth. Our actions support this by:

- *Developing MOUs with child welfare and probation agencies to improve school stability
- *Collaborating with county agencies and caregivers to identify and address barriers to enrollment
- *Developing policies and practices to support the infrastructure for increased school stability

PRIORITY 10B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports

We developed this goal and actions to ensure a comprehensive approach to supporting foster youth, which includes information sharing. This is evidenced by:

- *Developing MOUs with child welfare agencies, which would include protocols for information sharing
- *Creating practices to ensure all foster/homeless youth are identified and tagged through the enrollment process and data matches, which facilitates information sharing with child welfare agencies

PRIORITY 10C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services

We developed this goal and actions to address this priority by focusing on overall coordination and support for foster youth. We developed our approach to ensure that we have systems in place to respond effectively to all stakeholders, including the juvenile court. This is supported by:

- *Developing MOUs with probation agencies, which would include protocols for responding to court requests
- *Allocating sufficient staff and providing staff training to implement school stability, which would include responding to court requests and coordinating services

PRIORITY 10D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport

We developed this goal and actions to ensure that foster youth experience minimal disruption in their education, which necessitates efficient record transfer. This is evidenced by:

- *Developing policies, procedures, and practices to support the infrastructure for increased school stability, including data infrastructure
- *Creating practices to ensure all foster/homeless youth are identified and tagged through the enrollment process, which facilitates efficient record transfer
- *Developing and using data metrics to evaluate the length of time it takes for a foster youth to be enrolled in school, which would include the time for record transfer

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 10 Coordination of Services for Foster Youth” (COE only)	0% 2023-24			60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of foster youth who are enrolled within 24 hours of EHR making determination regarding school placement					
1.2	<p>Priority 10 A. working with the county child welfare agency to minimize changes in school placement</p> <p>Percentage of foster youth who stay in school of origin after transfer whose ERHs decide it is in their best interest, including through support provided by both the LEA and child welfare</p>	36% 2023-24			81%	
1.3	<p>Priority 10 B. providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports</p> <p>Average number of days taken to share requested</p>	30 days to verification 2023-24			15 days	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	educational status of foster youth and progress information with county child welfare agencies					
1.4	<p>Priority 10 C. responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services</p> <p>Percentage of court-involved foster youth with a coordinated educational service plan in place within 10 days of court request</p>	0% 2023-24			60%	
1.5	<p>Priority 10 D. establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport</p> <p>Average time (in days) taken to transfer health and education records from the previous school to the new school</p>	30 days 2023-24			15 days	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Coordination of Services for Foster Youth	Implement effective coordination of services by developing MOUs with child welfare and probation agencies, other school districts as appropriate, and County Office of Education Foster Youth Services to develop a joint plan to improve school stability.	\$0.00	No
1.2	Agency Collaboration	Implement effective coordination of services by collaborating with county child welfare, probation agencies, and foster caregivers/group homes to identify barriers to enrollment and develop procedures for quickly enrolling foster youth and/or homeless youth in school.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Policies, Procedures, and Practices	To maintain the effective implementation of coordinated services, develop policies, procedures and practices to support the infrastructure to increase school stability, including data infrastructure, and enrollment/disenrollment policies. Including creation/implementation of practices to ensure all foster youth are identified and tagged through the enrollment process and through state and local data matches as defined under both LCFF and AB490 definitions.	\$0.00	No
1.4	Data Metrics Development	Develop and use data metrics to evaluate length of time it takes for a foster youth to be enrolled in school and attending classes from the moment of home placement, providing data of effective coordination of services.	\$0.00	No
1.5	Increased Communication	Increased communication and education with schools sites, resulting in a more accurate identification of homeless youth.	\$0.00	No
1.6	Staff Allocation	Allocate sufficient staff and provide staff training to implement school stability.	\$158,060.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXPULSED YOUTH: In accordance with Priority 9: Expelled Youth (COEs), GCOE will maintain the coordination of services of Expelled Youth throughout the county.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Glenn County Office of Education (GCOE) is dedicated to improving educational outcomes for expelled pupils. This commitment stems from recognizing the significant educational and social challenges these students face, putting them at high risk of falling behind academically, dropping out of school, and experiencing ongoing behavioral issues. To date, all the students who come to our alternative education classroom are behind in credits. To address this challenge, GCOE established Goal 2 in order to facilitate credit recovery for expelled students through targeted support in an alternative education classroom. This approach aims to provide a structured pathway for these students to recover academic credits, simultaneously improving behavior and achieving their educational objectives.

To support the goal of improving educational outcomes for expelled pupils, one specific action is to provide specialized professional development for educators and staff working in the alternative education classroom. This action directly addresses the belief that effectively trained teachers play a pivotal role in student engagement and academic success. Alternative education research highlights the importance of equipping educators with the necessary skills and knowledge to effectively serve this unique student population. When staff are better equipped to engage students and create a positive learning environment, students feel more connected to school. Studies show increased engagement leads to increased attendance. As students attend more regularly, they have more opportunities to make up for lost academic time and work toward recovering credits. By providing ongoing professional development to staff, GCOE aims to empower educators to create a supportive and structured learning environment where expelled students can thrive and complete more credits.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 9. addresses how the county superintendent of schools will coordinate	165.5% increase in credits earned 2023-24			150% annual increase	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instruction of expelled pupil Percentage increase in credits earned by Expelled Youth (Data Source: Aeries transcript)					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Credit Recovery	Facilitate credit recovery through the implementation of the Expelled Youth Plan and targeted support in an alternative education classroom (REACH).	\$91,629.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Staff Professional Development	Facilitate credit recovery by enhancing skills and knowledge of staff through professional development regarding topics like trauma-informed care and behavior management to better support expelled students.	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SPECIAL EDUCATION: Reduce the suspension rate for all students in the special education program from 11.9% to below 6%, with particular focus on Students with Disabilities (SWD) and White students.	Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As identified in the 2023 Dashboard, GCOE has one school (Glenn County Special Education) with a red for the suspension rate indicator at the school level and for the following student groups: SWD and White. Goal 3 and its corresponding actions were developed to address the suspension rate needs of all students at this school, and specifically for the SWD and White student groups.

The current suspension rate of 11.9% indicates a significant need for improved behavioral support and intervention strategies. With this suspension rate at the forefront of conversations, this goal was developed in consultation with the Special Education Local Plan Area (SELPA), which includes district superintendents, site principals, district chief business officials, the county superintendent, and fiscal staff. The SELPA meets monthly to discuss and address the relevance and effectiveness of special education services within the county. Parents of students with special education needs also influenced the development of Goal 3 through their participation in the Parent Advisory Council (PAC). Comments and discussions at these meetings provided insight into the challenges of special education programs. Additionally, student input, gathered during Individualized Education Program (IEP) meetings held throughout the year, was incorporated into the development 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	Priority 6 A. pupil suspension rates Reduce suspension rates.	2023-24 All: 11.9% SWD: 11.9% White: 21.2%			All: 5.9% SWD: 5.9% White: 15.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Priority 6 B. pupil expulsion rates Maintain expulsion rates.	2023-24 All: 0% SWD: 0% White: 0%			All: 0% SWD: 0% White: 0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Decrease Suspension Rate	Provide ongoing professional development for all staff on restorative justice practices, trauma-informed care, and culturally responsive behavioral interventions.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Train staff in positive behavior intervention and support (PBIS) strategies tailored to meet the needs of students with IEPs and identified disabilities. Implement a comprehensive PBIS framework school-wide.</p> <p>Increase access to mental health services and counseling for students with intensive emotional and behavioral support needs.</p> <p>Develop individualized behavior intervention plans (BIPs) for SWD and White students with frequent behavioral incidents, involving input from educators, parents, and the students themselves.</p>		
3.2	Maintain Expulsion Rate	<p>Provide ongoing professional development for all staff on restorative justice practices, trauma-informed care, and culturally responsive behavioral interventions.</p> <p>Train staff in positive behavior intervention and support (PBIS) strategies tailored to meet the needs of students with IEPs and identified disabilities. Implement a comprehensive PBIS framework school-wide.</p> <p>Increase access to mental health services and counseling for students with intensive emotional and behavioral support needs.</p> <p>Develop individualized behavior intervention plans (BIPs) for SWD and White students with frequent behavioral incidents, involving input from educators, parents, and the students themselves.</p>	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$0	\$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
0.000%	0.000%	\$0.00	0.000%

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
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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
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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.

GCOE does not receive supplemental or concentration grant funding and therefore does not have any limited actions to report in this section.

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.

GCOE does not receive concentration grant add-on funding and therefore does not have a plan to report in this section.

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	Not applicable.	Not applicable.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable.	Not applicable.

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$7,233,793	0	0.000%	0.000%	0.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$0.00	\$212,271.00	\$47,418.00	\$0.00	\$259,689.00	\$249,689.00	\$10,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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This table was automatically populated from this LCAP.

1	1.1	Coordination of Services for Foster Youth	All Students with Disabilities English Learners Foster Youth Low Income Foster Youth	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.2	Agency Collaboration	All Students with Disabilities English Learners Foster Youth Low Income Foster Youth	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.3	Policies, Procedures, and Practices	All Students with Disabilities English Learners Foster Youth Low Income Foster Youth	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.4	Data Metrics Development	All Students with Disabilities English Learners Foster Youth Low Income Foster Youth	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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
						ated Student Group(s)										
1	1.5	Increased Communication	All Students with Disabilities English Learners Foster Youth Low Income Homeless Youth	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.6	Staff Allocation	All Students with Disabilities English Learners Foster Youth Low Income Foster Youth	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:	Ongoing	\$158,060.00	\$0.00	\$0.00	\$110,642.00	\$47,418.00	\$0.00	\$158,060.00	
1	1.7		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.8		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.9		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Group(s)											
1	1.10		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.11		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.12		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.13		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.14		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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	1.15		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.16		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.17		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.18		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.19		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.20		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
1	1.21		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.22		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.23		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.24		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.25		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
1	1.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.28		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.30		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
						Unduplicated Student Group(s)										
1	1.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.32		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
1	1.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.37		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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	1.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.42		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.44		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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	1.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.47		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.49		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.1	Credit Recovery	All Students with	No	LEA-wide	English Learners	All Schools	Ongoing	\$91,629.00	\$0.00	\$0.00	\$91,629.00	\$0.00	\$0.00	\$91,629.00	

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
			Disabilities English Learners Foster Youth Low Income Expelled Youth		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
2	2.2	Staff Professional Development	All Students with Disabilities English Learners Foster Youth Low Income Expelled Youth	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:	Ongoing	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	
2	2.3		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.4		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.5		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.6		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
2	2.7		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.8		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.9		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.10		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.11		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
2	2.12		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.13		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.14		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.15		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.16		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
2	2.17		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.18		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.19		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.20		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.21		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.22		Students with Disabilities English Learners Foster Youth Low Income		s) LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.23		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.24		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.25		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.28		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.30		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.32		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
2	2.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.37		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
2	2.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.42		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
						Unduplicated Student Group(s)										
2	2.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.44		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.47		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
2	2.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.49		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.1	Decrease Suspension Rate	All Students with Disabilities English Learners Foster Youth Low Income White	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Special Education School	Ongoing	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	
3	3.2	Maintain Expulsion Rate	All Students with Disabilities English Learners Foster Youth Low Income White	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Special Education School	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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
					s)											
3	3.3		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.4		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.5		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.6		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.7		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.9		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.10		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.11		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.12		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.13		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
3	3.14		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.15		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.16		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.17		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.18		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
3	3.19		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.20		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.21		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.22		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.23		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
3	3.24		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.25		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.28		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
3	3.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.30		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.32		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.34		Students with Disabilities English Learners Foster Youth Low Income		s) LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.37		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.42		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.44		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
3	3.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.47		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.49		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
3	3.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.1		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.2		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.3		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.4		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
4	4.5		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.6		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.7		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.8		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.9		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
4	4.10		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.11		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.12		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.13		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.14		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					s)											
4	4.15		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.16		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.17		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.18		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.19		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.20		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.21		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.22		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.23		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.24		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.25		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
4	4.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.28		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.30		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
4	4.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.32		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
4	4.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.37		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
4	4.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.42		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.44		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.47		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.49		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
5	5.1		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.2		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.3		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.4		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.5		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.6		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
5	5.7		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.8		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.9		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.10		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.11		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
5	5.12		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.13		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.14		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.15		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.16		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
						Unduplicated Student Group(s)										
5	5.17		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.18		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.19		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.20		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.21		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
5	5.22		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.23		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.24		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.25		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					s)											
5	5.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.28		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.30		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
5	5.32		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.37		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
5	5.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.42		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
5	5.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.44		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.47		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
						Unduplicated Student Group(s)										
5	5.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.49		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data"

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$7,233,793	0	0.000%	0.000%	0.000%	\$0.00	0.000%		Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								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 (%)
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2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$174,443.00	\$165,153.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Staff costs Services Specialist for Educational Social Worker	No	\$174,443.00	\$161,110.00
1	1.2	Educational Planning Meetings	No	\$0.00	\$1,934.00
1	1.3	FAFSA completion and Post Secondary Support	No	\$0.00	\$2,109.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$0	\$0.00	\$0.00	\$0.00	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)
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This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$7,233,793	\$0	0.000%	0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- 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

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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