LCFF Budget Overview for Parents

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

CDS Code: 14101401430073

School Year: 2024-25
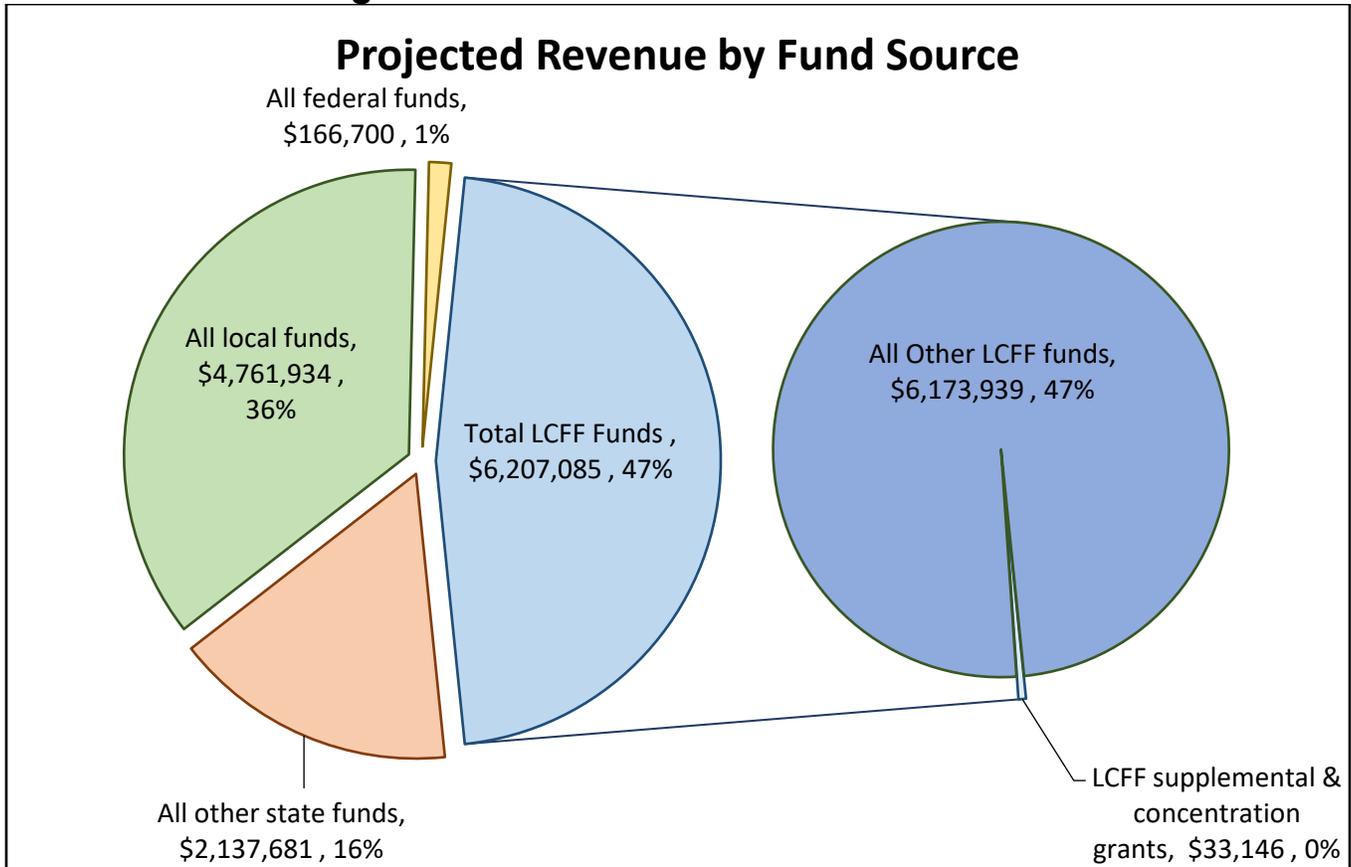
LEA contact information:

Barry Simpson

Superintendent

bsimpson@inyocoe.org

760 873-3262

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

- All federal funds, $166,700 , 1%
- All local funds, $4,761,934 , 36%
- Total LCFF Funds , $6,207,085 , 47%
- All Other LCFF funds, $6,173,939 , 47%
- All other state funds, $2,137,681 , 16%
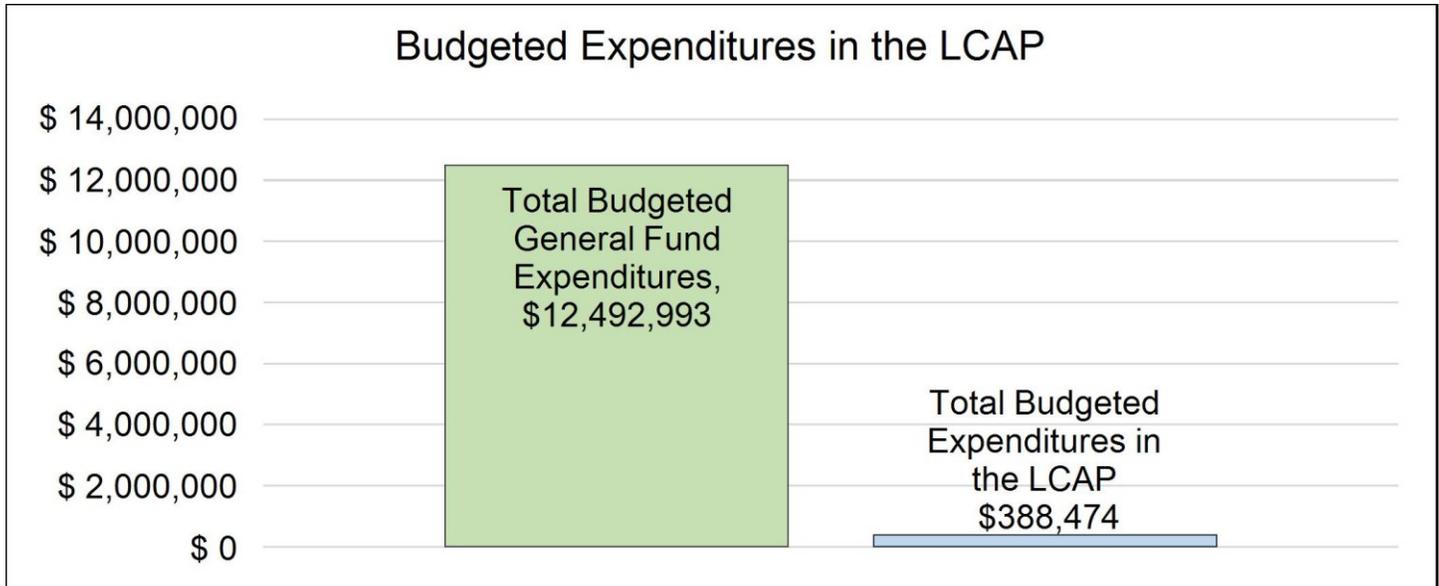- LCFF supplemental & concentration grants, $33,146 , 0%

This chart shows the total general purpose revenue Inyo 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 Inyo County Office of Education is $13,273,400, of which $6,207,085 is Local Control Funding Formula (LCFF), $2,137,681 is other state funds, $4,761,934 is local funds, and $166,700 is federal funds. Of the $6,207,085 in LCFF Funds, $33,146 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $12,492,993

Total Budgeted Expenditures in the LCAP $388,474

This chart provides a quick summary of how much Inyo 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: Inyo County Office of Education plans to spend $12,492,993 for the 2024-25 school year. Of that amount, $388,474 is tied to actions/services in the LCAP and $12,104,519 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Inyo County Office of Education partners with local schools and the community to provide quality education for over 2,596 students.

Public education in California is a four-level system:
1. California State Department of Education
2. County Offices of Education (58)
3. 11 Superintendent Regions
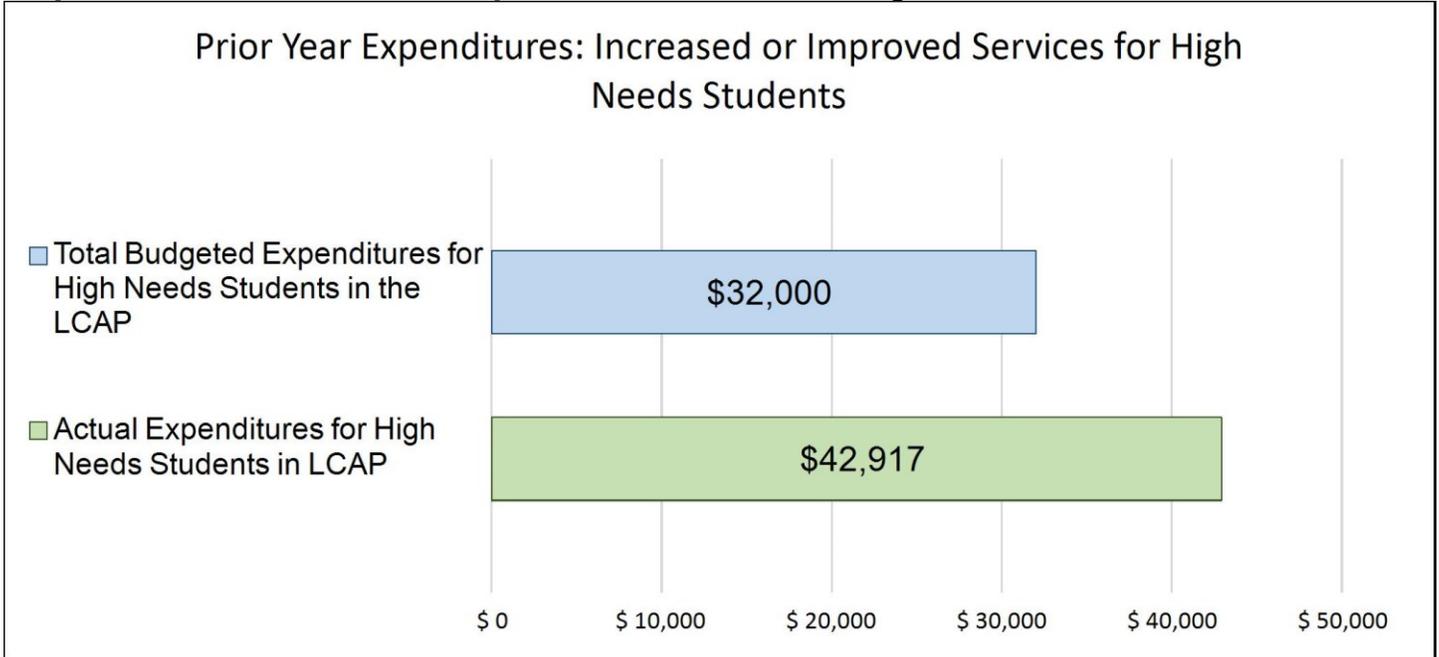4. Over 1,000 school districts (6 in Inyo County)

Under the leadership of the Superintendent of Schools, the Inyo County Office of Education provides a support infrastructure for local schools and districts that includes Administrative, Instructional, and Direct Student Services. Administrative Support includes the business and operation functions of education. Many of these services are required by law, such as attendance accounting, district budget reviews, and teacher credentialing. County offices are also charged with reviewing and approving proposals to change school district organization within the county and arbitrating disputes relating to inter-district transfers. Instructional Support provides guidance and training for teachers and administrators in the following areas: State content standards, curriculum development, instructional delivery assistance, student assessment, and accountability, credentialing and licensing of teachers, support with the adoption of the curriculum, new teacher and administrator support through accredited induction programs, and technology integration support. Direct Student Services include multiple county-wide programs such as alternative education, Foster Youth Services, Special Education, Outdoor Education, Preschool, Prevention Education, and Behavior and Mental Health programs.

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

In 2024-25, Inyo County Office of Education is projecting it will receive $33,146 based on the enrollment of foster youth, English learner, and low-income students. Inyo County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Inyo County Office of Education plans to spend $45,700 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$32,000
☐ Actual Expenditures for High Needs Students in LCAP	$42,917

$ 0 $ 10,000 $ 20,000 $ 30,000 $ 40,000 $ 50,000

This chart compares what Inyo 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 Inyo 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, Inyo County Office of Education's LCAP budgeted $32,000 for planned actions to increase or improve services for high needs students. Inyo County Office of Education actually spent $42,917 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
Inyo County Office of Education	Barry Simpson Superintendent	bsimpson@inyocoe.org 760 873-3262

Goals and Actions

Goal

Goal #	Description
1	Provide all students equitable access to a comprehensive school program that supports academic achievement, narrows learning gaps, and provides access to a Career and Technical Education (CTE) pathway, college and career exploration and workplace readiness skills (WRS) preparation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Participation Rate for ELA/Math (4A)	95% (2019)	93% (2022)	(2023) 75%	71% (2023)	100%
Renaissance STAR testing in reading and math: Percent of students who take the initial diagnostic test and a least one additional test the same school year that demonstrate growth. (Priority 2A,B & 4A)	17% (2021)	0% (2022)	50% (2023)	57% (2024)	50%
Based on STAR diagnostic data, percent of eligible students enrolled in MyPath intervention program (Priority 2A,B, 4A)	100% (2021)	100% (2022)	100% (2023)	100% (2024)	Maintain
CTE pathway completion or earning of industry recognized	0% (New Program in 2021)	0% (2022)	0% (2023)	71% (2024)	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
certification (Priority 4C, 5 & 8)					
Percent of students who complete a post-secondary college/career plan	10% (average of 2019-21 school years)	10% (2022)	15% (2023)	57% (2024)	70%
Percent of students completing college and career exploration course or modules (4G)	20% (average of 2019-21 school years)	30% (2022)	40% (2023)	57% (2024)	70%

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.

Please take note of the following information:

During the year, JKBS faced some unexpected challenges. A teacher resigned over the summer, but fortunately, we were able to hire a replacement who has proven to be very effective in meeting the needs of our students. This staffing change has led to improvements in achieving the desired outcomes of Goal 1. An analysis of Goal 1 shows that our actions have successfully achieved key components such as academic achievement, narrowing learning gaps, access to a career and technical education (CTE) pathway, college and career exploration, and workplace readiness preparation. Our local STAR assessment results have shown a 7% improvement from the previous year and a 49% improvement over the average score for the three-year LCAP cycle. Moreover, the percentage of students completing a CTE pathway or earning an industry-recognized certification exceeded the 23-24 goal by 30%, as did the percentage of students who completed a post-secondary college and career plan.

Please note the following differences in planned and implemented actions:

Action 1.2: While we offer after-school intervention, it is poorly attended due to the lack of transportation, which is not provided because of our low enrollment and the associated costs. This harms overall attendance and after-school intervention attendance. However, in-school intervention is part of the daily schedule, and students can receive one-on-one support from a teacher and instructional aide.

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.

Note the material differences between budgeted and estimated actual expenditures below:

Action 1.5: CTEC provided their WRS curriculum for free. We don't know if this will continue from year to year, but their generosity is appreciated.
Action 1.6: The vendor provided WRS training at no cost. Again, we budget for this, not knowing from year to year if this support will continue.

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

Goal I Actions were analyzed and found to support student progress toward attaining the desired outcomes:

Action 1.1 and I.2: as measured by an increase of students demonstrating growth on the local academic assessment in English and math (Metric: STAR Test).
Actions 1.3-1.8: an increase in metrics measuring students' engagement in and completion of CTE pathways and related programming. For example, the participation/completion percentages for the following metrics improved from the previous year: Career Exploration Modules, College/Career Plans, and WRS lessons. In addition, there has been an increase in year-to-year participation in the Culinary/Food Service and Hospitality pathway and completion of industry-recognized certificates. We also saw student participation increase and customer service skills improve in our Student Operated Business (Coffee Cart). Students with disabilities (1.7) experienced the same positive trajectory as others.

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.

Goal I and its accompanying metrics, actions, and desired outcomes will have no material changes.

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

Goals and Actions

Goal

Goal #	Description
2	Provide all students access to safe facilities and learning environments, effective learning tools, and qualified teachers and support staff who teach a research-based, culturally responsive, and standards-aligned broad course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Teacher Credentialing(1A)	(2019) 100% appropriately assigned teachers	(2021) 100%	(2022) 100%	(2023) 100%	Maintain
CA School Dashboard: Instructional Materials (1B)	(2019) 100% students have sufficient access	(2021) 100%	(2022) 100%	(2023) 100%	Maintain
CA School Dashboard: Facilities (1C)	Standard Met: Good Rating (2019)	(2021 FIT) Good	(2022 FIT) Good	(2023 FIT) Good	Maintain
Teacher Ranking: State board adopted academic standard implementation - Lichert scale of 1-5 including English learner access to CCSS and ELD standards(2A)	(2019) 1. Teacher self-score for progress providing professional learning to teach adopted academic standards: scored 3 or higher on all levels 2.Teacher self-score for making aligned instructional materials available in all classrooms: scored 3 or higher on all levels	(2021) 1. 4,4,4.2.4 2. 5,5,5,3,5 3. 4,4,4,4,4 4. 2,5,5,5,5 5. 4,4,3	(2023) 1. 4,3,4,2,4 2. 5,3,5,5,5 3. 5,3,4,4,4 4. 5,4,3,3,3 5. 4,4,3	(2024) 1. 4,3,4,3,4 2. 5,3,5,5,5 3. 5,3,5,4,4 4. 5,4,3,3,3 5. 4,4,3	Score of 3 or higher on all prompts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3. Teacher self-score for staff support identifying improvement areas for delivering instruction aligned to academic standards: scored 3 or higher on all levels 4.Teacher self-score for making progress implementing each of the following academic standards: scored 3 or higher on all levels except CTE which was a 2. 5. Teacher self-score for engaging in professional learning and support for standards not year mastered: scored 3 or higher on all levels.				
CA School Dashboard to Broad Course of Study Indicator (7A-C)	(2019) 100% Students with access to a broad course of study	(2021) 100%	(2022) 100%	(2023)100%	Maintain
Percent of positive responses on Student Survey questions (6C)	(2021)) 91% agree they have needed instructional materials	(2021) 100%	(2023) 85%	(2024)100%	100%

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.

An analysis of Goal 2 actions indicates they effectively achieved the goal as measured by attaining "Standard Met" on all local and state Dashboard indicators and meeting the desired outcomes for all goal metrics for this LCAP three-year cycle. The JKBS teacher resigned over the summer. Despite this challenge, we seamlessly transitioned to a new teacher who participated in the prescribed PD activities and training (Action 2.5). As the Goal I analysis indicated, our desired outcome or all Goal I metrics were met or exceeded. Goal 2 and its components were central to accomplishing this as they are synergistic.

Action 2.6: Cultural awareness training for staff did not occur; however, students participated in field trips to the Paiute Tribe reservation for tribal cultural community service projects.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The cumulative impact of Goal 2 actions was highly effective in making progress to meet the desired outcomes of Goal 2 during the three-year LCAP cycle. An analysis of Goal 2 actions indicates the strategies contained therein, to a high degree, achieved the goal as measured by attaining "Standard Met" on all local performance indicators and meeting the desired outcomes for all goal metrics to end this three-year LCAP cycle on a positive note. Actions 2.3 and 2.7 seek to provide effective learning tools that are key outcomes for Goal 2. Actions 2.1 and 2.2 address the need for qualified teachers and staff to have access to and use high-quality instructional resources (standards-aligned) to help meet the individual needs of our students. We know the combination of these actions was effective in making toward the goal as LCFF Priorities 1 and 2 were met as indicated by the students' improvement on the local STAR assessment (reported in the results of the Goal I analysis). Furthermore, investing in an instructional aide in a program with an average daily attendance of four students (2023-24) demonstrates our commitment to meeting the particular individual needs of our SED students while providing access to broader additional support for all students.

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

Goal 2 and its accompanying metrics, actions, and desired outcomes will have minimal and no material changes.

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

Goals and Actions

Goal

Goal #	Description
3	Support Inyo County foster youth through countywide coordination of planned services and multi-agency collaboration.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Eligible Foster Students served (10A-D)	100% (2021)	100% (2022)	100% (2023)	100% (2024)	Maintain
Foster Focus Software Implementation (10D)	0% (2021)	80%(2022)	80%(2023)	80% (2024)	80%
Foster Youth Program Services Coordinator attendance at monthly CPS and Foster Families meetings, Advisory Council meetings and meetings directly with foster parents and students when needed.(10D)	100% (2021)	100% (2022)	100% (2023)	100% (2024)	Maintain
Self-Assessment for Coordination of Services for Foster Youth using Lichert scale of 1-5 (10A-D)	Prompt 1: 4 Prompt 2: 4 Prompt 3: 5 Prompt 4: 5 Prompt 5: 5 Prompt 6: 3 Prompt 7: 3 Prompt 8: 3 (2021)	Prompt 1: 5 Prompt 2: 3 Prompt 3: 4 Prompt 4: 2 Prompt 5: 5 Prompt 6: 3 Prompt 7: 3 Prompt 8: 3 (2022)	Prompt 1: 5 Prompt 2: 3 Prompt 3: 4 Prompt 4: 2 Prompt 5: 5 Prompt 6: 3 Prompt 7: 3 Prompt 8: 3 (2023)	Prompt 1: 5 Prompt 2: 3 Prompt 3: 4 Prompt 4: 3 Prompt 5: 5 Prompt 6: 4 Prompt 7: 3 Prompt 8: 4 (2024)	Prompt 1: 5 Prompt 2: 4 Prompt 3: 5 Prompt 4: 5 Prompt 5: 5 Prompt 6: 4 Prompt 7: 4 Prompt 8: 4

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.

The implementation of Goal 3 planned actions seeks to support foster youth through improved county-wide coordination of planned Foster Youth services through multi-agency collaboration. The Services Program Coordinator role changed last year. A new coordinator was hired and has more time to focus on implementation. This staffing change has been beneficial as new leadership has led to sustained improvement in the implementation process through improved communication with and coordination of stakeholders.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

An analysis of Goal 3 suggests that the cumulative impact of all actions led to progress in meeting the goal's desired outcomes. The desired outcomes for Goal 3 center around effective countywide coordination of planned services through multi-agency collaboration, which has not existed at a sufficient level. For example, participating agencies have not taken the time to adopt and use Foster Focus Software for years. This is no longer the case, as the implementation metric for the software implementation over the 3-year LCAP cycle demonstrates. This and other metrics, like the percentage of eligible students being served (100%) and the scoring on the self-assessment for coordinating services for Foster Youth, show that the standard for LCFF Priority 10 has been met.

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.

Goal 3 and its accompanying metrics, actions, and desired outcomes will not change materially. As noted below, the transition to new leadership has significantly improved service quality and delivery.

Action 3.2: The Foster Youth Services service coordination no longer includes attending meetings and occasional direct meetings with Resource families (formerly called Foster parents). This year, monthly meetings with the CASA coordinator and the Inyo County Health and Human Services Social Services Director resulted in county-wide training for all professionals and volunteers with direct interactions with foster youth. The training focused on how best to support and improve outcomes for youth who have experienced trauma.

Action 3.4: The Foster Focus Coordinator and the Foster Youth Services Program Coordinator are scheduled for Foster Focus training in June 2024. The training will aid in program implementation, improve program data input, and enhance foster youth's educational outcomes.

Action 3.5: The Foster Youth Collaborative is now a fully functioning, robust group of professionals with intimate dealings and relationships with Inyo's foster youth. The collaborative meets quarterly and has made significant progress toward improved educational outcomes for foster youth and the coordination of agencies, in addition to better service delivery to address all areas of need in the foster youth's life. Participants now include an Inyo County judge, a tribal court judge, tribal and county social workers, CASA representatives, resource families, and school counselors.

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

Goals and Actions

Goal

Goal #	Description
4	Coordinate the instruction of expelled youth under EC Section 48926 within a system that continuously seeks to improve school climate and culture through enhanced student engagement, school connectedness, and effective discipline policies that produce favorable conditions for learning and matriculation back to the district of residence.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input sought at student intake meetings principally for unduplicated students and students with exceptional needs. % of parent/guardian present at intake meetings (3)	100% (2021)	100% (2022)	100% (2023)	100% (2024)	Maintain
Attendance at PAC Meetings (3)	0% (2021)	12% (2022)	0% (2023)	0% (2024)	40%
Student Attendance Rates (5)	69% (local SIS 2021)	72% (2022)	62% (2023)	59% (2024)	85%
Chronic Absenteeism Rates (5)	(2019) 75%	93% (2021)	85.7% (2023)	82% (2024)	45%
Pupil Suspension Rate (6) CA Dashboard	4.5% (2019)	35% (2021)	33% (2022)	35% (2023)	3.5%
# of Discipline Referrals (6)	79 (yearly average 2016-2019)	27 (2022)	49 (2023)	10 (2024)	25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of positive responses on annual student surveys (6)	Students feel safe at school: 100% agree	100% (2022)	85% (2023)	100% (2024)	100%
Percent of positive responses on annual student surveys (6)	Students at my school respect one another: 27% agree (2021)	17% (2022)	50% (2023)	66% (2024)	100% agree
Percent of positive responses on annual student surveys (6)	Students in my school help one another: 27% agree (2021)	17% (2022)	0% (2023)	50% (2024)	100% agree
Percent of positive responses on annual student surveys (6)	It is hard to pay attention at school because I am worried about problems outside of school: 55% agree (2021)	0% (2022)	75% (2023)	50% (2024)	100% disagree
Percent of positive responses on annual student surveys (6)	Staff understands what my life is like outside of school: 45% agree (2021)	17% (2022)	35% (2023)	50% (2024)	100% agree
Percent of Students Served as measured by expulsion orders or SARB referrals from Inyo County schools (9)	100% (2021)	100% (2022)	100% (2023)	100% (2024)	Maintain
Self Assessment of Coordination of Services for Expelled Students using Lichert scale of 1-5 (9)	Prompt 1a: 5 Prompt 1b: 4 Prompt 1c: 5 Prompt 2: 5 Prompt 3: 5 Prompt 4: 3 (2021)	Prompt 1a: 5 Prompt 1b: 5 Prompt 1c: 4 Prompt 2: 5 Prompt 3: 5 Prompt 4: 5 (2022)	Prompt 1a: 5 Prompt 1b: 5 Prompt 1c: 5 Prompt 2: 5 Prompt 3: 5 Prompt 4: 5 (2023)	Prompt 1a: 5 Prompt 1b: 5 Prompt 1c: 5 Prompt 2: 5 Prompt 3: 5 Prompt 4: 5 (2024)	Score of 5 on all prompts

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.

An analysis of Goal 4 actions and accompanying services indicates they were successfully implemented with no substantive differences in what was planned and implemented. We experienced some unforeseen challenges this year. The JKBS teacher resigned during the summer, and fortunately, we were able to hire a replacement who, as the year progressed, has proven to be very effective in working with and meeting the needs of our students. The staffing change has improved implementation and progress towards achieving the desired outcomes of Goal 4. JKBS is a Dashboard Alternative School (DASS), and its enrollment is typically too low to reflect statistically significant subgroup analysis. Nevertheless, Dashboard data and other outcome data validate the effectiveness of the planned actions and the progress toward achieving the desired outcomes of Goal 4. Metrics like student suspension (2023-24 local SIS) and declining referral rates, increased percentage of positive responses on the annual student and stakeholder survey, and the Dashboard standard met for LCFF Priority 9 demonstrate improvement and progress in achieving Goal 4.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The cumulative impact of Goal 4 actions was highly influential in progressing toward and achieving most of the desired outcomes for Goal 4. Actions 4.1, 4.2, 4.4, 4.5, 4.6,4.8, 4.9, and 4.10, respectively, have helped to reduce disciplinary referral and suspension rate metrics (local SIS 2024) through improved student engagement and school connectedness. These actions represent a variety of strategies and interventions ranging from increasing access to counseling services, particularly for SED students, incentive programs, SEL instruction, Juvenile Probation programming, multi-agency collaboration, and outdoor field trips that address numerous SEL competencies. These actions play a significant role in improving school climate, culture and school connectedness. This is evident in the improved percentage of students who feel safe at school and have a positive outlook toward their interactions with fellow students and teachers, as reflected in the annual student survey. Actions 4.2 and 4.7 did not show consistent improvement. Still, they cannot be deemed ineffective because it is difficult to ascertain how much a lack of transportation negatively impacts these metrics. Also, these aforementioned actions have multiple components, some of which have positively impacted other desired outcomes for Goal 4.

Action 4.3 did not produce the desired results, as no parents/guardians attended our PAC meetings. A number of our parents struggle with transportation issues. Furthermore, because of our low enrollment, there is consistent individual communication with parents/guardians, so two additional meetings are unnecessary. The goal will be modified below.

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.

Action 4.3 will be changed to reflect one PAC informational meeting each school year.

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

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
Inyo County Office of Education	Barry Simpson Superintendent	bsimpson@inyocoe.org 760 873-3262

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 Jill Kinmont Boothe School (JKBS) is a county community school in Bishop, California, operated by the Inyo County Office of Education (ICOE), catering to grades 6-12 students. The school's enrollment varies, with around 5-12 students on average, as students may return to their home district or move to the county juvenile court school. The student body has a diverse composition, with American Indian (62%), Hispanic (23%), and White (15%) as the three most significant groups. All students are from low-income families, and there is one ESL student with no Foster Youth. Due to low student enrollment and high mobility rates, JKBS does not serve a statistically significant number of students from any particular subgroup, making it challenging to generate meaningful dashboard metrics.

JKBS provides an alternative educational placement for students expelled from their regular schools, referred by the School Attendance Review Board (SARB) for attendance or behavior issues, or referred by probation. The students at JKBS are high promise/high-needs and are considered the community's most disadvantaged and vulnerable population. Many students have experienced trauma in their lives, including neglect, a history of drug and alcohol use and dependence within their families, and physical and emotional abuse.

While the school serves a wide range of students, many of them come to JKBS experiencing daily insecurity and instability, leading to adverse outcomes at school, such as low academic achievement and social-emotional development difficulties. JKBS is a Dashboard Alternative School Status (DASS) program that operates under modified Dashboard measures because it serves at-risk students. The JKBS staff includes one fully credentialed teacher, a .75 FTE instructional aid, a Program Coordinator, and the ICOE Associate Superintendent. Students can access counseling services through ICOE's Northstar Counseling Center, while the home district provides support services for students with disabilities.

On average, students enroll with reading and math proficiency levels two or more grade levels behind and are credit deficient. Students' reading and math grade-level proficiencies are assessed upon entry to create personalized learning paths. Students work independently on individual goals and personalized instructional/intervention paths using an online curriculum supplemented with direct instruction focused on literacy skills. Additionally, the school provides access to a Culinary/Food Service and Hospitality CTE pathway, college and career

awareness coursework, and a course focused exclusively on Workplace Readiness Skills (WRS). JKBS aims to meet our students' academic and social/emotional needs, including college and career readiness exposure and employability training, to prepare students for a successful return to their district of residence and productive community engagement. Many students ultimately return to schools/programs in their district of residence.

JKBS is an Equity Multiplier Funding Recipient.

Reflections: Annual Performance

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

The 2023-24 school year revealed unexpected hurdles and successes for the JKBS program. The teacher abruptly resigned in late July. Recruiting and hiring teachers for an alternate program in small rural communities like Bishop can be daunting. Fortunately, we were able to hire a replacement who, as the year progressed, has proven to be very effective in working with and meeting the needs of our students. The staffing change has improved implementation and progress toward achieving the desired outcomes of all LCAP goals. JKBS is a Dashboard Alternative School (DASS), and its enrollment is too low to consistently or accurately reflect any significant Dashboard data and/or subgroup performance. Yet there are highlights worth noting. Typically, our low-income students are three or more years behind their peers in ELA and math. To address this, we have lowered staff-to-student ratios by providing students access to an instructional aide for one-on-one targeted support that yielded positive results. Our local STAR assessment results improved as 57% of students (100% low-income) who attended at least two semesters demonstrated growth (a 7% increase from the previous year). We saw a 49% improvement in student growth on the STAR over the three-year LCAP cycle. We invested in an industry-standard kitchen and a culinary teacher two years ago to create a Culinary Pathway. Our investment is showing worthwhile results as the number of students earning an industry-recognized certification increased by 60%. We also experienced a substantial increase in students completing College/Career Plans and progress in our Workplace Readiness Skills (WRS) course.

Yearly survey data from our educational partners and students consistently ask that we prioritize maintaining a positive school climate, student connectedness, and increased student engagement. In response, JKBS has developed a broad menu of programs and strategies, which are rarely found in a school of our size, and budgetary challenges because of our low enrollment. We are challenged by the mobility of our students and no transportation, which negatively impacts attendance; however, staff and student feedback and attendance data from the second semester indicate we are making progress attributable to the Actions and Services in the LCAP that are listed below:

- Low student-teacher ratio and an instructional aide to support the needs of low-income student achievement gaps in English and math.
- Targeted prescriptive intervention learning paths to address achievement gaps
- One-on-one Intervention targeting math and ELA.
- CTE Culinary Arts Pathway
- WBL through a school-operated coffee cart business.
- College and Career Exploration

- Workplace Readiness Skills (WRS) instruction.
- SEL-focused outdoor activities with a non-profit called Sacred Roc
- Weekly guitar lessons.
- Weekly Art projects led by the Inyo County Council for the Arts.
- Weekly activities led by county probation Rehabilitation Specialist staff members.
- Sacred Roc outdoor activities include hiking, fly fishing, conservation, and environmental education-related activities.

Reflections: Technical Assistance

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

NA

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.

The LEA has no schools 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.

The LEA has no schools identified for CSI.

Monitoring and Evaluating Effectiveness

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

The LEA has no schools identified for CSI.

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
The following stakeholders were consulted in the development of the LCAP: Students Parents/Guardians Teachers Aides Non-Profit staff Administration JKBS Director, who serves as site administrator and is a member of the CSEA bargaining unit Bishop Paiute Tribe Education Center ICOE Superintendent Probation	The Inyo County Office of Education is dedicated to establishing meaningful and genuine relationships with our educational partners throughout the LCAP (Local Control and Accountability Plan) process. This methodical process incorporates various strategies and engagement tools to keep our educational partners informed about the LCAP. These strategies include a student survey, a spring survey for educational partners, LCAP development and implementation meetings, ICOE board meetings, parent intake meetings, ongoing individual meetings with parents, and Parent Advisory Committee (PAC) meetings. Please take note of the following information: The Educational Partner survey is distributed to parents and guardians, the ICOE Superintendent, JKBS staff members, the Foster Youth Program Services Coordinator, Bishop Paiute Tribal Council members, the Bishop Indian Education Center Director and staff, the Probation Chief, and non-profit staff members who implement programs for our students. JKBS does not have a principal as the ICOE Associate Superintendent serves as the school administrator and is responsible for creating and sharing the LCAP electronically, as well as in public meetings and work sessions. Parent feedback and engagement occurred in intake interviews, Parent Advisory Committee meetings, and individual meetings throughout the year. Student input is formally and informally solicited

Educational Partner(s)	Process for Engagement
	throughout the year through surveys, constant daily contact and discussions, and check-ins with teachers and the Program Director. JKBS is not required to organize ELAC meetings due to the low number of EL students. From August 2023 to May 2024, we conducted various activities to gather feedback from stakeholders on the current strengths and areas for improvement. We also collected input on our plan for expelled youth and our support system for foster youth. In developing and prioritizing goals, metrics, budget considerations, actions and services, and evaluating the strategies employed to achieve the desired outcomes, we considered input from our educational partners. Please make a note of the following information: Historically, one-on-one parent meetings have been a crucial and effective way to gather feedback for a small program with high student mobility rates. The average attendance at this program has been five students over the last three years. Parent engagement occurs at intake/entrance meetings and other opportune times to request feedback for the following reasons: 1. Meeting with parents one-on-one allows school staff to gather more information from parent stakeholders. This is feasible in our local context due to low enrollment averages and minimal parent engagement. Therefore, school personnel meet with the parent or guardian of each student upon enrollment and as needed. During these meetings, school personnel seek input from parents/guardians regarding State Priority 3, pupil achievement (Priority 4), and pupil engagement (Priority 5) to ensure the best service for the student. 2. Typically, Parent Advisory Council (PAC) meetings go unattended, so input must be sought more effectively. The fluctuating nature of student enrollment makes it challenging to engage parents and guardians. Additionally, there is usually no attendance at PAC meetings, necessitating a more effective method for seeking input. At JKBS Team Meetings (attended by the teacher, coordinator, and aide), Equity Multiplier Funds (EMF) were introduced and input was

Educational Partner(s)	Process for Engagement
	requested. Individual chats were also held with students, parents, and community members to gather input. Unfortunately, there was no parent attendance at PAC meetings. A formal input session took place with students on April 23, during which LCAP goals and actions were reviewed and students were encouraged to share their input. During this session, we also discussed the purpose of Equity Multiplier funds and sought input on how to allocate these funds. One of the challenges we faced was that JKBS is a Dashboard Alternative School (DAAS) with an enrollment too small to generate significant Dashboard data. As a result, we are unable to identify student groups and their lowest performance level on one or more state indicators. Note the LCAP meeting timelines listed below: • LCAP Development Time: The Associate Superintendent meets with the JKBS school team for LCAP input at weekly school team meetings led by the Program Director, a CSEA bargaining unit member. • ICOE Board Meetings: June 18, 2024 (Public Comment) and June 20, 2024 (Approval). • Student input: An electronic survey was distributed on March 14, 2024. Informal chats and formal meetings that solicit student opinions are ongoing. • Educational Partner input (including parents): An electronic survey was conducted on March 19, 2024. • PAC meetings: December 20, 2023, and April 29, 2024. Parent and student input is gathered at individual intake meetings beginning and throughout each school year. However, no attendance was recorded at PAC meetings during the current school year.

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

JKBS is making few material changes to the LCAP, adhering to what is working, and building upon this success. We are proud of the progress made during the 2023-24 school year and understand that continuous improvement is a long, methodical process. This decision is supported by stakeholder input, state and local data, and metric analysis. Since JKBS is a Dashboard Alternative School (DASS) with a small enrollment that does not reflect significant Dashboard data, local data and stakeholder feedback are the main influences on program

improvement initiatives. The 2024-25 LCAP development involved input from key educational partners, such as parents/guardians, staff, teachers, administrators, and community members. Their input, combined with local data and self-assessment tools, consistently indicates that maintaining a positive school climate, student connectedness, and engagement while ensuring students' social-emotional well-being must be a priority for LCAP development and implementation, addressed in Goals 1, 2, and 4. This feedback has led to implementing impactful actions that have produced positive results in achieving our goals and their components. For example, an important part of Goal 1 is providing access to a CTE Culinary Arts Pathway, College and Career Exploration, Workplace Readiness Skills (WRS) preparation, and general employment training, all initiated through a combination of educational partner and student feedback. Action 4.2 celebrates student success by honoring students who improve upon or meet academic and behavioral goals. The development of Action 4.10 in supporting the attainment of Goal 4 led to a partnership with a non-profit called Sacred Roc, whose programs supported our students' mental health and well-being and became available to us through the recommendation of a community partner. Weekly guitar lessons serve the same purpose and, while not listed as an action item, were implemented based on staff input. Our low-income student group needs intensive, targeted one-on-one support as the GE gap for these students is typically three years on average behind their peers in ELA and math. Students and parents/guardians have voiced their concerns about needing more one-on-one support. In response, we continue to employ an instructional aide directed by the teacher to remediate essential skill gaps identified in Edgenuity, STAR testing, and other curriculum-based formative and summative assessments. Our low staff-to-student ratios help build trusting relationships that have contributed to students expressing more confidence in their skills and positive attitudes about school, reflected in improved course completion, grades, and behavior, as well as reduced disciplinary referrals and suspensions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide all students equitable access to a comprehensive school program that supports academic achievement, narrows learning gaps, and provides access to a Career and Technical Education (CTE) pathway, college and career exploration and Workplace Readiness Skills (WRS) preparation.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

After examining state and local data and consulting with educational partners, Goal 1 was developed to address the barriers restricting our students' access to engaging programs focusing on academic achievement, career exploration, and job preparation training. Most JKBS students come from the Bishop Unified School District (BUSD). Bishop Union High School (BUHS), the only comprehensive high school in the BUSD, offers five CTE pathway options, including a college and career exploration course and work-based learning (WBL) placement options for multiple pathways. Typical JKBS placements include students who are SARBED or expelled from their home districts and have been in and out of alternative programs for most of their school careers. These students have had limited access to tiered interventions and have fallen further behind with each successive school year. As with our BUHS placements, they also have limited exposure to CTE or college/career readiness/exploration programming because they are placed in self-contained alternative programs, which restricts their access to programs that research shows can redirect and reengage at-risk students. Comprehensive schools greatly value academic merit but often do not provide broad access to educational programs and courses that prepare youth to transition into adult working life. This is even more important for at-risk youth who lack family and social support and role models and have little understanding of the process of transitioning to the world of work. The CTE Culinary/Food Service and Hospitality pathway and college and career readiness/exploration instruction have been implemented to address this need. In addition, we provide access to CTEC Workplace Readiness Skills (WRS) courses and offer on-campus Work-Based Learning (WBL) opportunities and exposure to entrepreneurship through creating a student-operated coffee cart business.

Students at JKBS undergo a STAR diagnostic assessment three times a year when they enroll. This data shows that, on average, JKBS students are one to two years below the expected grade level in math and English language arts, while our low-income students are three or more years behind. To address this, JKBS will use the Renaissance STAR Reading and Math Assessments, the Edgenuity online curriculum, and the MyPath intervention program to develop personalized intervention learning paths to bridge these gaps. All students will have access to academic intervention and a curriculum aligned with the Common Core State Standards (CCSS) to boost academic performance and

streamline credit recovery. Although our student population is too small to produce statistically significant subgroup data, the program's goal is to cater to the distinct needs of all students. For instance, to support our English Learners, our curriculum includes explicit targeted instruction, multiple exposures to vocabulary, and various means of expression, representation, and engagement.

The feedback we receive from student surveys, individual and group conversations, and educational partner data consistently validate the investment made in our CTE Culinary/Food Service and Hospitality pathway. Students are eager to enhance their employability skills, prepare for job opportunities, and learn how to navigate the job market to access these jobs. Research has shown that college and career exploration is essential for traditionally underserved students and those with exceptional needs (Morningstar et al., 2017). Adolescents interacting with the juvenile justice system also benefit significantly from college and career exploration courses and programs (Osborn & Belle, 2018).

The objectives of Goal 1 are to provide students with the academic and broader college and career readiness skills essential for success in college, career, and civic life, and to facilitate their transition back to their school of residence. The metrics associated with this goal are regularly reviewed to monitor, evaluate, and sustain progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC Participation Rate for ELA/Math (Averaged) (4A)	71% (2023)			100%	
1.2	Renaissance STAR testing in reading and math: Percent of students who take the initial diagnostic test and a least one additional test the same school year that demonstrate growth. (Priority 2A,B & 4A)	57% (2024)			75%	
1.3	Based on STAR diagnostic data, percent of eligible students enrolled in MyPath	100% (2024)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	intervention program (Priority 2A,B, 4A)					
1.4	CTE pathway completion or earning of industry recognized certification (Priority 4C, 5 & 8)	71% (2024)			75%	
1.5	Percent of eligible students who complete a post-secondary college/career plan	57% (2024)			70%	
1.6	Percent of eligible students completing college and career exploration course or modules (4G)	57% (2024)			70%	

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	Renaissance STAR Reading and Math Assessment	1.1 The teacher will administer the Fall, Winter, and Spring Renaissance STAR Reading and Math assessments to provide data for intervention and progress monitoring to improve student achievement. This program will be renewed on an annual basis.	$1,190.00	No
1.2	In-School and After-School Intervention	1.2 The teacher and aide will continue to provide personalized and targeted ELA and Math intervention during and after school.	$0.00	No
1.3	Culinary Arts Teacher, Course Supplies and Resources.	1.3 The administration will sustain a Culinary/Food Service and Hospitality pathway by hiring a .16 CTE Culinary Arts teacher to develop and teach the course.	$16,500.00	No
1.4	College/Career Exploration Curriculum	1.4 Students will participate in a college and career exploration course that includes the ongoing development of a college/career plan aligned with personal goals. This curriculum is provided free by the CDE.	$0.00	No
1.5	CTEC Workplace Readiness Skills (WRS) Curriculum	1.5 Provide WRS courses aligned to the California Career Ready Practice Standards and crosswalked with the CCSS.	$1,500.00	No
1.6	Professional Development for CTE Programming	1.6 Provide WRS training to staff.	$1,200.00	No
1.7	Support for Special Education Students	1.7 A case manager from the district of residence addresses IEP goals through a pullout format. JKBS also modifies the curriculum through collaboration between the case manager and teacher in order to achieve	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		the IEP goals. The instructional aide also provides one-on-one support for students with disabilities.		
1.8	Student Operated Business	Entrepreneurship and work-based learning will be integrated into the CTE pathway through a student-operated coffee cart business. Operating costs will be covered by the business's revenues.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide all students access to physically and emotionally safe facilities and learning environments, effective learning tools, and qualified teachers and support staff who teach an inclusive research-based, culturally responsive standards-aligned broad course of study.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

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

An explanation of why the LEA has developed this goal.

After reviewing state and local data and consulting with our educational partners, Goal 2 was developed to ensure that all students, especially those from low-income backgrounds, have continued access to qualified staff, effective learning resources, and high-quality, culturally responsive instruction taught in a physically and emotionally safe environment. Goal 2 also focuses on providing a standards-based broad course of study that meets the individual needs of all our students. We plan to achieve this by reducing staff-to-student ratios by sustaining an instructional aide position (Action 2.2). Professional development will prioritize training and coaching on evidence-based practices for culturally responsive SEL integration, curriculum development, instruction, and assessment for at-risk students in alternative education settings.(Action 2.5 - 2.6).

The actions included in this goal are central to creating and maintaining the conditions necessary to sustain consistent student achievement in a successful school. The metrics associated with this goal are regularly reviewed to monitor, evaluate, and maintain progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA School Dashboard Teacher Credentialing(1A)	(2023) 100% appropriately assigned teachers			100%	
2.2	CA School Dashboard: Instructional Materials (1B)	(2023) 100% students have sufficient access			100%	
2.3	CA School Dashboard: Facilities (1C)	Standard Met:(FIT) Good Rating (2023)			Good Rating	
2.4	Teacher Ranking: State board adopted academic standard implementation - Lichert scale of 1-5 (2A)	(2024) 1. Teacher self-score for progress providing professional learning to teach adopted academic standards: score 3 or higher on all levels 2.Teacher self-score for making aligned instructional materials available in all classrooms: score 3 or higher on all levels 3. Teacher self-score for staff support identifying improvement areas for delivering instruction aligned to academic standards: score 3 or higher on all levels			Score of 4 or higher on all prompts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4.Teacher self-score for making progress implementing each of the following academic standards: score 3 or higher on all levels 5. Teacher self-score for engaging in professional learning and support for standards not year mastered: scored 3 or higher on all levels				
2.5	CA School Dashboard to Broad Course of Study Indicator (7)	(2023) 100% Students with access to a broad course of study			100%	
2.6	Percent of positive responses on Student Survey questions (6)	(2024)) 100% agree they have needed instructional materials			100%	

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	Employ Highly Qualified Teacher	2.1 The ICOE employ a highly qualified teacher to teach CCSS aligned curriculum to support increased student achievement.	$108,033.00	No
2.2	Employ Instructional Assistant	2.2 The ICOE will employ an instructional assistant to meet individual student needs principally directed at the unique needs of our low-income students, who are typically two to three grade levels behind their peers in math and ELA, as reflected by our STAR assessment data. To address these learning gaps (mentioned in Goal I), the instructional aide will provide more one-on-one academic support and intervention time. Additional staffing will also support the delivery of a CCSS-aligned curriculum with differentiation and low staff-to-student ratios that ensure they receive needed one-on-one and small-group support in both core coursework and intervention settings. In addition, low staff-to-student ratios allow for the development of caring adult relationships to help students reach their goals.	$38,200.00	Yes
2.3	Edgenuity Yearly Subscription	2.3 Edgenuity online curriculum will be purchased to provide students access to the CCSS and provide a broad course of study to increase student achievement.	$9,995.00	No
2.4	Annual Facilities Maintenance	2.4 Maintenance and Operations Director will schedule routine maintenance and ongoing inspections to insure annual FIT inspection rating of "Good".	$119,466.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Professional Development	2.5 Educational partners and staff feedback indicate that our team desires meaningful professional development, including training and coaching on evidence-based practices for culturally responsive SEL integration, curriculum development, instruction, and assessment for at-risk students in alternative education settings.	$1,000.00	No
2.6	Professional Development	2.6 Collaborate with the Bishop Paiute Tribe to raise cultural awareness that supports seamless integration of culturally responsive programming and pedagogy.	$0.00	No
2.7	Purchase Newsela	2.7 Newsela provides access to standards-aligned high interest instructional content with integrated assessments and vocabulary practice. Explicit SEL instruction (Action 4.4) is also addressed through the content provided. Newsela content is developed using culturally responsive pedagogy and practices that empower identity development and culture in the classroom.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Support Inyo County foster youth through countywide coordination of planned services and multi-agency collaboration.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

An explanation of why the LEA has developed this goal.

Foster youth experience a high rate of unnecessary and preventable school transfers to alternative programs, contributing to significant educational achievement gaps and low graduation rates. While Inyo County has a relatively low number of school-age foster youth, we need to improve the communication and collaboration between local agencies that serve foster youth to ensure students can consistently attend their school of choice and receive the individual support needed to succeed academically and graduate.

This goal has been developed to ensure the coordination of planned services for foster youth in Inyo County contributes to improved educational outcomes. (Ed Code 48853.5) The actions in the goal aim to enhance and maintain positive educational outcomes for foster youth, with regular monitoring of associated metrics to track and sustain progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Eligible Foster Students served (10A-D)	100% (2024)			100%	
3.2	Foster Focus Software Implementation (10D)	80% (2024)			100%	
3.3	Foster Youth Program Services Coordinator attendance at monthly	100% (2024)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CPS and Foster Families meetings, Advisory Council meetings and meetings directly with foster parents and students when needed.(10D)					
3.4	Self-Assessment for Coordination of Services for Foster Youth using Lichert scale of 1-5 (10A-D)	Prompt 1: 5 Prompt 2: 3 Prompt 3: 4 Prompt 4: 3 Prompt 5: 5 Prompt 6: 4 Prompt 7: 3 Prompt 8: 4 (2024)			Score of 4 or higher on all prompts	

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	Foster Youth Services Program Coordinator	3.1 The Foster Youth Program Services Coordinator will continue to coordinate foster youth services that lead to positive educational outcomes for foster youth in Inyo County.	$23,890.00	No
3.2	Services Coordination	3.2 The Foster Youth Services Program Coordinator will coordinate services for foster youth through the following foster youth-related meetings/stakeholder groups: • CPS and Foster Families monthly meetings • Direct meetings with Foster parents and students when needed • Foster Youth Executive Advisory Council • Monthly meetings with CASAS coordinator and Inyo County HHS Social Servies Director	$0.00	No
3.3	Foster Youth Program Self-Assessment	3.3 Foster Youth Program Services Coordinator will annually administer the self-assessment tool for the Coordination of Services for Foster Youth (Superintendent, Program Coordinator/Foster Youth Liaison) and reports to Board.	$0.00	No
3.4	Foster Focus Software Implementation	3.4 The Foster Youth Program Services Coordinator will continue Foster Focus software implementation efforts to improve the educational outcomes of foster youth by gathering and transferring education, placement, and education-related records. Additionally, yearly Foster Focus training will occur to improve data inputs.	$1,500.00	No
3.5	Foster Youth Collaborative	3.5 The Foster Youth Services Program Coordinator will continue to lead the quarterly Foster Youth Collaborative meetings.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Coordinate the instruction of expelled youth under EC Section 48926 within a system that continuously seeks to improve school climate and culture through improved student engagement, school connectedness, and effective discipline policies, programs, and systems of support that produce favorable conditions for learning and successful matriculation back to the district of residence	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

An explanation of why the LEA has developed this goal.

After analyzing state and local data and consulting with educational partners, we have developed Goal 4 to ensure that JKBS students feel connected and engaged at school and access appropriate support systems within a positive and caring school climate.

Students at JKBS are typically at-risk and have a history of negative experiences with the public education system, as indicated by a 98% credit deficiency rate for all incoming students. Research shows that students who feel disconnected from school tend to have poor attendance, negative behaviors, and low academic achievement. In the last three years, low-income students accounted for 90% of chronically absent students and 90% of students referred to the office for disciplinary incidents. Furthermore, low-income students make up the majority of the 98% of student enrollees who are credit deficient. Data from student and educational partner surveys underscores the importance of maintaining a positive school climate at JKBS. Specifically, educational partners want to reduce discipline rates, increase students' feelings of safety, and foster a sense of connection to the school, with 100% listing this as a high priority. While JKBS saw an 86% reduction in referrals and a 35% reduction in suspensions, student attendance has decreased by 19% this year. Increasing student engagement is the second-highest priority, with 83% of educational partners considering it a high priority. This is followed by increasing parent/guardian input opportunities and ensuring student access to social-emotional support services.

Through outreach with low-income parents, students, and staff, we have learned that students face multiple adverse issues and traumas outside of school that affect their performance in the classroom. To achieve Goal 4 and improve related metrics, it is essential to maintain access to counseling services and provide integrated and explicit social-emotional learning (SEL) instruction. However, it is challenging to

consistently provide counseling for a program with an average daily attendance of five students. A full-time counselor is not realistic for a program of our size. To address this challenge, JKBS has contracted with North Star Counseling Center for counseling services to help support students' mental health and social-emotional well-being.

The combined actions in this goal seek to produce favorable conditions for learning so students can successfully return to their district of residence. The metrics associated with this goal are regularly reviewed to monitor, evaluate, and sustain progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parents/guardians attend intake meetings where program goals, metrics, actions, services, and budget considerations are explained and input solicited. Percent of parent/guardians present at intake meetings (3 A-C)	100% (Fall 2023)			100%	
4.2	Attendance at PAC Meetings (3 A-C)	0% (2024)			30%	
4.3	Student Attendance Rates (5 A)	59% (local SIS 2024)			85%	
4.4	Chronic Absenteeism Rates (5 B)	82% (local SIS 2024)			45%	
4.5	Pupil Suspension Rate (6 A) CA Dashboard	35% (2023)			3.5%	
4.6	# of Discipline Referrals (local SIS) (6 C)	29 (average 2022-23/2023-24 school years)			10	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Percent of positive responses on annual student surveys (6 C)	Students feel safe at school: 100% agree (2024)			100%	
4.8	Percent of positive responses on annual student surveys (6 C0	Students at my school respect one another: 66% agree (2024)			90%	
4.9	Percent of positive responses on annual student surveys (6 C)	Students in my school help one another: 50% agree (2024)			90%	
4.10	Percent of positive responses on annual student surveys (6 C)	It is hard to pay attention at school because I am worried about problems outside of school: 50% agree (2024)			90%	
4.11	Percent of positive responses on annual student surveys (6 C)	Staff understands what my life is like outside of school: 50% agree (2024)			70%	
4.12	Percent of Students Served as measured by expulsion orders or SARB referrals from Inyo County schools (9)	100% (2024)			100%	
4.13	Self Assessment of Coordination of Services for Expelled Students using Lichert scale of 1-5 (9)	Prompt 1a: 5 Prompt 1b: 5 Prompt 1c: 5 Prompt 2: 5 Prompt 3: 5 Prompt 4: 5 (2024)			Score of 5 on all Prompts.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	North Star Counseling Center Counseling	4.1 Provide social-emotional support through comprehensive counseling services for all students while explicitly targeting the unique needs of low-income students.	$7,500.00	Yes
4.2	Attendance and Academic Incentive Program	4.2 Program Coordinator, teacher, and aide will conduct weekly academic and attendance incentive ceremonies to recognize academic, behavioral, and attendance improvement. The outcomes of this program will be improved attendance, behavior, credit earnings, and grades.	$1,000.00	No
4.3	Increase Parent Involvement and Engagement	4.3 The Program Coordinator and administration will continue to schedule a spring PAC meeting to build partnerships that will increase the capacity for parent input, decision-making, and student advocacy.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	SEL Instruction	4.4 Teachers will continue to provide integrated and explicit SEL instruction to support students in acquiring the relevant social-emotional competencies that positively impact their ability to self-regulate and manage their emotions and behaviors.	$0.00	No
4.5	School Climate Survey	4.5 Program Coordinator and administration will collect student climate survey data yearly to track student engagement in school and connectedness to adults and fellow students on campus.	$0.00	No
4.6	Partner Agency Coordination and Collaboration	4.6 JKBS Program Coordinator and administration will collaborate with local mental health, child welfare, law enforcement, juvenile justice agencies, and other stakeholders to align resources, prevention strategies, and intervention services to ensure all possible programs and resources are available and accessible to community school students without redundancy.	$0.00	No
4.7	Chronic Absenteeism	4.7 The Program Coordinator performs Daily attendance monitoring and intervention using tiered re-engagement strategies. This intervention process includes referral to support services for families to minimize barriers to school attendance. The continuation of attendance incentive programs will be sustained (see 4.3). When necessary, the support of partner agency personnel is mobilized to motivate and, if required, compel attendance using full use of the SARB and other contracts, including court, probation, and expulsion agreements.	$0.00	No
4.8	Juvenile Probation Rehabilitation Specialist Services	4.8 Inyo County Juvenile Probation Rehabilitation Specialist will continue to provide support through early intervention strategies such as: • ART: Aggression Replacement Therapy • MRT: Moral Recognition Therapy • Power Source: critical thinking curriculum that focuses on assisting students to make good decisions	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Journaling, substance abuse, group, and individual counseling options		
4.9	Program Coordinator provides educational placement and progress information.	4.9 Program coordinator will attend court hearings for juveniles when summoned and provide educational placement and progress information for court reports as requested.	$0.00	No
4.10	Sacred Roc Field Trips	4.10 Sacred Roc is a non-profit that provides outdoor field trips for students who have experienced trauma. Exposure to nature and communing with positive adult-role models improves student relationship skills, reduces stress and aggression, and addresses multiple other SEL competencies.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	JKBS will build an industrial grade greenhouse to develop an interdisciplinary horticulture program integrated with the existing culinary program that will incorporate nutrition science and farm-to-table activities and concepts into the curriculum.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

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

An explanation of why the LEA has developed this goal.

Equity Multiplier funding will enable JKBS to broaden the Culinary Arts program by incorporating horticulture, nutritional science, and a farm-to-table concept. This interdisciplinary approach will benefit students in the following ways:

- Improved Health and Nutrition: The program will educate students about nutrition science and the significance of fresh, whole foods, empowering them to make healthier choices. This knowledge will provide essential lifelong wellness skills, potentially reducing the risk of chronic diseases such as obesity, diabetes, and heart disease.

- Hands-On Learning: Integrating a farm-to-table component will provide students with hands-on learning experiences, allowing them to participate in growing, harvesting, and preparing fresh produce. This approach will deepen their understanding of food sources and their impact on health.

- Skill Development: Besides cooking skills, integrating nutrition science will enhance students' expertise and promote healthy eating habits.

- Community Engagement: The Farm-to-table initiative will involve community partnerships, enabling at-risk students to connect with their local community and fostering a sense of belonging and social responsibility.

- Career Opportunities: Students with experience in nutrition science and farm-to-table practices will be well-prepared for roles in various sectors, including restaurants, catering, food education, and sustainable agriculture. The Hospitality sector is the primary economic driver in Inyo County.

- Environmental Awareness: Integrating farm-to-table practices into the culinary arts curriculum will promote sustainability and encourage students to consider the ecological footprint of their food choices.

- Empowerment and Confidence: Mastering culinary skills and nutritional knowledge can boost students' confidence and self-esteem, particularly empowering at-risk students to pursue further education or career opportunities in the culinary field.

These strategies were developed based on input from our community partners, staff, and students' feedback. JKBS already uses garden beds to achieve some of these outcomes, and staff members have requested to expand this instructional unit to include horticulture and nutrition, with consideration for a farm-to-table component in Culinary Arts. Students have been involved in the development process, providing input and choices to facilitate these strategies. They have also been consulted on the types of food to be grown in the program, with input from a local produce farm and a nutritionist.

The combined actions in this goal seek to increase student engagement through high-impact educational opportunities that build upon successful programs, are multidimensional, and contextualize interdisciplinary content so students see the immediate and lifelong benefits of the program. The metrics associated with this goal are regularly reviewed to monitor, evaluate, and sustain progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of students that complete nutrition science modules, horticulture modules, or farm-to-table activity requirements.	30%			75%	
5.2	Percentage of students who complete course sequences that align with CTE standards and frameworks and receive an industry aligned certification.	30%			75%	
5.3	Percentage of students who participate in the program at least two	30%			75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	semesters and increase their attendance rate.					

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
5.1	Purchase Greenhouse	JKBS will purchase a green house to compliment our existing garden beds so we can have a year-round horticulture and farm-to-table program. This includes all Greenhouse setup costs and initial supplies.	$100,000.00	No
5.2	Contract with Sacred Roc	We are extending our programming contract with Sacred Roc to include Nutrition Science and developing a Farm-to-Table program integrated into our Culinary Arts program. Sacred Roc and our Culinary Arts teacher will	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		work on incorporating program objectives and modifying the curriculum to meet the program goals.		

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
$33,146	$N/A

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
0.872%	0.000%	$0.00	0.872%

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
2.2	**Action:** Employ Instructional Assistant **Need:** The local diagnostic assessment data have revealed that, on average, 90% of our low-income students are three years behind their peers in English Language Arts (ELA) and math. Our outreach with low-income parents, students, and staff has uncovered that students feel they lack individual support to	Action 2.2 of our program will provide us with a .75 instructional aide who is highly competent in math and all subjects. This will allow low-income students to receive more targeted one-on-one support during the instructional day and intervention. Additionally, these students will benefit from a CCSS-aligned curriculum with differentiation and low student-to-adult ratios, ensuring that they receive the necessary one-on-one and small-group support in ELA, math, and other core coursework. The low adult-to-student	1.2 and 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	understand the content and constantly feel they are lagging behind. Despite the current low student-to-teacher ratios, addressing the intensive needs of our low-income students poses a challenge for teachers due to the extensive grade-level content (one teacher teaching grades 6-8) that needs to be covered and the significant learning gaps present in our students living in poverty. **Scope:** LEA-wide	ratios will also help in developing caring adult relationships. This action will benefit all JKBS students who are typically performing one or more years behind their peers in math and ELA by providing additional academic support and positive interactions with a caring adult.	
4.1	**Action:** North Star Counseling Center Counseling **Need:** JKBS low-income students make up 90% of all chronically absent students, disciplinary referrals, and accompanying interventions. These issues negatively impact their level of engagement, connectedness to school, and social-emotional well-being. Through outreach with parents, students, staff, and other education partners, we learned that students struggle with multiple adverse issues and traumas outside of school that impact their ability to realize their potential and contribute to a positive school culture and climate. Our outreach also confirms that our stakeholders want a positive school climate where students feel safe, connected, and engaged. Our low-income students' experience in school has historically been negative, and they need multiple levels of intervention and support to change their negative perceptions of school.	Action 4.1 provides access to North Star Counseling services. These services support the multiple actions necessary to achieve Goal 4. North Star Counseling Center counseling access ensures equitable academic, career, and social/emotional development opportunities for all students. These actions are provided LEA-wide because all our students face the same challenges and adversity, but often not to the degree and frequency our low-income students do. All students need and can benefit from counseling services.	Metrics 4.3 - 4.11.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

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

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

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

NA

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.

JKBS did not receive additional concentration grant add-on funding.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,801,782	33,146	0.872%	0.000%	0.872%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$360,084.00	$90,390.00	$0.00	$0.00	$450,474.00	$311,089.00	$139,385.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Renaissance STAR Reading and Math Assessment	All	No			All Schools	Ongoing	$0.00	$1,190.00	$1,190.00				$1,190.00	
1	1.2	In-School and After-School Intervention	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.3	Culinary Arts Teacher, Course Supplies and Resources.	All	No			All Schools	Ongoing	$14,000.00	$2,500.00		$16,500.00			$16,500.00	
1	1.4	College/Career Exploration Curriculum	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.5	CTEC Workplace Readiness Skills (WRS) Curriculum	All	No			All Schools	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
1	1.6	Professional Development for CTE Programming	All	No			All Schools	Ongoing	$0.00	$1,200.00	$1,200.00				$1,200.00	
1	1.7	Support for Special Education Students	All Students with disabilites	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Student Operated Business	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.1	Employ Highly Qualified Teacher	All	No			All Schools	Ongoing	$108,033.00	$0.00	$108,033.00				$108,033.00	
2	2.2	Employ Instructional Assistant	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$38,200.00	$0.00	$38,200.00				$38,200.00	
2	2.3	Edgenuity Yearly Subscription	All	No			All Schools	Yearly for next two years	$0.00	$9,995.00	$9,995.00				$9,995.00	
2	2.4	Annual Facilities Maintenance	All	No			All Schools	Ongoing	$119,466.00	$0.00	$119,466.00				$119,466.00	

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
2	2.5	Professional Development	All	No			All Schools	12 months	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.6	Professional Development	All Native American	No			All Schools	12 months	$0.00	$0.00	$0.00				$0.00	
2	2.7	Purchase Newsela	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.1	Foster Youth Services Program Coordinator	All	No			All Schools	Ongoing	$23,890.00	$0.00		$23,890.00			$23,890.00	
3	3.2	Services Coordination	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Foster Youth Program Self-Assessment	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Foster Focus Software Implementation	All	No			All Schools	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
3	3.5	Foster Youth Collaborative	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.1	North Star Counseling Center Counseling	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$7,500.00	$0.00	$7,500.00				$7,500.00	
4	4.2	Attendance and Academic Incentive Program	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
4	4.3	Increase Parent Involvement and Engagement	All	No			All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
4	4.4	SEL Instruction	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.5	School Climate Survey	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.6	Partner Agency Coordination and Collaboration	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.7	Chronic Absenteeism	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.8	Juvenile Probation Rehabilitation Specialist Services	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.9	Program Coordinator provides educational	All	No			All Schools	Ongoing	$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
		placement and progress information.														
4	4.10	Sacred Roc Field Trips	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
5	5.1	Purchase Greenhouse	All	No			All Schools		$0.00	$100,000.00	$50,000.00	$50,000.00			$100,000.00	
5	5.2	Contract with Sacred Roc	All	No			All Schools		$0.00	$12,000.00	$12,000.00				$12,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,801,782	33,146	0.872%	0.000%	0.872%	$45,700.00	0.000%	1.202 %	**Total:**	$45,700.00
								LEA-wide Total:	$45,700.00
								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 (%)
2	2.2	Employ Instructional Assistant	Yes	LEA-wide	Low Income	All Schools	$38,200.00	
4	4.1	North Star Counseling Center Counseling	Yes	LEA-wide	Low Income	All Schools	$7,500.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$319,084.00	$321,771.11

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Renaissance STAR Reading and Math Assessment	No	$1,500.00	$1,190.00
1	1.2	In-School and After-School Intervention	No	$0.00	0
1	1.3	Culinary Arts Teacher	No	$10,500.00	$1,3770.00
1	1.4	College/Career Exploration Curriculum	No	$0.00	0
1	1.5	CTEC WRS Curriculum	No	$1,500.00	0
1	1.6	Professional Development for CTE Programming	No	$1,200.00	0
1	1.7	Support for Special Education Students	No	$0.00	0
1	1.8	Student Operated Business	No	$1,000.00	$100.00
2	2.1	Employ Highly Qualified Teacher	No	$108,033.00	$96,500.00
2	2.2	Employ Instructional Assistant	Yes	$24,500.00	$35,417.99

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Edgenuity Yearly Subscription	No	$9,995.00	$10,125.00
2	2.4	Annual Facilities Maintenance	No	$119,466.00	$120,000.00
2	2.5	Professional Development	No	$1,000.00	$800.00
2	2.6	Professional Development	No	$0.00	0
2	2.7	Purchase Newsela	No	$1,000.00	$1,100.00
3	3.1	Foster Youth Services Program Coordinator	No	$23,890.00	$29,844.10
3	3.2	Services Coordination	No	$0.00	0
3	3.3	Foster Youth Program Self-Assessment	No	$0.00	0
3	3.4	Foster Focus Software Implementation	No	$1,500.00	0
3	3.5	Foster Youth Executive Advisory Council	No	$0.00	0
4	4.1	North Star Counseling Center Counseling	Yes	$7,500.00	$7,500.00
4	4.2	Attendance and Academic Incentive Program	No	$1,000.00	$424.02
4	4.3	Increase Parent Involvement and Engagement	No	$500.00	0
4	4.4	SEL Instruction	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	School Climate Survey	No	$0.00	0
4	4.6	Partner Agency Coordination and Collaboration	No	$0.00	0
4	4.7	Chronic Absenteeism	No	$0.00	0
4	4.8	Juvenile Probation Rehabilitation Specialist Services	No	$0.00	0
4	4.9	Program Coordinator provides educational placement and progress information.	No	$0.00	0
4	4.10	Sacred Roc Field Trips	No	$5,000.00	$5,000.00

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)
$40,886.00	$32,000.00	$42,917.00	($10,917.00)	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)
2	2.2	Employ Instructional Assistant	Yes	$24,500.00	35,417		
4	4.1	North Star Counseling Center Counseling	Yes	$7,500.00	7,500		

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)
$5,093,261	$40,886.00	0	0.803%	$42,917.00	0.000%	0.843%	$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)](#);

- o **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.

    o 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.

  o 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,

  o 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:

    o 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.

- o 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).

- o 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.

- o Indicate the school year to which the baseline data applies.

- o 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.

- o 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.

   - o 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.

   - o 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.

   - o 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.

- 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

    o   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.

    o   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.

    o   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.

    o   **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:

    o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o 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:

  - o 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.

  - o 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.

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

  o 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.

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

  o 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:

  o **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.

  o **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.

  o **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).

- o **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.

  - o **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.

  - o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

  o 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)**

    o 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**

    o 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)**

    o 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 (%)**

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

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

    o 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)**

    o 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 %)**

    o 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)**

    o 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)**

    o 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)**

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

California Department of Education
November 2023