



LCFF Budget Overview for Parents

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

CDS Code: 26 10264 2630028 and 26 10264 0128645

School Year: 2024-25

LEA contact information:

Dr. Stacey Adler

Superintendent

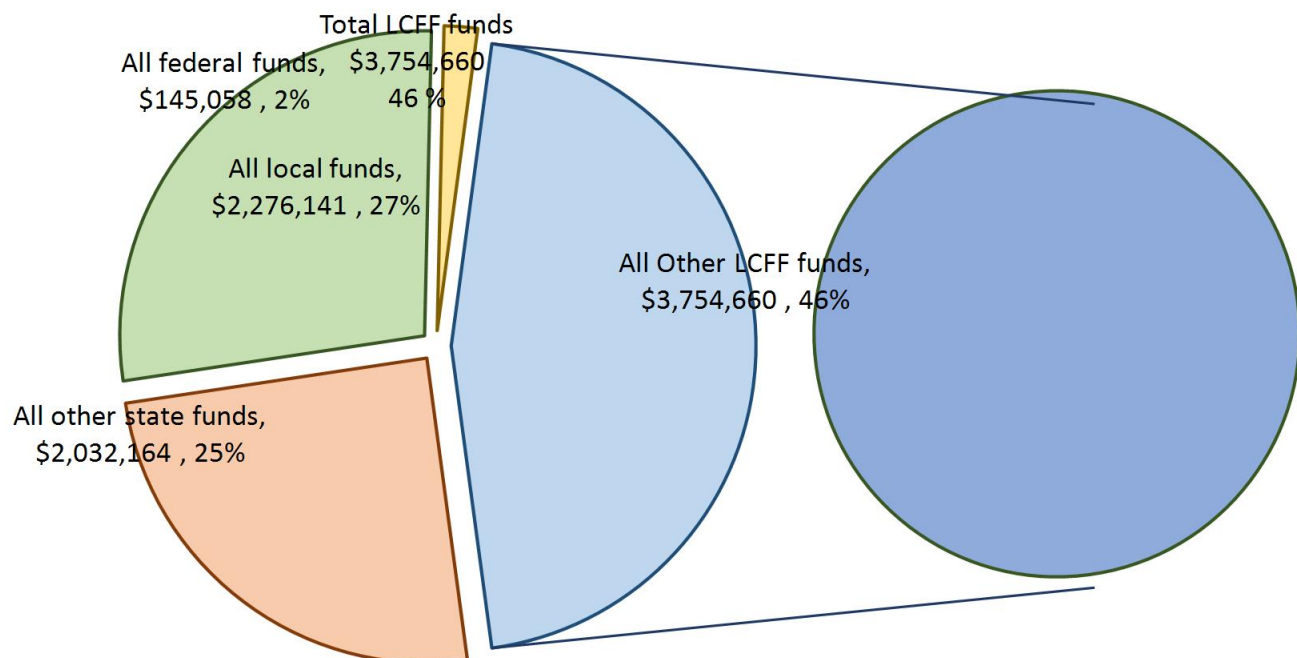
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760-934-0031

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

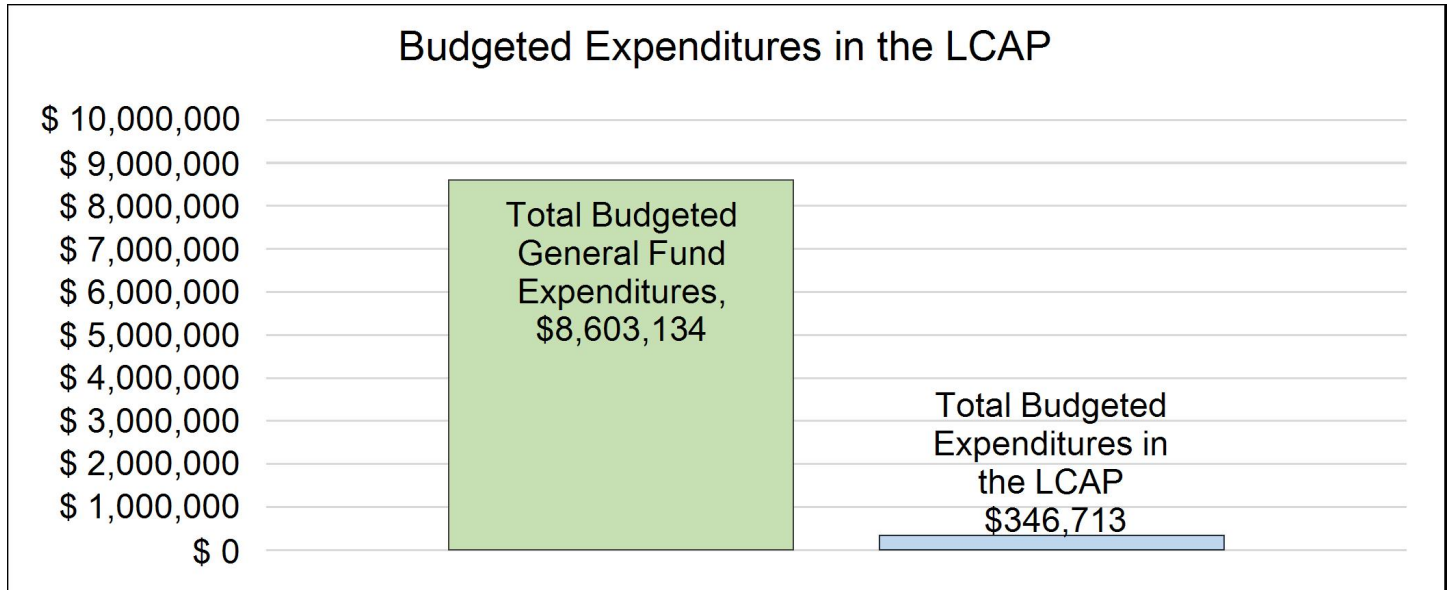


This chart shows the total general purpose revenue Mono County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mono County Office of Education is \$8,208,023, of which \$3,754,660 is Local Control Funding Formula (LCFF), \$2,032,164 is other state funds, \$2,276,141 is local funds, and \$145,058 is federal funds. Of the \$3,754,660 in LCFF Funds, \$0 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Mono 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: Mono County Office of Education plans to spend \$8,603,134 for the 2024-25 school year. Of that amount, \$346,713 is tied to actions/services in the LCAP and \$8,256,421 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Mono County Office of Education plans to spend \$8,603,134 for the 2024-25 school year. Of that amount, \$346,713 is tied to actions/services in the LCAP and \$8,256,421 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

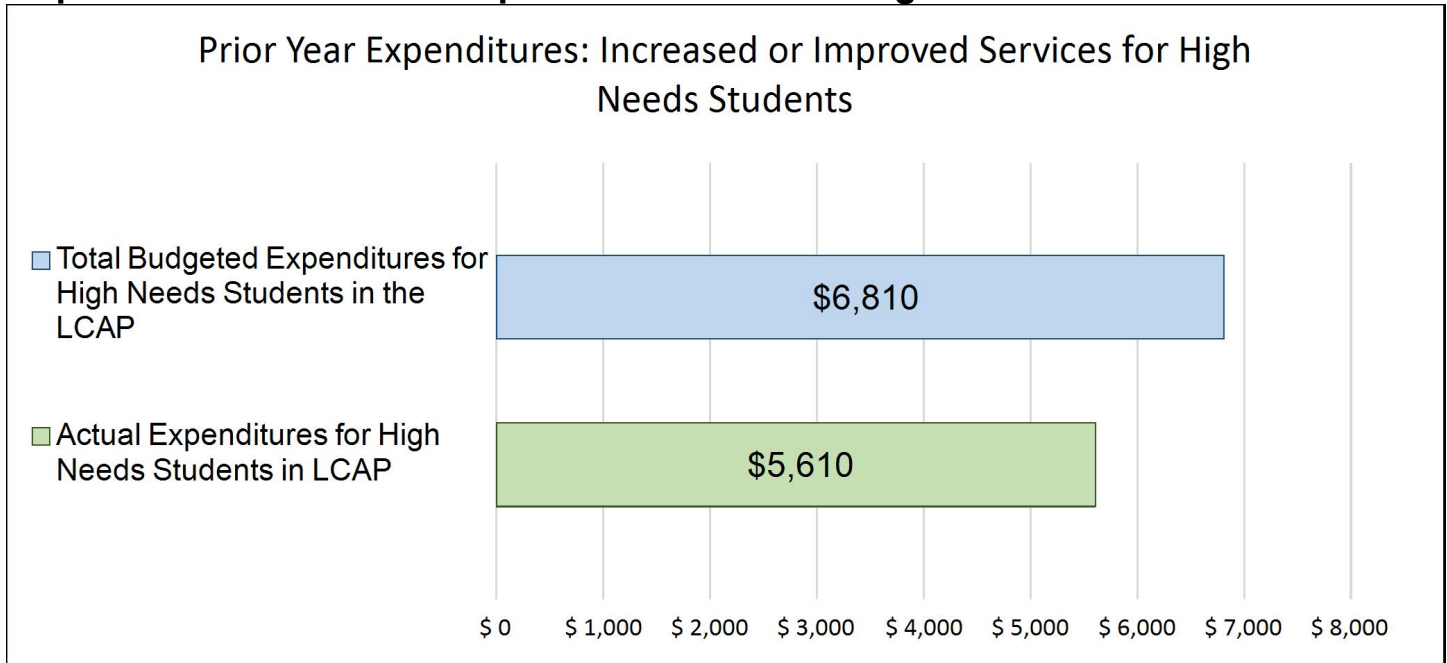
As we are a County Office of Education and operate a very small alternative education program (usually less than 20 students per year) our staffing and facilities costs are fairly fixed. We do not operate programs large enough to have a budget that would allow for added programs or services that would have designated staff, except for grant funded positions, such as our Foster Youth Coordinator and our newly added instructional assistant. We have chosen to focus our LCAP expenditures information on added costs specific to our goals, actions and services, which are specific to our alternative education program. General operating expenditures for the schools as well as for the rest of the COE services and associated staff salaries, benefits, facilities and maintenance costs have been excluded from this plan.

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

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

LCFF Budget Overview for Parents

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



This chart compares what Mono 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 Mono 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, Mono County Office of Education's LCAP budgeted \$6,810 for planned actions to increase or improve services for high needs students. Mono County Office of Education actually spent \$5,610 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-1,200 had the following impact on Mono County Office of Education's ability to increase or improve services for high needs students:

Our 2023-2024 plan reflected actions and expenditures for high needs students despite the anticipation that we would receive zero funds for supplemental and concentration dollars for this purpose. As our demographics of students have changed, the projected income and sources of funding has changed, and this increased or improved service was no longer required. The services planned in the 2023-24 LCAP were generally still provided. We had a new teacher at our community school this year and the only changes in planned services came out of considering the strengths and needs of this new teacher. The difference in expenditure was due to expending funds in a different area of professional development, rather than the small amount planned for work in this area of increased or improved services for specific students that were not present during this school year.



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
Mono County Office of Education	Dr. Stacey Adler Superintendent	sadler@monocoe.org 760-934-0031

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning: MCOE will provide a safe environment for all students, (including expelled youth, students with exceptional needs, low income students, English Learners, RFEP students and foster youth), to learn and be supported in their access to and instruction in a broad course of study that is standards-aligned. (Broad Goal - Priorities 1, 2, 7, 9 & 10)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. Sufficient access to standards-aligned instructional materials as measured by school administration and reported to MCOE Board yearly. (Priority 1B)	2020-2021 - 100% of students have access to current and standards-aligned instructional materials and technology. Teachers provide one complete PBL unit per year.	2021-2022 - 100% of students have access to current and standards-aligned instructional materials and technology. Each student has a MacBook to use at school and a Chromebook to keep at home. Teachers provided one complete PBL unit together first semester. SRCS teacher completed weekly small PBL projects and the JWCS teacher completed 4 small PBL projects.	2022-2023 - 100% of students have access to current and standards-aligned instructional materials and technology. Each student at JWCS has a MacBook to use at school and a Chromebook to keep at home. Students at SRCS have Chromebooks in the classroom. Teachers provided one complete PBL unit together first semester. Both teachers completed weekly small PBL projects and two larger PBL projects each semester.	100% of students have access to current and standards-aligned instructional materials and technology. Each student at JWCS has a MacBook to use at school and a Chromebook to keep at home. JWCS teacher attended a PBL training March 12-14, 2024. Teacher has completed 3 small PBL projects and one larger PBL project this year.	100% of students will continue to have access to current and standards-aligned instructional materials and technology. Teachers will provide 3 complete PBL units per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B. School facilities are maintained in good repair as measured by the FIT report done yearly and reported in the SARC. (Priority 1C)	2020-2020 - 100% of facilities are maintained in good repair.	2021-2022 - 100% of facilities are maintained in good repair.	2022-2023 - 100% of facilities are maintained in good repair.	2023-2024 - 100% of facilities are maintained in good repair.	100% of facilities will continue to be maintained in good repair.
C. State board adopted academic content and performance standards implemented for all as measured by teachers and reported to school administration and also referenced by standards mapping documents and student assessments and feedback. (Priority 2A)	2020-2021 - Content standards have been explicitly mapped for all courses. Performance standards matching that of the rigor of the California standards maintained for all. Credit is not given for D work in our Community Schools.	2021-2022 - Content standards have been explicitly mapped for almost all courses. Performance standards matching that of the rigor of the California standards maintained for all. Credit is not given for D work in our Community Schools.	2022-2023 - Content standards have been explicitly mapped for almost all courses. Performance standards matching that of the rigor of the California standards maintained for all. Credit is not given for D work in our Community Schools.	Credit is not given for D work in our Community Schools. Using new UC Scout curriculum for 4 courses with standards mapped and performance standards maintained (Semester 1 - Economics, US Government, 3-D Studio Art, Semester 2 -US History 3-D Studio Art)	100% of content standards for all courses will have been reviewed/revised by new teaching staff. Performance standards matching that of the rigor of the California standards maintained for all. Credit is not given for D work in our Community Schools.
D. Services for EL Students as measured by teachers logs and lessons and school administrators observation and coaching notes. (Priority 2B, 7B)	2020-2021 - ELD implementation of Integrated ELD and Designated ELD as well as supplemental and enhanced strategies has not been monitored and evaluated. One EL students enrolled at our school very late in the school year.	2021-2022 - EL student received Integrated and Designated ELD each day they attended school. This EL student was on Independent study and completed all credits at the end of first quarter. No	2022-2023 - EL student(s) received Integrated and Designated ELD each day they attended school.	EL students are receiving integrated and Designated ELD each day they attend school. No rubric or monitoring tool as of yet.	100% of EL students will receive Integrated and Designated ELD services utilizing enhanced strategies as tracked by teachers and monitored/coached by administration. Services will be rated as adequate or exemplary using the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		other EL students are currently enrolled.			staff developed rubric and monitoring tool.
E. Access to a broad course of study and educational options as measured by curriculum being used and reported yearly to MCOE Board, as well as student ILPs and college course results. (Priority 7A-C)	2020-2021 - All students created ILPs, reviewed/revised them twice at designated benchmarks and shared their goals and progress with their parent(s) once via student-led conferences. (This was reduced from the annual yearly event, due to the COVID pandemic.) Agreement in place for concurrent enrollment classes at Cerro Coso Community College.	2021-2022 - All students created ILPs, reviewed/revised them twice at designated benchmarks and shared their goals and progress with their parent(s). Copies were mailed home upon completion at enrollment and then shared again after third quarter via student-led conferences. (This was reduced from the 3 annual yearly events, due to the COVID pandemic.) Agreement in place for concurrent enrollment classes at Cerro Coso Community College.	2022-2023 - All students created ILPs, reviewed/revised them three times at designated benchmarks and shared their goals and progress with their parent(s). Copies were mailed home upon completion at enrollment and then shared again after third quarter via student-led conferences. Agreement in place for concurrent enrollment classes at Cerro Coso Community College.	All students created ILPs, reviewed/revised them two or more times at designated benchmarks and shared their goals and progress with their parent(s). Copies were mailed home upon completion at enrollment and then shared again after first quarter and third quarter via student-led conferences. Agreement in place for concurrent enrollment classes at Cerro Coso Community College. One student completed an internship.	All students will continue to create ILPs, review/revise them twice and year at designated time periods and share their goals and progress with their parent(s) via student-led conferences. ILP focus to be on college/career readiness, ensuring a broad course of study, and programs and services for unduplicated pupils and individuals with exceptional needs. Foster Youth coordinator and case carriers/service providers to be included as a part of the team supporting this work. Maintain agreement with CCCC for concurrent enrollment classes. Develop system/procedures and agreements with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					local businesses for internship opportunities.
<p>F. Maintain participation in the SST process for identifying at risk students and options for services while ensuring all agency partners are involved as appropriate. (Priority 9, 10A)</p> <p>*Mono County rarely has expelled youth. Our goal is to offer alternative placements that may be more successful for certain at risk students. We strive to work with multiple agencies to provide support to students prior to expulsion. It is our goal to not have students expelled throughout our county, however, we do provide services to expelled students via our community schools if needed. As measured by school administrators and</p>	<p>2020-2021 - MCOE administration (and Foster Youth Coordinator and SELPA Director as appropriate) is regularly invited to participate in the SST/IEP process for at risk students (including expelled, those at risk of expulsion and foster youth) from both districts. Focus for foster youth is to minimize changes in school placement.</p>	<p>2021-2022 - MCOE administrator participated in all SST/IEP meetings for potential new students from MHS and CHS.</p>	<p>2022-2023 - MCOE administrator participated in all SST/IEP meetings for potential new students from MHS and CHS.</p>	<p>MCOE administrator participated in all SST/IEP meetings for potential new students from MHS. MUSD sent one expelled student to Jan Work in the spring.</p>	<p>MCOE administration (and Foster Youth Coordinator and SELPA Director as appropriate) will continue to be regularly invited to participate in the SST/IEP process for at risk students (including expelled, those at risk of expulsion and foster youth) from both districts. Focus for foster youth is to minimize changes in school placement.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
reported in the triennial plan for expelled youth. This is measured by administrative review of incoming students and previous involvement in SST process or options determination.					
G. Continuation of coordinated services support with community agency resources as measured by MCOE administration and reported in Triennial Plan for Expelled Youth. (Priority 9, 10B & 10D)	2020-2021 - MCOE staff regularly coordinates support services for students as appropriate. (This includes students who have been expelled, those at risk of expulsion and foster youth.)	2021-2022 - MCOE staff regularly coordinates support services for students as appropriate. (This includes students who have been expelled, those at risk of expulsion and foster youth.)	2022-2023 - MCOE staff regularly coordinates support services for students as appropriate. (This includes students who have been expelled, those at risk of expulsion and foster youth.)	MCOE staff regularly coordinates support services for students as appropriate. (This includes students who have been expelled, those at risk of expulsion and foster youth.) Triennial Plan for Expelled Youth has been updated this year.	MCOE staff will continue to regularly coordinate support services for students as appropriate. (This includes students who have been expelled, those at risk of expulsion and foster youth.)
H. Review, monitor and modify the Foster Youth Services Coordinating Program as measured by quarterly reports and annual update to Board (FYSCP). (Priority 10B-D)	2020-2021 - FYSCP shared quarterly reports with the Executive Advisory Council to document program accomplishments. The FYSCP Coordinator reports annually to the Mono County Board of Education.	2021-2022 - Update was provided to Executive Advisory Council in September and December 2021. Added to the process this year is the Children's System of Care Advisory Committee, connected to AB2083, to ensure continued whole child	2022-2023 - The FYSCP Coordinator led quarterly meetings in Dec 2022 and Mar 2023 for the Executive Advisory Council and participated in all Children's System of Care Advisory Committee meetings. FYSCP support was reviewed, monitored	2023-2024 - The FYSCP Coordinator has shared quarterly reports to the Executive Advisory Council and plans to share an annual update to the Mono County Board of Education in June 2024.	FYSCP will continue to share quarterly reports with the Executive Advisory Council to document program accomplishments. The FYSCP Coordinator will continue to report annually to the Mono County Board of Education.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		support and continuity of services.	and modified as needed.		
I. Maintain and improve a successful multi-agency team resulting in high-quality educational and social-emotional services for foster and high-risk children and youth that are in the Child Welfare and Probation Department systems as measured by quarterly meeting notes. (Priority 10A-D)	2020-2021 - FYSCP Executive Advisory Council meets quarterly. Meeting notes track FYSC program progress and multi-agency collaboration.	2021-2022 - FYSCP Executive Advisory Council meets in September and December 2021. Meeting notes track FYSC program progress and multi-agency collaboration. Added to the process this year is the Children's System of Care Advisory Committee, connected to AB2083, to ensure continued whole child support and continuity of services.	2022-2023 The FYSCP Coordinator led and participated in Executive Advisory Council meetings and Children's System of Care Advisory Committee meetings. Additionally, the coordinator interfaced with child welfare staff, LEA liaisons, and LEA counselors and therapists on a bi-weekly and case-by-case basis.	2023-2024 - The FYSCP Coordinator remains actively engaged in regular meetings with the Executive Advisory Council and the Mono County Children's System of Care Advisory Committee, convening monthly. Additionally, there is a new initiative this year involving participation in monthly meetings with Mono County Child Protective Services staff, as well as attending Community Schools' COST (Coordination of Services Team) meetings on an as-needed basis.	FYSCP Executive Advisory Council will continue to meet quarterly. Meeting notes will track FYSCP program progress and multi-agency collaboration. Increased relationships will be built between all community agencies providing services.
J. Services provided to foster youth as measured by tracking tool. (Priority 10B)	2020-2021 - A tracking tool is used to track services to districts to support foster youth as well as direct service coordination and	2021-2022 - A tracking tool is used to track services to districts to support foster youth as well as direct service coordination and	2022-2023 - A tracking tool is used to track services to districts to support foster youth as well as direct service coordination and	2023-2024 - A tracking tool is used to track services to districts to support foster youth as well as direct service coordination and	100% of foster youth will be provided services specific to their individual needs. A tracking tool will continue to be used to document these specific services to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	direct services to foster youth.	direct services to foster youth.	direct services to foster youth.	direct services to foster youth.	districts to support foster youth as well as direct service coordination and direct services to foster youth.
K. Appropriately assigned and fully credentialed teachers as measured by MCOE HR director. (Priority 1A)	2020-2021 - All of our teachers are credentialed and assigned to best fit student needs, per state requirements.	2021-2022 - All of our teachers are credentialed and assigned to best fit student needs, per state requirements.	2022-2023 - All of our teachers are credentialed and assigned to best fit student needs, per state requirements.	JWCS teacher is currently working under an intern credential. Completed Master's in Education in June 2023. No staff at SRCS this school year.	All of our teachers will continue to be credentialed and assigned to best fit student needs, per state requirements. *As a small community school program, it is essential that we have flexibility from the state to allow local waivers for placement. We have one teacher per classroom and just 2 HS classrooms, separated by 90 miles. Although we utilize remote teaching technologies to best take advantage of our teachers strengths and allow for team teaching, etc., it would be impossible for us to hire a teacher credentialed in every subject.

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.

Almost all actions and services were implemented fully or reasonably this school year. A safe environment in which students were provided access and support in achieving a broad course of standards-aligned content was achieved. Having substitute teachers for the first quarter and then a new teacher to JWCS has created a shift in focus for professional development opportunities. The teacher completed a 3-day Project Based Learning (PBL) training and a 2-day Mindset Math training. No ELD professional development opportunities were available to our teacher this year. No students were interested in taking Cerro Coso College courses this year, but one student completed a quarter long internship. FYSCP Coordinator successfully shared quarterly reports with the Executive Advisory Council and plans to present an annual update to the Mono County Board of Education in June 2024. This goal was achieved by holding regular review meetings to discuss program progress, gathering feedback from foster youth caregivers through conversations and surveys, and using a data tracking system to monitor services. Additionally, collaborative discussions with partner agencies improved service coordination and communication.

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.

We budgeted \$600 total for ELD professional development and coaching this year. Because of our teacher being hired late into the school year and because of other scheduled trainings, we were unable to provide ELD training to our teacher this year. Professional development in regard to English Language Development (ELD) will continue to be a focus for next year.

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

Annual measurable outcomes were achieved in general with this LCAP cycle and so we will continue to have this goal for our next three-year cycle. For our upcoming actions, we will need to add planning time for the teacher to plan for PBL and Mindset Math. We will hire substitute teachers to provide this release time. Also, SARB has continued to consume many more hours monthly for our MCOE staff. The amount of staff time should be increased. Over the three-year LCAP cycle, the actions taken by the Foster Youth Services Coordinating Program (FYSCP) were very effective in reaching our goals. Quarterly reports shared with the Executive Advisory Council documented program accomplishments and provided useful feedback, leading to continuous service improvements. Regular meetings with the Mono County Children's System of Care Advisory Committee and Mono County Child Protective Services enhanced collaboration and communication among agencies. Annual updates to the Mono County Board of Education ensured accountability and transparency, incorporating valuable stakeholder feedback. These efforts significantly improved educational and social-emotional support for foster and high-risk youth, demonstrating the success of our strategies over the three years.

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.

We have learned that the teacher will need to have planning time for PBL and Mindset Math to be able to ensure lessons can be planned for each quarter. Staff would like to have professional development opportunities to help with their Spanish language skills to be able to communicate more effectively with families. Knowing that an Environmental Literacy framework will be integrated into public schools soon, we would like to add some type of Environmental Literacy action. Based on reflections from the previous year, we made several changes to our planned metrics, and actions for the coming year. We aim to actively improve multi-agency collaboration by incorporating regular feedback from foster youth and caregivers. Our updated metrics now include indicators such as the number of joint training sessions and stakeholder engagement levels, measured through quarterly surveys. We seek measurable improvements in educational and social-emotional support services, targeting a 10% increase in positive feedback ratings. New actions include monthly inter-agency workshops, a centralized resource hub, and a digital platform for real-time communication and coordination. We decided to enhance the tracking tool's capabilities for the coming year. This includes adding more detailed categories for service types and integrating feedback mechanisms for foster youth and service providers. These changes aim to provide more granular data and further improve service quality and coordination. These changes build on our successes and address areas for improvement, ensuring we continue to provide high-quality support for foster and high-risk children and youth.

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	Student Outcomes: All MCOE students, (including expelled youth, students with exceptional needs, low income students, English Learners, RFEP students, and foster youth) will perform at high academic levels. (Broad Goal - Priorities 4 & 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. Progress on English Language assessment as measured by the ELPAC. (Priority 4E)	2020-2021 0% *specific information withheld due to sample size data privacy concerns	2021-2022 EL student graduated prior to Summative ELPAC assessment.	2022-2023 0% *specific information withheld due to sample size data privacy concerns n=1	2023-2024 0% *specific information withheld due to sample size data privacy concerns n=2	100% of EL students will make one level or more of progress on the ELPAC assessment.
B. Reclassification Rates as measured by percentage of EL students RFEPed annually. (Priority 4F)	2020-2021 0% *specific information withheld due to sample size data privacy concerns	2021-2022 EL student graduated prior to ELPAC assessment.	2022-2023 0% *specific information withheld due to sample size data privacy concerns n=1	0% *specific information withheld due to sample size data privacy concerns n=2	50% of EL students will meet reclassification criteria.
C. Statewide assessments, college preparedness and credits completed per semester with average 2.0 GPA or higher and standards met as measured by SBAC tests scores, and review of	2020-2021 - No SBAC data Most recent SBAC testing results from 2019 (4 students tested): ELA – 0% met, 50% nearly met, 50% not met	2021-2022 - No SBAC data from last year Students at both community schools have an extended day to allow all students to earn 40 credits each semester in the regular school	2022 Test Data SRCS ELA - 50% met, 50% nearly met Math - 50% met, 50% nearly met JWCS ELA - 0% met, 66.68% nearly met, 33.32% not met	Students at JWCS can earn 30 credits in the regular school day. Credit recovery is available to all students via Edmentum at home or when time allows in class.	SBAC - ELA - 50% met standard, 50% nearly met standard Math - 40% met standard, 60% nearly met standard College Preparedness Rates - 40% college ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
semester credits and reported in the SARC and WASC school wide action plan. (Priority 4A & 4H)	Math – 0% met, 33.32% nearly met, 66.68% not met College Preparedness Rates - 0% college prepared 2020-2021 students: 77% are on track to earn an average of 30 credits per semester with an average GPA of 2.5. This year was incredibly challenging as most of it was spent on distance learning. Although, as you will see in our attendance analysis in goal 3, we maintained high attendance through an incredible amount of work on communication and engagement activities, work completion was still a challenge and less credits were earned than usual for our students.	day. Beginning January 2022, students at JWCS were given a period during the school day to work on credit recovery to make up failed classes due to distance learning the year prior. Average GPA for quarters 1-3 at JWCS was 3.06 and 3.47 at SRCS.	Math - 0% met, 66.68% nearly met, 33.32% not met For 11th grade CAST (Science) 0% met, 100% nearly met 2023 Test Data SRCS (Data reviewed but withheld for privacy reasons due to small number of test takers - progress maintained) JWCS ELA - 40% met, 60% nearly met Math - 20% nearly met, 80% not met CAST (Science) 20% met, 80% nearly met At SRCS high school students can earn 35 credits each semester in the regular school day. At JWCS this year, they could earn 31 credits semester 1 and 30 credits semester 2. No credit recovery built in at JWCS this year due to pacing of coursework.	2024 Test Data SRCS - No students this year. JWCS 2024 CAASPP is not yet available to review (Data will be withheld for privacy reasons due to small number of test takers). 82% of students earned at least 30 credits first semester with a GPA of 2.0 or higher. Average GPA for first semester was 2.49 GPA. High School College/Career Indicator Rates - 0% 0% Prepared and 5% Approaching Prepared for College Readiness and 0% Prepared and 0% Approaching Prepared for Career Readiness (using CCI requirements from Dashboard). *Currently no options for our students to meet CCI for Career Readiness.	100% of students complete 30 units per semester with an average GPA of 2.0 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			85% of students earned at least 30 credits first semester with a GPA 2.0 or higher. 33.95 average credits earned semester 1 for both schools. Average GPA for semester 1 was 2.95 GPA		
D. Interim assessments used to inform instruction as measured by Edmentum Assessments and reported to families and students. (Priority 8)	2020-2021 - Interim Assessments given twice - Edmentum Assessments used in the area of ELA, reading comprehension and Math. 2021 spring results Reading Comprehension 41% at least or above grade level. ELA 17% at or above grade level Math 0% at or above grade level Growth - Due to the pandemic and the nature of our students moving schools so often, we do not have baseline interim assessment growth data.	2021-2022 - Edmentum Assessments have been discontinued and Edmentum Exact Path has replaced it. Scores are reported now using National Percentile Rank. Edmentum Exact Path diagnostics in ELA, Reading Comprehension and Math were given at the beginning of the school year and again the first week of second semester. Based on the students who took the diagnostics both in fall and winter, the average amount of	2022-2023 - Edmentum Exact Path diagnostics in ELA, Reading Comprehension and Math were given at the beginning of the school year, again the end of the first semester, and the end of the school year. This is our second year using the new Exact Path diagnostics, so we are still learning what typical growth will look like. The updated desired outcomes we chose last year should have been more specific for each of the three tests.	Edmentum Exact Path diagnostics in ELA, Reading Comprehension and Math were given at the beginning of the school year, the beginning of the second semester and the end of the school year. Since we have students enter our school at different times throughout the year, sometimes we only have two sets of scores for each student. If a student is with us the entire year, we will have 3 sets of scores. This year, 6 students have all 3 sets of scores.	Interim Assessment system has new scoring criteria and reports with percentile rank, rather than at/above grade level. Data from 2021-2022 testing will be used as new baseline. Interim Assessments to be given twice a year or more in the areas of ELA, Reading Comprehension and Math. 100% of students to show 5 percentile points growth from new baseline starting in Year 2 of plan.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>typical growth expected is: ELA 6.5 points, Reading 11.5 points, Math 11.6 points. The average growth at JWCS was 10.2 points for ELA, 7.16 points for Reading and -18 points for Math. (Our sample size was very small with 5 students for ELA and Reading and 6 students for Math).</p> <p>From mid-year to end of year the average growth for Math was 18 points, growth for Reading was 16 points, and growth for Language Arts was 31 points. We had 11 students complete both Reading and Math diagnostics and 12 students complete Language Arts. Typical growth at this level is between 6 and 8 points per student. For Language Arts, 6 students scored in the</p>	<p>The diagnostic class averages from Diagnostic 1 to 2 was: SRCS Reading 16 points JWCS Reading 7 points SRCS Math 39 points JWCS Math 30 points SRCS ELA 44 points JWCS ELA 41 points</p> <p>The diagnostic class averages from Diagnostic 2 to 3 was: SRCS Reading -44 points JWCS Reading -45 points SRCS Math -53 points JWCS Math 11 points SRCS ELA -18 points JWCS ELA 32 points</p> <p>National Percentile Rank Trends at JWCS for Diagnostic 3 (SRCS has too few students to generate this data):</p> <p>Reading: 27% score 0-24th Percentile</p>	<p>The diagnostic class average from Diagnostic 1 to 2 was: JWCS Reading 11 points JWCS Math -12 points JWCS ELA 58 points</p> <p>The diagnostic class averages from Diagnostic 2 to 3 was: JWCS Reading 51 points JWCS Math 54 points JWCS ELA 22 points</p> <p>National Percentile Rank Trends at JWCS for Diagnostic 3:</p> <p>Reading: 0% score 0-24th Percentile 30% score 25-49th Percentile 60% score 50-74th Percentile 10% score 75-99th Percentile</p> <p>Math: 10% score 0-24th Percentile</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>50-74th percentile and 4 students scored in the 75-99th percentile. For Reading, 2 students scored in the 50-74th percentile, 7 students scored in the 25-49th percentile and 2 students scored in the 0-24th percentile. For math, 2 students scored in the 50-74th percentile, 4 students scored in the 25-49th percentile and 5 students scored in the 0-24th percentile.</p>	<p>45% score 25-49th Percentile 18% score 50-74th Percentile 9% score 75-99th Percentile</p> <p>Math: 17% score 0-24th Percentile 50% score 25-49th Percentile 17% score 50-74th Percentile 17% score 75-99th Percentile</p> <p>ELA: 8% score 0-24th Percentile 17% score 25-49th Percentile 25% score 50-74th Percentile 50% score 75-99th Percentile</p> <p>Of 14 students, 14% met the goal of 5 percentile points growth between diagnostics for ELA, Reading and Math.</p> <p>71% of students met the goal of 5</p>	<p>30% score 25-49th Percentile 50% score 50-74th Percentile 10% score 75-99th Percentile</p> <p>ELA: 0% score 0-24th Percentile 0% score 25-49th Percentile 50% score 50-74th Percentile 50% score 75-99th Percentile</p> <p>Of 11 students, 36% met the goal of 5 scale score points growth between diagnostics for ELA, Reading and Math.</p> <p>45% of students met the goal of 5 scale score points growth in 2/3 diagnostics.</p> <p>18% of students met the goal of 5 scale score points growth in 1/3 diagnostics.</p> <p>100% of students made at least 5 scale</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>percentile points growth in 2/3 diagnostics.</p> <p>14% of students met the goal of 5 percentile points growth in 1/3 diagnostics.</p> <p>100% of students made at least 5 percentile points growth in at least one diagnostic area this year.</p> <p>For Math, 93% of students showed at least a 5 percentile points growth this year.</p> <p>For ELA, 77% students showed at least a 5 percentile points growth this year.</p> <p>For Reading, 38% of students showed at least a 5 percentile points growth this year.</p>	<p>score points growth in at least one diagnostic area this year.</p> <p>For Math, 64% of students showed at least a 5 scale score points growth this year.</p> <p>For ELA, 73% students showed at least a 5 scale score points growth this year.</p> <p>For Reading, 82% of students showed at least a 5 scale score points growth this year.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>E. Career Technical Education Coursework/Internships as measured by CTE courses completed and internship tracking documents. (Priority 4C & 8)</p> <p>*Priority 4B/4D - MCOE Community Schools only offer a-g courses via concurrent enrollment with Cerro Coso Community College or through Edmentum Courseware. Due to our small size, we are not able to offer any full CTE Pathways. When we have staff that hold CTE credentials, we are able to offer CTE courses.</p>	<p>In the 2020-2021 school year, no internships could be completed due to COVID-19 precautions. 11% of students successfully completed a-g courses via concurrent enrollment or Edmentum.</p> <p>In the 2019-2020 school year all students completed one CTE course and received their Food Handlers Certification Card.</p>	<p>In the 2021-2022 school year, no internships could be completed due to COVID-19 precautions. One JWCS student will do an internship over the summer. 25% of SRCS students completed a-g courses via Edmentum. No JWCS students met a-g requirements this year.</p> <p>Do to courses required for students to return to MHS in the fall, CTE coursework could not be scheduled this year.</p>	<p>2022-2023 25% of JWCS students were matched this year for internships. 50% of JWCS students took a 3 week, 1 unit Cerro Coso elective class to earn a-g credits. All students took a basic Culinary Arts class this year and 100% of JWCS students earned their Food Handler's Card first semester.</p>	<p>No teachers are credentialed to teach CTE this year. 9% of students at JWCS were matched for an internship second semester. 0% of students at JWCS want to take a Cerro Coso concurrent enrollment class.</p>	<p>50% of students to successfully complete CTE coursework, internship or a-g coursework.</p>
<p>*Priority 4G not addressed as we do not offer AP courses at our community school programs at this time based on student needs. Students ready for</p>					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
advanced coursework are enrolled in dual enrollment college courses instead of AP courses.					

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.

Most actions and services were implemented fully or reasonably. Due to lack of interest from the 2022-2023 teacher, the extended day was not scheduled at JWCS. Due to lack of staff availability, no summer school will be offered in 2024. An agreement is in place for students that want to complete credit recovery by attending the Mammoth High School summer school.

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.

We budgeted \$600 total for ELD professional development and coaching this year. Because of our teacher being hired late into the school year and because of other scheduled trainings, we were unable to provide ELD training to our teacher this year. Professional development in regard to English Language Development (ELD) will continue to be a focus for next year. We had budgeted for a 30 minute lunch aide at SRCS, but SRCS was not open this year.

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

The 5.5 hour per day instructional aide at JWCS has been extremely helpful for intervention for our neediest students. Training in regard to English Learners will continue to be a focus in the upcoming LCAP cycle. Edmentum Exact Path Interim Assessments and Edmentum Courseware were effective in helping meet our goal.

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.

We learned in 2022 that summer school would be more effective if it was staffed by the JWCS teacher. In the future, if the JWCS teacher is available to teach summer school, we should offer it. If teacher staffing allows for it, extending the JWCS school day by 30 minutes does help our students earn more credits.

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	Engagement: MCOE is committed to providing a collaborative culture for all students, (including expelled youth, students with exceptional needs, low income students, English Learners, RFEP students and foster youth) parents, teachers, staff and the community that sustains parental involvement and promotes the social, emotional, and academic growth of all of our students. (Broad Goal - Priorities 3, 5, 6, 7, 9 & 10)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. Parent Engagement - Parent Advisory Committee as measured by PAC meeting agendas and attendance documents. (Priority 3A-C, & 6C)	2020-2021 - PAC met 2 times this year and includes teachers, and students. Two informally via parent nights (registration night and student-led conferences via Zoom). PAC represents most of our student subgroups. Last in-person PAC formal meeting was March 2020.	2021-2022 - All families came with their student to registration day prior to school starting. Informal PAC meeting was held at the Student-Led Conferences in April. With COVID concerns and many new students beginning at the semester, we were not successful in our PAC meeting requests.	2022-2023 - All families came with their student to registration day prior to school starting. Four parents agreed to join our PAC at JWCS and represented all student groups. Informal PAC meeting was held at the Student-Led Conferences in October. Formal PAC was held April 5, 2023. Informal PAC meeting at Student-Led Conferences on April 11, 2023.	2023-2024 - Two parents/guardians agreed to join our PAC at JWCS this fall. Informal PAC meeting held at November 8, 2023 Student-Led Conference. Formal PAC meeting held on April 4, 2024 after Student Led Conferences.	PAC to be established in the Fall, to represent all student groups and to meet formally at least twice.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B. Parent engagement as measured by attendance sign in sheets. (Priority 3A-C)	2020-2021 - Two parent/family events were held via Zoom. All parents provided access to SIS and trained in its use.	2021-2022 One parent/family event was held prior to school starting and one parent/family event held after third quarter at both schools. All parents were provided access to SIS and trained in its use.	2022-2023 - One parent/family event was held prior to school starting and two parent/family events were held after first and third quarters at both schools. All parents were provided access to SIS and trained in its use.	2023-2024 One parent/family event was held prior to school starting and two parent/family events were held this year (SLC after 1st and 3rd quarters). All parents were provided access to SIS and trained in its use. 100% of high school students/families attended Spring SLC.	Two parent/family events to be held annually. All parents to be provided access to SIS and trained in its use.
C. Student attendance rates as measured by monthly attendance. (Priority 5A & 5B)	2020-2021 Average attendance rate – 90% Chronic absenteeism rates – 5%	2021-2022 Due to strict COVID protocol, we are screening students and not allowing students with any type of COVID-like symptoms to attend school. Average Attendance Rate - 83% Chronic Absentee Rate - 48% 44% of our students were active in the SARB process during the 2021-2022 school year.	2022-2023 - Due to continued COVID protocol, we do not allow sick students to attend school and many families are now traveling again. Average Attendance Rate - 87% Chronic Absentee Rate - 60% 50% of our students were active in the SARB process during the 2022-2023 school year.	2023-2024 - Average attendance rate at JWCS for the first 9 months of school is 86%. 56% of our students were active in the SARB process during the 2023-2024 school year. 22% of our students have attended a SARB meeting this year. Chronic Absentee Rate (Below 90% attendance rate) - 67%	Average attendance rate to be 93% or higher. Chronic absenteeism rate to be 5% or lower.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
D. Graduation and dropout rates as measured yearly using local data and reported in the SARC. *MCOE does not use a 4 year cohort graduation rate as it is not applicable to our community schools. (Priority 5C-E)	2020-2021 Graduation rate 100% (5 of 5 eligible students) Dropout rate 0% (0 of 20 students)	2021-2022 Graduation rate 100% (5 of 5 eligible students) Dropout rate 0% (0 of 23 students)	2022-2023 Graduation rate 100% (5 of 5 eligible students) Dropout rate 0% (0 of 25 students)	2023-2024 Graduation rate semester 1 is 100% (3 out of 3 students) and semester 2 is 100%. (3 out of 3 students). Dropout rate 0% (0 of 18 students)	Graduation rate to be maintained at 100% and dropout rate maintained at 0%
E. Student suspension and expulsion rates as measured and reported yearly in the SARC (Priority 6A & 6B)	2020-2021 Suspension rate was 5% (1 of 20 students) expulsion rate 0%	2021-2022 Suspension rate was 4% (1 of 23 students) expulsion rate 0%	2022-2023 Suspension rate was 8% (2 of 25 students) Expulsion rate 0%	2023-2024 Current suspension rate for the year is 6% (1 student out of 18 total students) Expulsion rate 0%.	Suspension rate 7% or lower. Expulsion rate to be maintained at 0%
F. Percentage of students with disabilities that are in fully inclusive classes more than 95% of the time as measured by enrollment data. (Priority 7C)	2020-2021 100% of students with disabilities are fully included 95% of the time or more.	2021-2022 100% of students with disabilities are fully included 95% of the time or more.	2022-2023 100% of students with disabilities are fully included 95% of the time or more.	2023-2024 100% of students with disabilities are fully included 95% of the time or more.	Maintain 100% inclusion of students with disabilities fully included in classes more than 95% of the time or more.
G. Percentage of expelled pupils from Mono County schools that are enrolled in and receive continued education services from Mono County	2020-2021 - No Data 100% - Our most recent data in this area is over 4 years old. We have always been able to fully serve expelled	2021-2022 - No Data 100% - Our most recent data in this area is over 5 years old. We have always been able to fully serve expelled	2022-2023 - No Data 100% - Our most recent data in this area is over 6 years old. We have always been able to fully serve expelled	2023-2024 JWCS is serving one expelled student from Mammoth Middle School. 100% - Our most recent data in this	Maintain 100% services to expelled pupils.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Alternative Schools and in coordination with home district if specialized services are needed as measured and reported in the Triennial Plan for Expelled Youth. (Priority 9)	students. Recently, we have not served any expelled students due to lack of need. We have served students on stayed expulsions and for change of placement due to behavior.	students. Recently, we have not served any expelled students due to lack of need. We have served students on stayed expulsions and for change of placement due to behavior, but not this year.	students. Recently, we have not served any expelled students due to lack of need. We have served students on stayed expulsions and for change of placement due to behavior, but not this year.	area is over 6 years old. We have always been able to fully serve expelled students. JWCS has one student expelled from MMS for the spring semester. In the past, we have served students on stayed expulsions and for change of placement due to behavior, but not this year.	
H. Percentage of responses on Foster Youth Services Coordinating Program annual survey indicating a response of 3 or higher in terms of meeting or exceeding standards for communication and coordination of services for Foster Youth as measured by survey responses. Question #8 (Priority 10 A-D)	2020-2021 100% of respondents indicated a score 3 or higher, with 66% indicating level 4 or higher and 33% indicating a score of 5.	2021-2022 Survey used has changed. In the current survey we now have Question 4 "Our county has a systematic way to share information regarding foster youth to support their educational success". Baseline data from this year indicates - 33% indicted consistent across the county, 0% consistent in most areas	2022-2023 - Due to a gap in the FYSCP coordinator position, the annual survey is being administered and will conclude by June 30th, 2023. Data will be reviewed over the summer.	The FYSCP has demonstrated strong engagement and positive feedback from stakeholders. From the survey conducted in March 2024, key findings include a high awareness of foster youth challenges, with 50% of respondents reporting a deep understanding of issues such as educational disruptions and mental health concerns. Furthermore, 64.29% of participants	100% of respondents will indicate a score of 4 or higher. Goal changed based on new survey to 100% of respondents will indicate consistency across some areas or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>17% consistent in some areas, 17% improving across county, 8% our county needs to look further at this and 25% no knowledge; 50% consistency in some areas or higher and Question 8 "Our County FYSC Program provides information and assistance to LEAs to help them build capacity to improve educational outcomes of foster youth." 50% indicted consistent across the county, 17% consistent in most areas 8% consistent in some areas, 8% improving across county, 0% our county needs to look further at this and 17% no knowledge 76% consistency in some areas or higher</p>		<p>advocate for enhanced communication channels, emphasizing the community's commitment to improving information flow for better support. Regular inter-agency coordination and a centralized information hub are also favored by 57.14% of respondents, underlining a proactive approach towards collaboration. The survey reveals strong support for targeted resources, training, and mentorship programs to bolster the educational outcomes for foster youth. These positive outcomes underscore the community's active involvement and readiness to enhance the FYSCP's effectiveness. Additionally, 75% of the respondents rated</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				the FYSCP's performance as meeting or exceeding standards in terms of communication and coordination.	
I. Percentage of students - High Rating - Overall Wellness - SEL Survey (Priority 6C) Safety and School Connectedness Ratings in LCAP Annual Survey and Semi-Annual CHKS Survey	<p>2020-2021 - CHKS - No Data Available SEL Survey - new metric no baseline data 2019-2020 Data from CHKS Survey Total school supports 60% Caring adults in school 53% High expectations-adults in school 67% Meaningful participation at school 60% School connectedness 62% Academic motivation 70% Promotion of parent involvement in school 88%</p> <p>Other Physical and Mental Health Risks Chronic Sad or Hopeless Feelings, Past 12 Months No 64%</p>	<p>2021-2022 SEL Survey - not yet available or administered. Data from 2021-2022 CHKS Survey Total school supports 51% Caring adults in school 64% High expectations-adults in school 61% Meaningful participation at school 25% School connectedness 58% Academic motivation 42% Promotion of parent involvement in school 62%</p> <p>Other Physical and Mental Health Risks Chronic Sad or Hopeless Feelings, Past 12 Months No 46% Yes 54%</p>	<p>2022-2023 - SEL Survey - not yet available or administered. Data from 2021-2022 CHKS Survey (done biennially) Total school supports 51% Caring adults in school 64% High expectations-adults in school 61% Meaningful participation at school 25% School connectedness 58% Academic motivation 42% Promotion of parent involvement in school 62%</p> <p>Other Physical and Mental Health Risks Chronic Sad or Hopeless Feelings, Past 12 Months No 46%</p>	<p>2023-2024 - Data from 2023-2024 CHKS Survey (done biennially) Total school supports 47% Caring adults in school 50% High expectations-adults in school 74% Meaningful participation at school 16% School connectedness 42% Academic motivation 43% Promotion of parent involvement in school 49%</p> <p>Other Physical and Mental Health Risks Chronic Sad or Hopeless Feelings, Past 12 Months No 50% Yes 50%</p>	Administer Yearly SEL Survey with scale and goal to be determined. CHKS survey results on positive side of scale to increase 5% yearly across all questions shown in baseline. Administer CHKS supplemental "Social Emotional Health Module" and develop scale and goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Yes 36% Seriously Considered Attempting Suicide, Past 12 Months No 91% Yes 9% Gang Involvement No 100% Yes 0%	Seriously Considered Attempting Suicide, Past 12 Months No 54% Yes 46% Gang Involvement No 92% Yes 8%	Yes 54% Seriously Considered Attempting Suicide, Past 12 Months No 54% Yes 46% Gang Involvement No 92% Yes 8%	Seriously Considered Attempting Suicide, Past 12 Months No 64% Yes 36% Gang Involvement No 93% Yes 7% SEL Survey (new this year) - Social Emotional Health Module Total Covitality 55% (made up of the 3 sections below) Belief in self 54% Belief in others 60% Emotional competence 59% Growth Mindset 89% Goals 86% Collaboration 43% Problem solving 31%	

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.

Most actions and services were implemented fully or reasonably. JWCS teacher and aide completed a Love and Logic behavior management training this year. We had excellent participation at both fall and spring Student Led Conferences. Suspension rate is below the 7% desired outcome. We met our 100% graduation rate goal. Using UC Scout curriculum for four classes this year at JWCS has increased rigor and engagement for the students.

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

Our former SRCS and JWCS teachers were trained in Restorative Justice Practices, but our current JWCS teacher still needs this training. We have yet to find high school level SEL curriculum to purchase.

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

This was the first year in the California Healthy Kids Survey (CHKS) that our students took the Emotional Health Module (SEL Survey). Like most schools in the nation, attendance continues to be a huge problem. Many of our students attend JWCS via the SARB process, and with our low number of students, our percentage of chronic absenteeism is very high. We had set a very high goal for our desired outcomes for attendance based on how high our attendance rates were for distance learning. The goal itself was too high for the population of students we have attending JWCS. We will continue to use the SARB process for our 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.

As noted above, we are far from reaching our desired outcome for attendance. 56% of our students are in the SARB process (meaning they have received 1 or more formal SARB letters), but our attendance rates are still poor. For the next LCAP cycle, adding a monthly Saturday School for students to make up missing days is needed.

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
Mono County Office of Education	Dr. Stacey Adler Superintendent	sadler@monocoe.org 760-934-0031

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.

Introduction: Mono County is situated between the crest of the Sierra Nevada Mountains and the California/Nevada border. Mono County, with a land area of 3,030 square miles and population of 14,202, offers a rural, geographically remote setting with some of the most spectacular landscapes in the state. Bridgeport (pop.575) is the county seat. Mammoth Lakes, (the only incorporated town in the county with a population of 8,234) is the economic and governmental center of the county, mainly due to the tourist industry fueled by Mammoth Mountain Ski Area and the superb outdoor recreation opportunities. There are a handful of other small communities, Coleville/Walker (pop. 1,216), Lee Vining (pop. 222), June Lake (pop.629), and Benton (pop. 280). Scenic Highway 395 is the north-south route through the county and provides access to Yosemite National Park via Lee Vining, Mono Lake Scenic Area, Devil's Postpile National Monument and Bodie State Historic Park.

Mono COE Community Schools serve students in grades 7-12 at two sites. Jan Work Community School is located in Mammoth Lakes and serves students mainly from Mammoth Unified School District. Occasionally, a student from Eastern Sierra Unified School District may also attend JWCS. Sawtooth Ridge Community School is located in Coleville and generally serves students from Eastern Sierra Unified School District. These students come from varied backgrounds that may have prevented them from being successful at their comprehensive public school. Students can attend Mono COE Community Schools as a result of expulsions, probation referrals, SARB referrals (School Attendance Review Board), and parent requests. Mostly our schools serve students who are credit deficient and need more individualized support. The schools provide students not only with an education, but also with career curriculum and internships that help with college and career readiness following graduation. Since COVID, Outdoor Education has also been integrated into our curriculum. MCOE Community

School received its initial WASC accreditation in Spring 2018. *Sawtooth Ridge Community School had no students enrolled for the 2023-2024 school year and has no students scheduled to attend yet for the 2024-2025 school year.

Both Jan Work Community School and Sawtooth Ridge Community school received Equity Multiplier Funding for the 2023-2024 school year. Since SRCS had no students for this school year, the funds for SRCS will not be spent. Being a small program with varied enrollment needs each school year, receiving funding specifically earmarked for county offices of education community schools programs, such as the JCCS Base Grant and the Student Support and Enrichment Grant, has allowed us to better plan for and implement a well rounded program at Jan Work Community School that is better poised to meet the individual needs of our alternative education students.

Reflections: Annual Performance

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

The fact that we have a very small student population and operate alternative schools only, creates a lack of data available in terms of state indicators and data provided in the California School Dashboard. We maintain various local data and monitor individual student progress regularly. We rely on our educational partners' input and local data to help us track progress, successes and challenges. Our review of suspension, expulsion, and graduation rates have been extremely positive for the past several years. Since the 2019-2020 school year, our graduation rates have been at 100%. Our expulsion rate continues to be at 0% for the past several school years. For the current year, our suspension rate was 6% (1 out of 18 students) and that is below our desired outcome of 7%.

Interim Assessments are given the beginning, middle and end of school year. Edmentum Assessments are used in the area of ELA, reading comprehension and Math. Since we have students enter our school at different times throughout the year, sometimes we only have two sets of scores for each student, but we are able to monitor growth over time for each student. 100% of students at JWCS met the desired outcome of at least 5 scale score points growth in at least one subject this year. At JWCS, 36% met the goal of 5 scale score points growth between diagnostics for ELA, Reading and Math. 45% of students met the goal of 5 scale score points growth in 2/3 of the diagnostics.

- For Math, 64% of students showed at least 5 scale score points growth this year.
- For ELA, 73% students showed at least 5 scale score points growth this year.
- For Reading, 82% of students showed at least 5 scale score points growth this year.

Having such a small group of students taking the assessments can lead to one student really skewing the class data in either direction if they do really well or really poorly.

Looking individually at each students' National Percentile Rank, most students remain under the 75th percentile. Math continues to be an area of focus for our students. Our JWCS teacher was able to attend an online Mathematical Mindset training this spring, but we will continue to pursue professional development in the area of math. We are continuing to use the new Algebra 1 curriculum we started last year. This has increased the rigor for our students, but with no homework, the pacing of the class cannot be increased. For fall 2024, students will complete the Mindset Math free online student course from Stanford University (several JWCS students had already completed this class in 2022 so we did not do it again fall of 2023).

Our College/Career Indicator Rates are at 0% this year. 0% Prepared and 0% Approaching Prepared for both College Readiness and Career Readiness (using CCI requirements from the Dashboard). Unfortunately, being just one classroom makes it difficult to provide the required

pathways for our students to meet the CCI indicators. If a student takes concurrent enrollment college classes for 2 semesters with a C- or better, or earns a score of "Met Standard" or higher in both ELA and Math on CAASPP, they would be "Prepared." If a student takes a college class for 1 semester or earns a score of "Nearly Met Standard" in both ELA and Math on the CAASPP, they would be "Approaching Prepared." Currently, we don't offer all a-g classes for our students.

*Currently we have no options for our students to meet CCI for Career Readiness since we don't have a CTE pathway or Military Science.

A continued area of need is absenteeism. Currently this year, 56% of our students are in the SARB process. We will continue to implement our strategies that have shown improvement, but this is an area of huge concern for us. As a community school, we often enroll students from the district via the SARB process. Our attendance award program will continue. We will continue to utilize frequent communications with students and parents and the full extent of the SARB process to take advantage of all opportunities for improving school attendance. For the upcoming school year, we would like to add a Saturday School monthly as a way to have students make up missing work from their absences. This could also be assigned to students with chronic absenteeism or students with unexcused absences. Another area to help improve attendance will be SEL curriculum, as we do have students who miss school for mental health concerns.

Reflections: Technical Assistance

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

N/A

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.

None of our schools have been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Jan Work Community School Teacher and CTA Representative and Instructional Aide	Spring 2024 Educational Partner/LCAP Survey and weekly staff meetings
Alternative Education Administrative Assistant and CSEA Union Representative	Spring 2024 Educational Partner/LCAP Survey and weekly staff meetings
MCOE Board Members and other school personnel, including principal, SELPA and administrators, as well as Foster Youth Coordinating Members and Agency Partners	Spring 2024 Educational Partner/LCAP Survey, Annual Foster Youth Coordinating Program Survey
Jan Work Community School parents/guardians	Student Registration day before school, Fall and Spring Student Led Conferences, Spring 2024 Educational Partner/LCAP Survey, Intake/Registration meetings for students who register during the school year
Jan Work Community School students	Spring 2024 Educational Partner/LCAP Survey and monthly meetings with principal
Parent Advisory Committee (PAC)	Formal meeting held after Spring Student Led Conference April 4, 2024 and informal meeting held at Fall SLC on November 8, 2023.

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

*Both of our schools were awarded Equity Multiplier Funds. One site was not in operation nor planned to be opened next year, due to lack of enrollment and these funds will not be spent. Our remaining site is an Equity Multiplier school and feedback from our engagement process led to the development of our Equity Multiplier Goals.

The following information came from a combination of our input gathering methods, listed above, and indicates requested continuation or addition of services and opportunities. Feedback from engaged partners and survey data results played a crucial role in the shaping of the

new LCAP plan. The collaborative feedback process ensured that the new CAP plan is responsive to the needs of the community and fosters continuous improvement.

JWCS Teacher /CTA Representative - (These are in addition to the Educational Partner/LCAP Survey) Environmental Science, writing development, educational field trips, Outdoor Education, hands on science experiments, Career Choices curriculum and Internships, Spanish language professional development for staff.

Alternative Education Administrative Assistant/CSEA Union Representative - Spanish language professional development for staff.

Students, Parents, Teacher, Instructional Aide, Staff, other education partners that work with our program - 27 responses - Most requested focus areas and programs are as follows - 85% Life Skills (taxes, banking, resumes, culinary arts, etc.), 81% Outdoor Education (taking school outside to learn about the environment), 74% Social Emotional Learning (teaching management, how to make positive decisions, etc.), 70% College and Career-Based Field Trips, 63% Growth Mindset (intelligence and abilities can be improved with effort), 56% Healthy Life Choices (Addiction avoidance, sexual health, mental health, etc.) and 56% Hands on science experiments. In the additional comment section of the survey, many families commented about the benefit of small class sizes and individualized attention their child receives.

Parent Advisory Committee Feedback - Continue to have an aide in the classroom to keep the individualized attention and support for the students; Life skills (taxes, W-2, checkbook, banking, resumes, culinary arts, etc.); continue to offer concurrent enrollment from Cerro Coso; add more field trips, environmental/outdoor education; continue with NatureBridge or other sleep away outdoor education programs, student-led conferences, Mono Arts Council's art lessons and project-based learning. Equity Multiplier Funds should be used to keep an aide at JWCS and also to provide overnight outdoor education programs to our students.

Feedback from Foster Youth Surveys - Input from foster youth, caregivers, and partner agencies highlighted the need for enhanced communication and coordination of services. Survey data revealed areas of strength and pinpointed specific opportunities for improvement, such as the need for more targeted training and better resource sharing. These insights led to the development of new actions focused on improving service delivery and stakeholder engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Conditions of Learning: MCOE will provide a safe environment for all students, (including expelled youth, students with exceptional needs, low income students, English Learners, Long-term ELs, RFEP students and foster youth), to learn and be supported in their access to and instruction in a broad course of study that is standards-aligned. (Broad Goal - Priorities 1, 2, 7, 9 & 10)	Broad 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 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.

All students first and foremost, need a safe and supportive environment in which to learn. They need teachers and staff that are well-qualified that believe in them and their ability to reach high standards. Students further need access to a broad course of study, opportunities and materials. Continued feedback from educational partners indicates these are the things that are most appreciated about our schools. Analysis from our previous LCAP indicates progress in all metrics and review of metrics during the most recent year, with a new teacher on staff, indicate a slight reduction in achieving metric outcomes fully. We must strive to maintain and continue to make progress towards these conditions of learning for our students, their families and our staff. This goal is a broad goal and has a large scope. Although there are several specific actions and metrics as related to multiple student groups, these actions and metrics are grouped together to maintain our focus on conditions of learning and ensure the right environment for learning is provided for all of our students. Our LCAP plan is very thoughtfully constructed based on existing data and educational partners' input. We have 3 goals and 2 Equity Multiplier goals, so that our plan may be memorable and therefore actionable by our staff and ourselves. We wish this plan to be something that is continually implemented, developed and assessed. Having three main areas of focus, as called out in our goals, helps us to make the plan meaningful. As referenced below, it is anticipated that our focus on providing the right conditions for learning for all students via our actions clustered around facilities, individual learning plans, standards mapping, project based learning and enhanced strategies and supports for ELs, will result in all students being provided access and equity to a broad course of study as measured with our metrics listed below, such as our ability to provide high quality materials and efficient facilities to all students, supplemental and enhanced EL support and programs, as well as specific support for foster youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Sufficient access to standards-aligned instructional materials as measured by school administration and reported to MCOE Board yearly. (Priority 1B)	2023-2024 - 100% of students have access to current and standards-aligned instructional materials and technology. Each student at JWCS has a MacBook to use at school and a Chromebook to keep at home. Teacher has completed 3 small PBL projects and one larger PBL project this year.			100% of students will continue to have access to current and standards-aligned instructional materials and technology. Teachers will provide 3 complete PBL units per year.	
1.2	School facilities are maintained in good repair as measured by the FIT report done yearly and reported in the SARC. (Priority 1C)	2023-2024 - 100% of facilities are maintained in good repair.			100% of facilities will continue to be maintained in good repair.	
1.3	State board adopted academic content and performance standards implemented for all as measured by teachers and reported to school administration and also referenced by standards mapping documents and student assessments and feedback. (Priority 2A)	2023-2024 - Credit is not given for D work in our Community Schools. Using new UC Scout curriculum for 4 courses this year with standards mapped and performance standards maintained for these classes. Still need standards mapping for ELA, Math and Science.			100% of content standards for all courses will have been reviewed/revised by new teaching staff. Performance standards matching that of the rigor of the California standards maintained for all. Credit is not given for D work in our Community Schools.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Services for EL Students as measured by teachers logs and lessons and school administrators observation and coaching notes. (Priority 2B, 7B)	2023-2024 - ELD implementation of Integrated ELD and Designated ELD as well as supplemental and enhanced strategies has not been monitored and evaluated. Two EL students enrolled this year.			100% of EL students will receive Integrated and Designated ELD services utilizing enhanced strategies as tracked by teachers and monitored/coached by administration. Services will be rated as adequate or exemplary using the staff developed rubric and monitoring tool.	
1.5	Access to a broad course of study and educational options as measured by curriculum being used and reported yearly to MCOE Board, as well as student ILPs and college course results. (Priority 7A-C)	2023-2024 - All students created ILPs, reviewed/revised them two or more times at designated benchmarks and shared their goals and progress with their parent(s). Copies were mailed home upon completion at enrollment and then shared again after first quarter and third quarter via student-led conferences. Agreement in place for concurrent enrollment classes at Cerro Coso Community College.			All students will continue to create ILPs, review/revise them twice a year at designated time periods and share their goals and progress with their parent(s) via student-led conferences. ILP focus to be on college/career readiness, ensuring a broad course of study, and programs and services for unduplicated pupils and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		One student completed an internship.			individuals with exceptional needs. Foster Youth coordinator and case carriers/service providers to be included as a part of the team supporting this work. Maintain agreement with CCCC for concurrent enrollment classes. Develop system/procedures and agreements with local businesses for internship opportunities.	
1.6	Maintain participation in the SST process for identifying at risk students and options for services while ensuring all agency partners are involved as appropriate. (Priority 9, 10A) *Mono County rarely has expelled youth. Our goal is to offer alternative placements that may be	2023-2024 - MCOE administration (and Foster Youth Coordinator and SELPA Director as appropriate) is regularly invited to participate in the SST/IEP process for at risk students (including expelled, those at risk of expulsion and foster youth) from both			MCOE administration (and Foster Youth Coordinator and SELPA Director as appropriate) will continue to be regularly invited to participate in the SST/IEP process for at risk students (including	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	more successful for certain at risk students. We strive to work with multiple agencies to provide support to students prior to expulsion. It is our goal to not have students expelled throughout our county, however, we do provide services to expelled students via our community schools if needed. As measured by school administrators and reported in the triennial plan for expelled youth. This is measured by administrative review of incoming students and previous involvement in SST process or options determination.	districts. Focus for foster youth is to minimize changes in school placement.			expelled, those at risk of expulsion and foster youth) from both districts. Focus for foster youth is to minimize changes in school placement.	
1.7	Continuation of coordinated services support for Expelled Youth with community agency resources as measured by MCOE administration and reported in Triennial Plan for Expelled Youth. (Priority 9, 10B & 10D)	2023-2024 - MCOE staff regularly coordinates support services for students as appropriate. (This includes students who have been expelled, those at risk of expulsion and foster youth.) Triennial Plan for Expelled Youth has been updated this year.			MCOE staff will continue to regularly coordinate support services for students as appropriate. (This includes students who have been expelled, those at risk of expulsion and foster youth.)	
1.8	Review, monitor and modify the Foster Youth	2023-2024 - FYSCP shared quarterly reports			FYSCP will expand the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Services Coordinating Program as measured by quarterly reports and annual update to Board (FYSCP). (Priority 10B-D)	with both the Executive Advisory Council and relevant stakeholders, including foster youth and their caregivers, to ensure comprehensive documentation and feedback on program accomplishments. The FYSCP Coordinator reports annually to the Mono County Board of Education and includes a summary of stakeholder feedback.			distribution of quarterly reports to include foster youth and their caregivers, alongside the Executive Advisory Council, to enhance transparency and gather diverse input on program effectiveness. The FYSCP Coordinator will continue to report annually to the Mono County Board of Education, incorporating stakeholder feedback to refine and improve program strategies and outcomes.	
1.9	Maintain and improve a successful multi-agency team resulting in high-quality educational and social-emotional services for foster and high-risk children and youth that are in the Child Welfare and Probation Department systems as measured by	2023-2024 - The FYSCP Coordinator remains actively engaged in monthly meetings with the Executive Advisory Council and the Mono County Children's System of Care Advisory Committee. Participation continues			The FYSCP Executive Advisory Council will continue to meet quarterly with expanded participation from additional community agencies. Meeting notes will track	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	quarterly meeting notes. (Priority 10A-D)	in monthly meetings with Mono County Child Protective Services staff and attendance at Community Schools COST (Coordination of Services Team) meetings as needed. New efforts include integrating quarterly joint training sessions for all agencies involved and establishing a shared online platform for real-time communication and resource sharing.			program progress, multi-agency collaboration, and the effectiveness of the joint training sessions. Relationships and coordination between all service providers will be strengthened, resulting in improved educational and social-emotional services for foster and high-risk children and youth. The shared online platform will enhance real-time communication and resource accessibility, further supporting the program's goals.	
1.10	Services provided to foster youth as measured by tracking tool. (Priority 10B)	2023-2024 - A tracking tool is used to track services to districts to support foster youth as well as direct service coordination and direct services to foster youth.			100% of foster youth will be provided services specific to their individual needs. A tracking tool will continue to be used to document these specific services to districts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					to support foster youth as well as direct service coordination and direct services to foster youth.	
1.11	Appropriately assigned and fully credentialed teachers as measured by MCOE HR director. (Priority 1A)	2023-2024 - JWCS teacher is currently working under an intern credential. No staff at SRCS this school year.			All of our teachers will be credentialed and assigned to best fit student needs, per state requirements. *As a small community school program, it is essential that we have flexibility from the state to allow local waivers for placement. We have one teacher per classroom and just 2 HS classrooms, separated by 90 miles. Although we have utilized remote teaching technologies to best take advantage of our teachers strengths and allow for team teaching, etc., it would be impossible for us to hire a teacher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					credentialed in every subject.	

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	Mathematical Mindsets and Project Based Learning	New teachers will be trained in and continue in professional development for Mathematical Mindsets and PBL. Teachers will fully support and implement standards-aligned math program for all students while integrating lessons in alignment with the Mathematical Mindsets approach. Teachers will be provided monthly prep time to specifically plan Mathematical Mindset lessons and PBL. Teachers will develop shared PBL projects with identified, standards-aligned, content resources. METRIC 1.1, 1.3 (Priority 1B, 2A)	\$51,524.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Facilities Review	Annual facilities review completed by staff and follow-up actions determined and completed in a timely manner. METRIC 1.2 (Priority 1C)	\$540.00	No
1.3	ELD Supplemental Strategies Professional Development	Provide continuous Professional Development to focus on enhanced supplemental strategies for ELD instruction. Specific consideration for Long Term English Learners as well. (This action is also listed as Goal 2, Action 1 - as it will help us meet multiple metrics. The cost is split between the two action steps.) METRIC 1.4 (Priority 2B, 7B)	\$500.00	No
1.4	ELD Enhanced and Supplemental Strategies Tracking and Coaching	Teachers to track and administration to regularly observe as well as provide coaching as needed to ensure enhanced and supplemental services meet the level of adequate or exemplary as indicated on developed rubric. Specific metric for needs of Long Term English Learners to be added to tool. (This action is also listed as Goal 2, Action 2 - as it will help us meet multiple metrics. The cost is split between the two action steps.). METRIC 1.4 (Priority 2B, 7B)	\$100.00	No
1.5	ILP Protocol	Implement ILP protocol and revise as needed. Include checklist for teachers and principal to ensure ILP is created within 2 weeks of enrollment and includes Edmentum Assessments for baseline data. Include focus on college/career readiness, ensuring a broad course of study, and programs and services for unduplicated pupils and individuals with exceptional needs. Foster Youth coordinator and case carriers/service providers to be included as a part of the team supporting this work. METRIC 1.5 (Priority 7A-C)	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Concurrent Enrollment, Adult Education and Internships	Maintain agreement with Cerro Coso Community College to offer concurrent enrollment classes, and Adult Education to offer CTE and basic skills classes. Develop system/procedures and agreements with local businesses for internship opportunities. METRIC 1.5 (Priority 7A-C)	\$2,150.00	No
1.7	SST/IEP Proactive Participation	Track participation in LEA SST/IEP process for at-risk students including student placement and support plans. Focus on multi-agency early interventions for expelled students, those at risk of expulsion and foster youth as applicable. METRIC 1.6 (Priority 9, 10B-C)	\$9,720.00	No
1.8	SARB Process	Participate in SARB process and coordination of community support resources. Ensure proper agencies are involved with students from the foster system and those who have been expelled or are at risk of expulsion. METRIC 1.7 (Priority 9, 10A-C)	\$3,000.00	No
1.9	Standards Mapping	Review/revise standard mapping documents to ensure rigor and depth of coverage through project based learning and other instructional models. Ensure all content areas have sufficient standards-aligned instructional materials and technology access for all students.	\$5,655.00	No

Action #	Title	Description	Total Funds	Contributing
		METRIC 1.1, 1.3, 1.5 (Priority 1B, 2A, 7A-C)		
1.10	Foster Youth Coordinator	<p>Maintain .5 FTE Foster Youth Coordinator responsible for:</p> <p>A. developing/reviewing the Foster Youth Services Program Plan with guidance from the CDE and the Mono County FYSCP Executive Advisory Council</p> <p>B. developing information sharing agreements between Foster Youth Service Program serving agencies and school districts</p> <p>C. providing timely information to schools re: foster youth</p> <p>D. providing trainings to school districts and county agency staff</p> <p>E. ensuring coordination with all agencies including county child welfare agency to minimize changes in school placement</p> <p>METRIC 1.8, 1.9, 1.10 (Priority 10A-D)</p> <p>Community School Principal and School Secretary will coordinate efforts as needed for Case Management and system efficiency as related to above:</p>	\$65,000.00	No
1.11	Foster Youth Services	<p>Coordinate educational and social-emotional support services based on referrals</p> <p>METRIC 1.8, 1.9, 1.10 (Priority 10B & 10C)</p>	\$14,750.00	No
1.12	Foster Youth Survey	<p>Survey multi-agency partners, students and caretakers at the end of the school year to evaluate, review, monitor and modify Foster Youth Services Coordinating Program. Survey to determine if the following was shared/completed in a timely manner:</p> <ul style="list-style-type: none"> Foster Youth information/needs between Mono County Child Welfare, MCOE and school districts Transfer of educational records, including IEP information COE response to Child Welfare Services and Probation Enrollment in school and other support services 	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
		METRIC 1.8, 1.9, 1.10 (Priority 10A-D)		
1.13	Plan for Expelled Students	Review, revise and resubmit as needed, the Mono County Joint Plan for Providing Educational Services to Expelled Students. Expelled students are placed in MCOE Community Schools to receive continued instruction and opportunities. METRIC 1.7 (Priority 9)	\$495.00	No
1.14				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Outcomes: All MCOE students, (including expelled youth, students with exceptional needs, low income students, English Learners, Long-term ELs, RFEP students, and foster youth) will perform at high academic levels. (Broad Goal - Priorities 4 & 8)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

State and local academic assessments indicate gaps in our students learning in the areas of academic language, basic writing and basic mathematical skills. Analyzing state assessment data is extremely problematic for a few reasons. First, we generally only test a few students per year, due to our very small numbers. This results in no aggregated nor subgroup data, but instead only individual score reports. Second, our students taking the assessments are 11th grade, so they have not taken a similar test for growth comparison in 3 years. Third, our students' abilities and needs vary greatly from year to year, so comparing across years is also problematic. We continue to consider this data yearly, but our local data is more heavily relied upon to look at growth, trends, successes and challenges. Some years we have students that are also still learning English as a second language. These students also need specific additional support. Students often come to our alternative schools having experienced multiple factors that have created gaps and challenges in their education. Our focus has always been on meeting the individual needs and goals of our students so that they are fully prepared for their next chapter in life, whether that be college or career. This goal is a broad goal and has a large scope. Although there are several specific actions and metrics as related to multiple student groups, these actions and metrics are grouped together to maintain our focus on student outcomes for all of our students. Our LCAP plan is very thoughtfully constructed based on existing data and educational partners' input. We have 3 broad goals and 2 Equity Multiplier Goals, so that our plan may be memorable and therefore actionable by our staff and ourselves. We wish this plan to be something that is continually implemented, developed and assessed. Having 3 main areas of focus, as called out in our goals, helps us to make the plan meaningful. It is anticipated that our actions below and referenced in Goal 1 (project based learning, mathematical mindsets, enhanced EL support, using formative and summative assessments to inform instruction, interventions and accommodations, CTE and other college and career options) will result in improved student outcomes for all students and students with specific needs, as measured by our metrics (EL progress and reclassification, SBAC and interim assessment score growth, college and career readiness).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Progress on English Language assessment as measured by the ELPAC. (Priority 4E)	2023-2024 0% *specific information withheld due to sample size data privacy concerns			100% of EL students will make one level or more of progress on the ELPAC assessment.	
2.2	Reclassification Rates as measured by percentage of EL students RFEPed annually. (Priority 4F)	2023-2024 0% *specific information withheld due to sample size data privacy concerns			50% of EL students will meet reclassification criteria.	
2.3	Statewide assessments, college preparedness and credits completed per semester with average 2.0 GPA or higher and standards met as measured by SBAC tests scores, and review of semester credits and reported in the SARC. (Priority 4A & 4H)	<p>2023-2024 - Students at JWCS can earn 30 credits in the regular school day. Credit recovery is available to all students via Edmentum at home or when time allows in class.</p> <p>82% of students earned at least 30 credits first semester with a GPA of 2.0 or higher. Average GPA for first semester was 2.49 GPA.</p> <p>2023 Test Data SRCS (Data reviewed but withheld for privacy reasons due to small number of test takers - progress maintained) JWCS</p>			<p>SBAC - ELA - 50% met standard, 50% nearly met standard Math - 20% met standard, 80% nearly met standard</p> <p>College/Career Indicator Rates - 5% Prepared and 10% Approaching Prepared for College Readiness *No options for our students to meet CCI for Career Readiness.</p> <p>JWCS class average of credits will be 30 credits per semester with</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ELA - 40% met, 60% nearly met Math - 20% nearly met, 80% not met CAST (Science) 20% met, 80% nearly met</p> <p>High School College/Career Indicator Rates - 0% 0% Prepared and 5% Approaching Prepared for College Readiness and 0% Prepared and 0% Approaching Prepared for Career Readiness (using CCI requirements from Dashboard). *Currently no options for our students to meet CCI for Career Readiness.</p>			an average GPA of 2.0 or higher	
2.4	Interim assessments used to inform instruction as measured by Edmentum Assessments and reported to families and students. (Priority 8)	<p>2023 - 2024 - Interim Assessments are given beginning, middle and end of school year - Edmentum Assessments used in the area of ELA, reading comprehension and Math. Since we have students enter our school at different times throughout the year,</p>			<p>Interim Assessments to be given twice a year or more in the areas of ELA, Reading Comprehension and Math.</p> <p>90% of students to show 10 scale score points</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>sometimes we only have two sets of scores for each student.</p> <p>National Percentile Rank Trends at JWCS for Diagnostic 3:</p> <p>Reading: 0% score 0-24th Percentile 30% score 25-49th Percentile 60% score 50-74th Percentile 10% score 75-99th Percentile</p> <p>Math: 10% score 0-24th Percentile 30% score 25-49th Percentile 50% score 50-74th Percentile 10% score 75-99th Percentile</p> <p>ELA: 0% score 0-24th Percentile 0% score 25-49th Percentile 50% score 50-74th Percentile 50% score 75-99th</p>			<p>growth in at least one area overall with 3 test administrations (5 pts growth if only taking the test twice) or have a percentile rank at 75th percentile or above.</p> <p>70% of students to show 10 scale score points growth in at least two areas overall with 3 test administrations (5 pts growth if only taking the test twice) or have a percentile rank at 75th percentile or above.</p> <p>30% of students to show 10 scale score points of growth in all 3 areas overall with 3 test administrations (5 pts growth if only taking the test twice) or have a percentile rank at</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Percentile</p> <ul style="list-style-type: none"> • Of 11 students, 36% met the goal of 5 scale score points growth between diagnostics for ELA, Reading and Math. • 45% of students met the goal of 5 scale score points growth in 2/3 diagnostics. • 18% of students met the goal of 5 scale score points growth in 1/3 diagnostics. • 100% of students made at least 5 scale score points growth in at least one diagnostic area this year. • For Math, 64% of students showed at least 5 scale 			75th percentile or above.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>score points growth this year.</p> <ul style="list-style-type: none"> • For ELA, 73% students showed at least 5 scale score points growth this year. • For Reading, 82% of students showed at least 5 scale score points growth this year. 				
2.5	<p>Career Technical Education Coursework/Internships as measured by CTE courses completed and internship tracking documents. (Priority 4C & 8)</p> <p>*Priority 4B/4D - MCOE Community Schools can offer a-g courses via concurrent enrollment with Cerro Coso Community College, through Edmentum Courseware and through the UC Scout curriculum.</p>	<p>No teachers are credentialed to teach CTE this year. 9% of students at JWCS were matched for an internship second semester. 0% of students at JWCS want to take a Cerro Coso concurrent enrollment class. No a-g credit for UC Scout courses this year, as curriculum was modified since it was our first year using it.</p>			50% of students to successfully complete an internship, a-g coursework, or complete CTE coursework (if offered).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Due to our small size, we are not able to offer any full CTE Pathways. When we have staff that hold CTE credentials, we are able to offer CTE courses.					
2.6	*Priority 4G not addressed as we do not offer AP courses at our community school programs at this time based on student needs. Students ready for advanced coursework are enrolled in concurrent enrollment college courses instead of AP courses.	NA			NA	

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	ELD Supplemental Strategies Professional Development	Provide continuous Professional Development to focus on enhanced supplemental strategies for ELD instruction. Specific consideration for Long Term English Learners as well. (This action is also listed as Goal 1, Action 3 - as it will help us meet multiple metrics. The cost is split between the two action steps.) METRIC 2.1, 2.2, 2.3 (Priority 4A, 4E, 4F, 4H)	\$500.00	No
2.2	ELD Enhanced and Supplemental Strategies Tracking and Coaching	Teachers to track and administration to regularly observe as well as provide coaching as needed to ensure enhanced and supplemental services meet the level of adequate or exemplary as indicated on developed rubric. Specific metric for needs of Long Term English Learners to be added to tool. (This action is also listed as Goal 1, Action 4 - as it will help us meet multiple metrics. The cost is split between the two action steps.). METRIC 2.1, 2.2, 2.3 (Priority 4A, 4E, 4F, 4H)	\$100.00	No
2.3	Interim Assessments	Interim Assessments on Edmentum Exact Path to be given twice a year or more in the areas of ELA, Reading Comprehension and Math and used to inform instruction and intervention. METRIC 2.4 (Priority 8)	\$3,112.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	CTE, Internship, A-G Options	Revise and improve, as needed, the Career Technical Education Coursework/Internship Plan and monitoring tools. Maintain Edmentum courseware and concurrent enrollment options for those ready for advanced courses. METRIC 2.5 (Priority 4B, 4C, 4D, 8)	\$1,188.00	No
2.5	Intervention Focused Scheduling	Schedule classes for each semester based on student data and need. Focus to be given to intervention opportunities for areas of challenge. Double content blocks or intervention focused time as well as extended day or summer options to be implemented when funding allows. Classified staff support for intervention activities also as funding allows. METRIC 2.3, 2.4 (Priority Areas 4A, 4H, 8)	\$1,980.00	No
2.6	Students with Exceptional Needs	Students with Exceptional Needs and IEPs will continue to be monitored and provided services to best meet their individual needs by collaboration between the District's Resource Teachers and the Community School teachers. METRIC 2.3, 2.4 (Priority Areas 4A, 4H, 8)	\$2,850.00	No
2.7	Classified Community School Aides	Aide provided for school sites. Students are provided more intervention with small group instruction to help with learning loss due to the COVID pandemic and any gaps in learning. JWCS - 5.5 hour per day aide SRCS - 2 hour per day aide (Currently, SRCS is not in operation) METRIC 2.3, 2.4 (Priority Areas 4A, 4H, 8)	\$39,000.00	No
2.8	Summer School	Summer school to be provided at JWCS to students for 4 weeks, 4 half days per week with a focus on mitigating summer learning loss and active, engaging and local environment focused education when teacher is available and willing to support. (This action was found to be unsuccessful when staff other than the classroom teacher and aide, with pre-developed	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		relationships, was the teacher for the summer school program.). METRIC 2.3, 2.4 (Priority Areas 4A, 4H, 8)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement: MCOE is committed to providing a collaborative culture for all students, (including expelled youth, students with exceptional needs, low income students, English Learners, Long-term ELs, RFEP students and foster youth) parents, teachers, staff and the community that sustains parental involvement and promotes the social, emotional, and academic growth of all of our students. (Broad Goal - Priorities 3, 5, 6, 7, 9 & 10)	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A review of our local data on parent engagement and rates of suspension indicates an improvement in these metrics. Activities will be enhanced and maintained to continue the positive trend in this area. We continue to struggle with our attendance rates and chronic absenteeism rates. Data received indicates continued need for increased social, emotional learning activities and supports to be integrated throughout the school year. Our educational partners request that we prioritize Outdoor Education experiences for our students. This goal is a broad goal and has a large scope. Although there are several specific actions and metrics as related to multiple student groups, these actions and metrics are grouped together to maintain our focus on engagement and culture. Our LCAP plan is very thoughtfully constructed based on existing data and educational partners' input. We have 3 goals and 2 Equity Multiplier focus goals, so that our plan may be memorable and therefore actionable by our staff and ourselves. We wish this plan to be something that is continually implemented, developed and assessed. Having 3 main areas of focus, as called out in our goals, helps us to make the plan meaningful. We know that a key to our students success and well-being depends upon their active engagement in school and their parents' engagement as well. We expect that our actions below (targeting parent groups for engagement, attendance, graduation, and suspension tracking and improvement strategies, gathering student survey information to improve school offerings/climate, SEL and behavior management training, etc.) will result in improvements to the metrics as listed (increased parent engagement, increased student wellness, increased attendance, graduation rates, decreased suspension rate and SARB referrals, increased support and involvement for specific student groups and their families).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Engagement - Parent Advisory Committee as measured by PAC meeting agendas and attendance documents. (Priority 3A-C, & 6C)	2023-2024 Two parents/guardians agreed to join our PAC at JWCS this fall. Informal PAC meeting held at fall Student-Led Conference. Formal PAC meeting held after spring Student Led Conferences. PAC represents most of our student subgroups.			PAC to be established in the Fall, to represent all student groups (EL, SWD, Low Income), and to meet formally at least twice during the school year.	
3.2	Parent engagement as measured by attendance sign in sheets. (Priority 3A-C)	2023-2024 One parent/family event was held prior to school starting and two parent/family events were held during the year (SLC after 1st and 3rd quarters). All parents were provided access to SIS and trained in its use. 100% of high school students/families attended Spring SLC.			Two parent/family events to be held annually. All parents to be provided access to SIS and trained in its use. 80% or better attendance rate at Student Led Conferences.	
3.3	Student attendance rates as measured by monthly attendance. (Priority 5A & 5B)	2023-2024 - Attendance rate at JWCS for the first 9 months of school is 86%. 56% of our students were active in the SARB process during the school year. (Received at least one SARB letter) 22% of our students have attended a SARB meeting this			Average attendance rate to be 90% or higher. Chronic absenteeism rate to be 30% or lower.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		year. Chronic Absentee Rate (Below 90% attendance rate) - 67%				
3.4	Graduation and dropout rates as measured yearly using local data and reported in the SARC. *MCOE does not use a 4 year cohort graduation rate as it is not applicable to our community schools. (Priority 5C-E)	2023-2024 Graduation rate semester 1 is 100% (3 out of 3 students) and semester 2 is 100%. (3 out of 3 students). Dropout rate 0% (0 of 18 students)			Graduation rate to be maintained at 100% and dropout rate maintained at 0%	
3.5	Student suspension and expulsion rates as measured and reported yearly in the SARC (Priority 6A & 6B)	2023-2024 Current suspension rate for the year is 6% (1 student out of 18 total students) Expulsion rate 0%.			Suspension rate 7% or lower. Expulsion rate to be maintained at 0%	
3.7	Percentage of students with disabilities that are in fully inclusive classes more than 95% of the time as measured by enrollment data. (Priority 7C)	2023-2024 100% of students with disabilities are fully included 95% of the time or more.			Maintain 100% inclusion of students with disabilities fully included in classes more than 95% of the time.	
3.8	Percentage of expelled pupils from Mono County schools that are enrolled in and receive continued education services from Mono County Alternative	2023-2024 JWCS is serving one expelled student from MUSD. 100% - Our most recent data in this area is over 6 years old. We have			Maintain 100% services to expelled pupils.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Schools and in coordination with home district if specialized services are needed as measured and reported in the Triennial Plan for Expelled Youth. (Priority 9)	always been able to fully serve expelled students. In the past, we have served students on stayed expulsions and for change of placement due to behavior, but none this year.				
3.9	Percentage of positive responses (rating of 3 or higher) on key questions from the annual Foster Youth Services Coordinating Program survey related to the effectiveness of communication, coordination of services, and overall satisfaction. Examples include: How effective do you find the communication from the FYSCP? How well does the FYSCP coordinate services for foster youth? Overall, how satisfied are you with the support provided by the FYSCP? Question #8 (Priority 10 A-D)	2023-2024 - During the previous annual survey, 75% of respondents rated the effectiveness of communication, coordination of services, and overall satisfaction with the Foster Youth Services Coordinating Program as 3 or higher. This baseline will be used to measure year-over-year improvements in the effectiveness of FYSCP's communication and coordination of services for foster youth.			The percentage of positive responses (rating of 3 or higher) on key questions from the annual Foster Youth Services Coordinating Program survey will increase to 85% by the end of the 2024-2025 school year. This will indicate improved effectiveness in communication, coordination of services, and overall satisfaction among partners.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Percentage of students - High Rating - Overall Wellness - SEL Survey Safety and School Connectedness Ratings in LCAP Annual Survey and Semi-Annual CHKS Survey (Priority 6C)	<p>2023-2024 - Data from 2023-2024 CHKS Survey (done biennially)</p> <p>Total school supports 47%</p> <p>Caring adults in school 50%</p> <p>High expectations-adults in school 74%</p> <p>Meaningful participation at school 16%</p> <p>School connectedness 42%</p> <p>Academic motivation 43%</p> <p>Promotion of parent involvement in school 49%</p> <p>Other Physical and Mental Health Risks</p> <p>Chronic Sad or Hopeless Feelings, Past 12 Months</p> <p>No 50%</p> <p>Yes 50%</p> <p>Seriously Considered Attempting Suicide, Past 12 Months</p> <p>No 64%</p> <p>Yes 36%</p> <p>Gang Involvement</p> <p>No 93%</p> <p>Yes 7%</p>			<p>Administer Kelvin SEL Survey one or more times per year with scale and goal to be determined.</p> <p>Monitor CHKS survey results for any areas needing attention.</p> <p>Administer CHKS supplemental "Social Emotional Health Module" and develop scale and goal.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SEL Survey (new this year) - Social Emotional Health Module Total Covitality 55% (made up of the 3 sections below) Belief in self 54% Belief in others 60% Emotional competence 59% Growth Mindset 89% Goals 86% Collaboration 43% Problem solving 31%				

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	PAC and Family Events	Solicit parent members for school advisory committee in the Fall and continue at least two family events. (Targeting representation by student subgroups: low income, English learner, special needs students' families and foster youth.) Teachers and students to be included. Continue to elicit feedback via survey as well as discussion regarding sense of safety and climate; decision making and increasing parental participation. METRICS 3.1, 3.2 (Priority 3A-C & 6C)	\$5,610.00	No
3.2	Parent SIS Access	Monitor and support the parent/student portal use in the SIS (train new users). METRIC 3.2 (Priority 3A-C)	\$720.00	No
3.3	Attendance Goals/Monitoring and SARB/Saturday School	Continue program for student self-monitoring of attendance goals. Continue school-wide monitoring of student attendance and utilizing SARB process for chronic absenteeism. Add monthly Saturday School for students with unexcused absences or chronic absenteeism to make up their missing work. METRIC 3.3 (Priority 5A & 5B)	\$7,000.00	No
3.4	Graduation Requirements and ILP	Monitor academic progress toward graduation requirements on a quarterly basis and consult students and parents on progress. Revise ILP accordingly. Continue to implement student-led conference protocol each semester. METRIC 3.4 (Priority 5C-E)	\$5,560.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	SEL and Behavior Management Training	Train staff in integrated, daily social, emotional learning strategies and lessons as well as effective classroom management strategies. Research and possibly purchase SEL curriculum and/or materials. Foster Youth Coordinator to work to provide trauma informed practices training. METRIC 3.5, 3.8, 3.9 (Priority 6A, 6B, 6C, 10B)	\$6,808.00	No
3.6	Engaging Instruction	Continue to implement well-planned, engaging instruction. Purchase a Citizen Math (PBL) subscription for the year for JWCS. Continue training in project based lessons and mathematical mindsets to increase rigor and authentic engagement in the learning process. Continue to provide outdoor education and Environmental Literacy opportunities to our students. METRIC 3.3, 3.4, 3.5 (Priority 5A-E, 6A & 6B)	\$55,844.00	No
3.7	Student Surveys	Continue to administer annual LCAP stakeholders survey and the CHKS survey every other year to monitor sense of safety and school connectedness. Continue to implement SEL Survey CHKS and also new Kelvin survey tool. EAMO 3.3, 3.4, 3.5, 3.9 (Priority 5A-E, 6A-C)	\$2,557.00	No
3.8	Spanish Language Professional Development	Provide JWCS staff professional development opportunities to improve their Spanish Language skills to be able to communicate with families and understand what students are saying aloud in the classroom. METRICS 3.1, 3.2 (Priority 3A-C & 6C)	\$3,050.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Enable students to learn the knowledge and skills to act responsibly by making informed decisions to protect the environment and remain engaged by developing more real world connections to learning. Continue to provide Outdoor Education/Environmental Literacy experiences for our students. (Priorities 3 and 5)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Since 2021, Educational Partner feedback has consistently ranked Outdoor Education as a top priority to our students. Although we live in the Eastern Sierra where there are many outdoor opportunities, our students are not generally provided access by their families to participate in outdoor activities. When we have had special funding available, we were able to take our students away to overnight camps for 2-5 days to provide Outdoor Education/Environmental Literacy opportunities to our students. Parent and student feedback from these camps ranked these trips as one of the most engaging experiences of total overall school experiences. Providing activities away from the school campus helps promote positive school climate as students are able to get to know each other outside of school. PAC feedback in spring of 2024 requested to continue with overnight Outdoor Education camp trips for our students. Equity multiplier funding will enable us to supplement existing funding to allow for this opportunity to be implemented. Specific Dashboard Data is not received due to our small number of students. Review of Dashboard individual data and local metrics indicates specific and unique needs for all students. Chronic Absenteeism and Student Engagement is a common concern in review of our data for all student groups and the focus of our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student and Guardian Feedback Survey to be created specifically for Outdoor Education experiences and trips. Educational Partners LCAP survey results.	2023-2024 Data from our survey indicated Outdoor Education was ranked number two in priority, at 81% of the votes from the Educational Partner survey. PAC also asked			Feedback on survey to be created for students and guardians will rank trip experiences positively and will indicate that	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for Outdoor Education trips to be a priority for our students.			attendance increased school engagement.	

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	Outdoor Education/Environmental Literacy - METRIC 4.1 - (Priority 3, 5)	Outdoor Education and Environmental Literacy to be provided to students at JWCS from outside agencies as funding permits. (Sierra STEM, Headwaters Institute, NatureBridge, etc.). Provide overnight multi-day camp experiences for students who will attend.	\$23,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide students qualified teacher and instructional aide who provide a culturally responsive, effective learning environment where students are provided individualized and small group instruction. Through this goal we plan to achieve appropriate staffing to support students academic achievement and high expectations for behavior. (Priorities 1 and 6)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Most students attend JWCS because they are credit deficient or need the more individual support of our small class size. JWCS also serves the expelled youth of Mono County as well as students who are on probation and may need more behavioral interventions. Since COVID, we have been able to use additional COVID funding to employ a JWCS instructional aide. The 2023-2024 school year was going to be the last year we had these funds to pay for our instructional aide. At the spring 2024 PAC meeting, continuing to have the instructional aide in the JWCS classroom was called out as a high priority for the JWCS students. Because we currently have a teacher without a full credential, we need to address any underlying issues in credentialing at our school. Our teacher is currently working on an intern credential, and is enrolled in the Cal State Teach program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Teacher Credentialing (Priority 1A)	2023-2024 Teacher is working on intern credential.			100% of teaching staff with full California teaching credential.	
5.2	Student to staff ratio in the JWCS classroom (Priority 6)	2023-2024 staff ratio in classroom never more than 16:2.			Maintain no more than 16:2 staff ratio in the JWCS classroom.	

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	Fully credentialed teacher at JWCS	Provide up to 4 hours per month of prep time as needed for completion of credential coursework	\$1,400.00	No
5.2	Instructional Aide for JWCS	Continue to have 5.5 hour instructional aide in JWCS classroom to help meet individual student needs with a focus on the EL students who need more support in ELA and also help in providing any behavioral interventions students may need.	\$24,500.00	No

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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.

NA

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

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	1,815,276	0	0.000%	0.000%	0.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$177,113.00	\$168,400.00		\$1,200.00	\$346,713.00	\$310,723.00	\$35,990.00

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	Mathematical Mindsets and Project Based Learning	All	No			All Schools	Ongoing	\$50,524.00	\$1,000.00	\$51,524.00				\$51,524.00	
1	1.2	Facilities Review	All	No			All Schools	Ongoing	\$540.00	\$0.00	\$540.00				\$540.00	
1	1.3	ELD Supplemental Strategies Professional Development	English Learners	No			All Schools	Ongoing	\$500.00	\$0.00				\$500.00	\$500.00	
1	1.4	ELD Enhanced and Supplemental Strategies Tracking and Coaching	English Learners	No				Ongoing	\$100.00	\$0.00				\$100.00	\$100.00	
1	1.5	ILP Protocol	All	No			All Schools	Ongoing	\$1,500.00	\$500.00	\$2,000.00				\$2,000.00	
1	1.6	Concurrent Enrollment, Adult Education and Internships	All	No			All Schools	Ongoing	\$1,850.00	\$300.00	\$2,150.00				\$2,150.00	
1	1.7	SST/IEP Proactive Participation	All	No			All Schools	Ongoing	\$9,720.00	\$0.00	\$9,720.00				\$9,720.00	
1	1.8	SARB Process	All	No			All Schools	Ongoing	\$3,000.00	\$0.00	\$3,000.00				\$3,000.00	
1	1.9	Standards Mapping	All	No			All Schools	Ongoing	\$4,155.00	\$1,500.00	\$5,655.00				\$5,655.00	
1	1.10	Foster Youth Coordinator	Foster Youth	No			All Schools	Ongoing	\$65,000.00	\$0.00	\$5,000.00	\$60,000.00			\$65,000.00	
1	1.11	Foster Youth Services	Foster Youth	No			All Schools	Ongoing	\$14,750.00	\$0.00	\$250.00	\$14,500.00			\$14,750.00	
1	1.12	Foster Youth Survey	Foster Youth	No			All Schools	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	

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	1.13	Plan for Expelled Students	Expelled Youth	No			All Schools	Ongoing	\$495.00	\$0.00	\$495.00				\$495.00	
2	2.1	ELD Supplemental Strategies Professional Development	English Learners	No				Ongoing	\$250.00	\$250.00				\$500.00	\$500.00	
2	2.2	ELD Enhanced and Supplemental Strategies Tracking and Coaching	English Learners	No				Ongoing	\$100.00	\$0.00				\$100.00	\$100.00	
2	2.3	Interim Assessments	All	No			All Schools	Ongoing	\$1,112.00	\$2,000.00	\$3,112.00				\$3,112.00	
2	2.4	CTE, Internship, A-G Options	All	No			All Schools	Ongoing	\$1,188.00	\$0.00	\$1,188.00				\$1,188.00	
2	2.5	Intervention Focused Scheduling	All	No			All Schools	Ongoing	\$1,980.00	\$0.00	\$1,980.00				\$1,980.00	
2	2.6	Students with Exceptional Needs	Students with Disabilities	No			All Schools	Ongoing	\$2,850.00	\$0.00	\$2,850.00				\$2,850.00	
2	2.7	Classified Community School Aides	All	No			All Schools	Ongoing	\$39,000.00	\$0.00		\$39,000.00			\$39,000.00	
2	2.8	Summer School	All	No			Specific Schools: Jan Work Community School	Summer when available	\$6,000.00	\$0.00		\$6,000.00			\$6,000.00	
3	3.1	PAC and Family Events	All	No			All Schools	Ongoing	\$5,210.00	\$400.00	\$5,610.00				\$5,610.00	
3	3.2	Parent SIS Access	All	No			All Schools	Ongoing	\$0.00	\$720.00	\$720.00				\$720.00	
3	3.3	Attendance Goals/Monitoring and SARB/Saturday School	All	No			All Schools	Ongoing	\$6,000.00	\$1,000.00	\$7,000.00				\$7,000.00	
3	3.4	Graduation Requirements and ILP	All	No			All Schools	Ongoing	\$5,560.00	\$0.00	\$5,560.00				\$5,560.00	
3	3.5	SEL and Behavior Management Training	All	No			All Schools	Ongoing	\$3,808.00	\$3,000.00	\$6,808.00				\$6,808.00	
3	3.6	Engaging Instruction	All	No			All Schools	Ongoing	\$50,524.00	\$5,320.00	\$55,844.00				\$55,844.00	
3	3.7	Student Surveys	All	No			All Schools	Ongoing	\$2,057.00	\$500.00	\$2,557.00				\$2,557.00	

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
3	3.8	Spanish Language Professional Development	EL and Spanish speaking students	No			Specific Schools: Jan Work Community	ongoing	\$2,050.00	\$1,000.00	\$3,050.00				\$3,050.00	
4	4.1	Outdoor Education/Environmental Literacy - METRIC 4.1 - (Priority 3, 5)	All	No			Specific Schools: Jan Work Community Schools	Ongoing as funding allows	\$5,000.00	\$18,000.00		\$23,000.00			\$23,000.00	
5	5.1	Fully credentialed teacher at JWCS	All	No			Specific Schools: Jan Work Community School	2024-2025 school year	\$1,400.00	\$0.00		\$1,400.00			\$1,400.00	
5	5.2	Instructional Aide for JWCS	All	No			Specific Schools: Jan Work Community School	ongoing as funding allows	\$24,500.00	\$0.00		\$24,500.00			\$24,500.00	

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																																							
1,815,276										0										0.000%										0.000%										0.000%										\$0.00										0.000%																				Total:										\$0.00																																							
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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 (%)																																																	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$384,009.00	\$319,581.60

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	Mathematical Mindsets and Project Based Learning	No	\$100,524.00	\$100,524.00
1	1.2	Facilities Review	No	\$540.00	\$540.00
1	1.3	ELD Supplemental Strategies Professional Development	Yes	\$500.00	\$0.00
1	1.4	ELD Enhanced and Supplemental Strategies Tracking and Coaching	Yes	\$100.00	\$0.00
1	1.5	ILP Protocol	No	\$3,336.00	\$3,336.00
1	1.6	Concurrent Enrollment, Adult Education and Internships	No	\$4,460.00	\$4,460.00
1	1.7	SST/IEP Proactive Participation	No	\$9,720.00	\$9,720.00
1	1.8	SARB Process	No	\$1,800.00	\$1,800.00
1	1.9	Standards Mapping	No	\$5,655.00	\$5,655.00
1	1.10	Foster Youth Coordinator	No	\$65,000.00	\$65,000.00
1	1.11	Foster Youth Services	No	\$14,750.00	\$14,750.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Foster Youth Survey	No	\$500.00	\$500.00
1	1.13	Plan for Expelled Students	No	\$495.00	\$495.00
2	2.1	ELD Supplemental Strategies Professional Development	Yes	\$500.00	\$0.00
2	2.2	ELD Enhanced and Supplemental Strategies Tracking and Coaching	Yes	\$100.00	\$0.00
2	2.3	Interim Assessments	No	\$3,112.00	\$3,112.00
2	2.4	CTE, Internship, A-G Options	No	\$1,188.00	\$1,188.00
2	2.5	Intervention Focused Scheduling	No	\$1,980.00	\$1,980.00
2	2.6	Students with Exceptional Needs	No	\$2,850.00	\$2,850.00
2	2.7	Classified Community School Aides	No	\$39,000.00	\$24,224.60
2	2.8	Summer School	No	\$0.00	\$0.00
3	3.1	PAC and Family Events	Yes	\$5,610.00	\$5,610.00
3	3.2	Parent SIS Access	No	\$720.00	\$720.00
3	3.3	Attendance Goals/Monitoring and SARB	No	\$5,320.00	\$5,320.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Graduation Requirements and ILP	No	\$5,560.00	\$5,560.00
3	3.5	SEL and Behavior Management Training	No	\$6,808.00	\$0.00
3	3.6	Engaging Instruction	No	\$101,824.00	\$60,180.00
3	3.7	Student Surveys	No	\$2,057.00	\$2,057.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
0	\$6,810.00	\$5,610.00	\$1,200.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	ELD Supplemental Strategies Professional Development	Yes	\$500.00	\$0.00		
1	1.4	ELD Enhanced and Supplemental Strategies Tracking and Coaching	Yes	\$100.00	\$0.00		
2	2.1	ELD Supplemental Strategies Professional Development	Yes	\$500.00	\$0.00		
2	2.2	ELD Enhanced and Supplemental Strategies Tracking and Coaching	Yes	\$100.00	\$0.00		
3	3.1	PAC and Family Events	Yes	\$5,610.00	\$5,610.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,604,280.00	0	0	0.000%	\$5,610.00	0.000%	0.350%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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