

LCFF Budget Overview for Parents

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

CDS Code: 54105460000000

School Year: 2024-25

LEA contact information:

Tammy Bradford

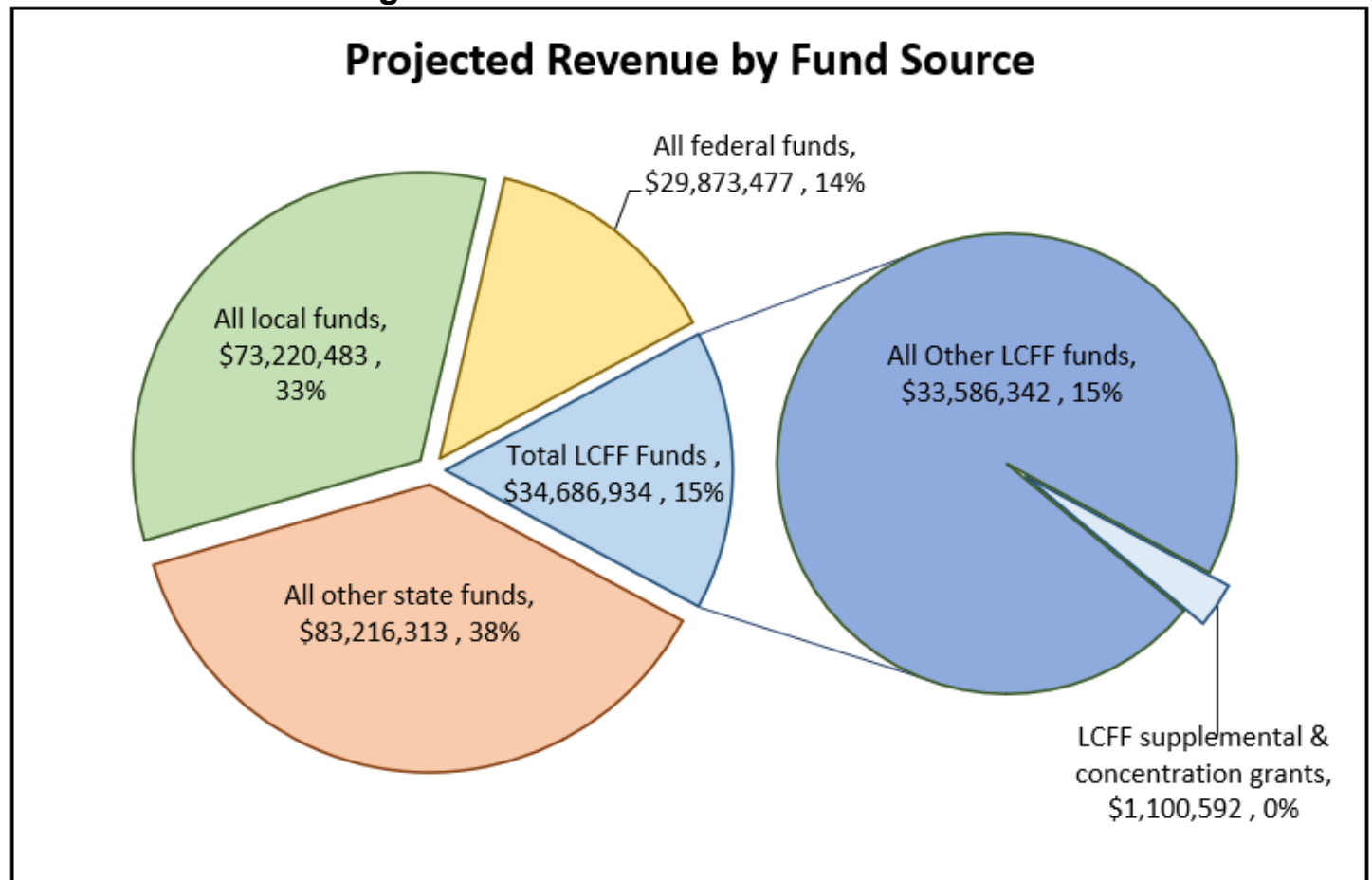
Assistant Superintendent

tammy.bradford@tcoe.org

(559) 730-2910 x 5120

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

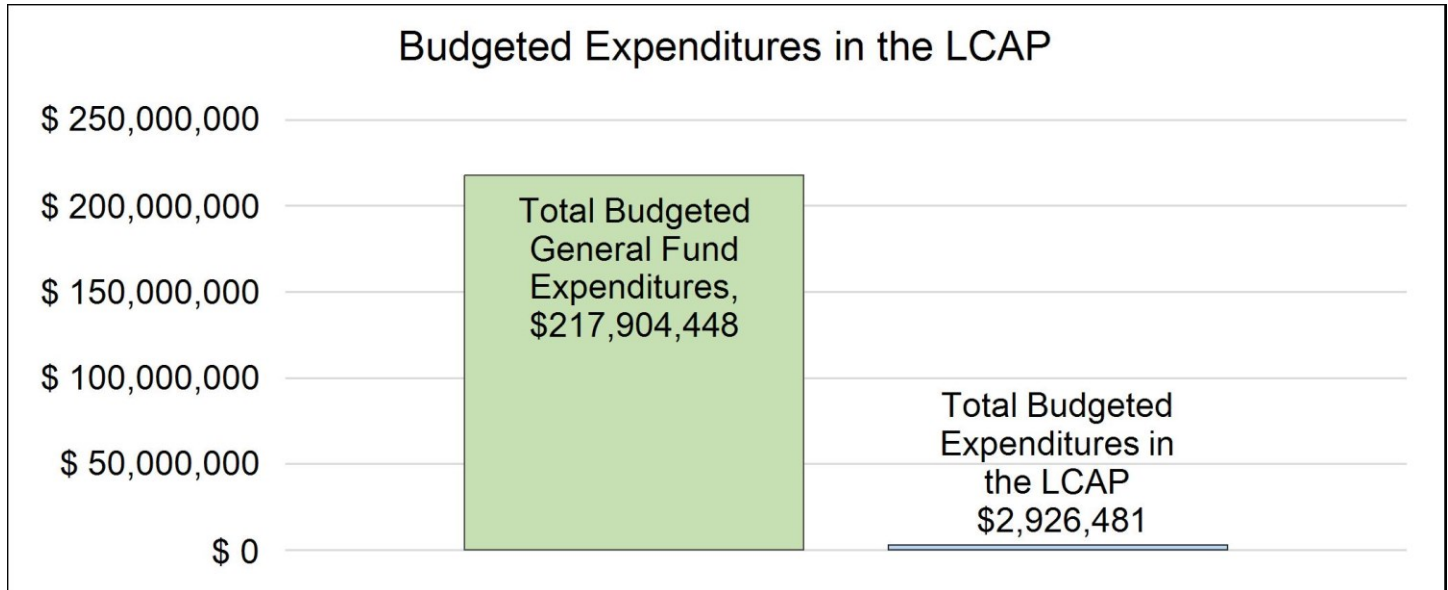


This chart shows the total general purpose revenue Tulare County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tulare County Office of Education is \$220,997,207, of which \$34,686,934 is Local Control Funding Formula (LCFF), \$83,216,313 is other state funds, \$73,220,483 is local funds, and \$29,873,477 is federal funds. Of the \$34,686,934 in LCFF Funds, \$1,100,592 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 Tulare 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: Tulare County Office of Education plans to spend \$21,790,4448 for the 2024-25 school year. Of that amount, \$2,926,481 is tied to actions/services in the LCAP and \$214,977,967 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

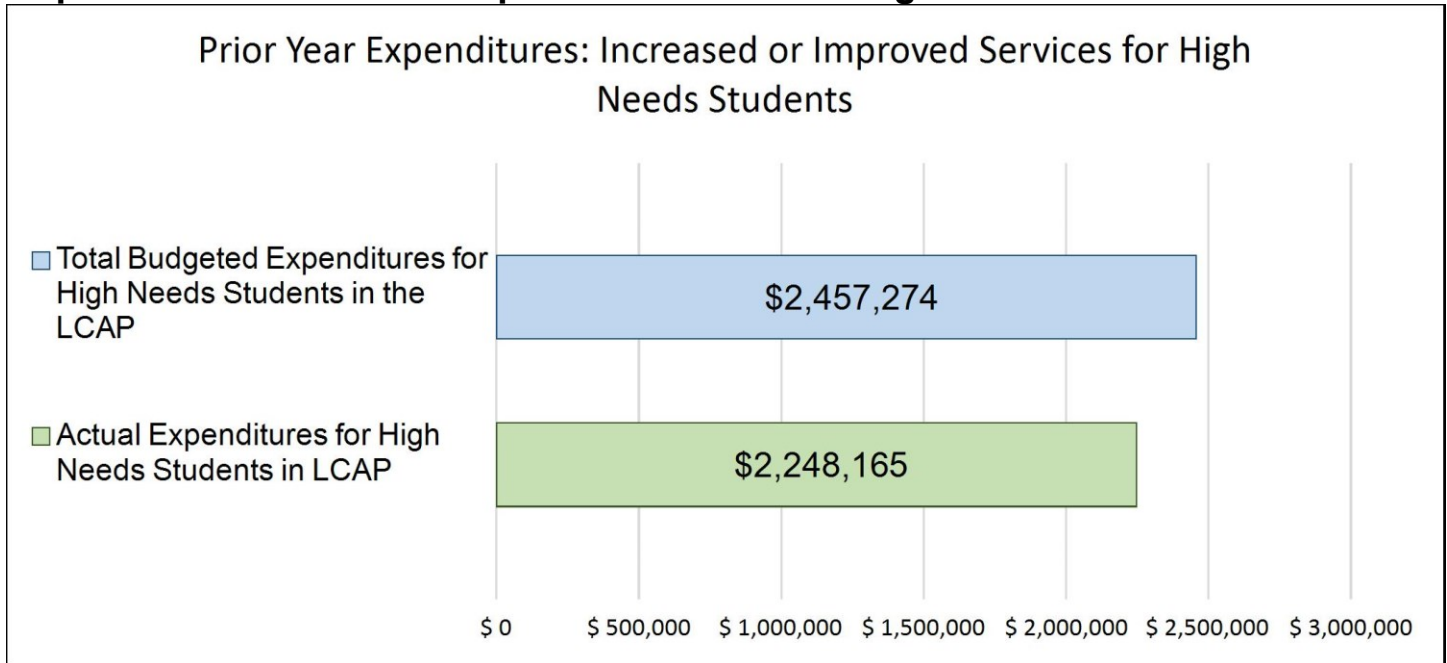
General Fund expenditures not in the LCAP include some employee costs, maintenance and operation expenses, and other expenditures tied to the execution of services to support providing for the needs of students in the district.

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

In 2024-25, Tulare County Office of Education is projecting it will receive \$1,100,592 based on the enrollment of foster youth, English learner, and low-income students. Tulare County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Tulare County Office of Education plans to spend \$2,285,372 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 Tulare 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 Tulare 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, Tulare County Office of Education's LCAP budgeted \$2,457,274 for planned actions to increase or improve services for high needs students. Tulare County Office of Education actually spent \$2,248,165 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$209,109 had the following impact on Tulare County Office of Education's ability to increase or improve services for high needs students:

The difference in planned and actual expenditures had no impact on the delivery of services for high needs students. There was an over-budgeting in some planned expenditures, thus resulting in the difference. High needs students received planned Action services as intended.

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
Tulare County Office of Education	Tammy Bradford Assistant Superintendent	tammy.bradford@tcoe.org (559) 730-2910 x 5120

Goals and Actions

Goal

Goal #	Description
1	All students will increase achievement levels in ELA, ELD, math and all academic disciplines by being provided a fostering and engaging environment which promotes both their academic and social-emotional growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Proficiency-State Assessment	3.85% of students met the standard (2019)	Data populated when CAASPP scores are available.	TCOE - 116.6 points below standard Court - less than 11 students, data not displayed for privacy Community - less than 11 students, data not displayed for privacy	TCOE - 185.9 points below standard Court - 211.9 points below standard Community - less than 11 students, data not displayed for privacy Data year: 2022-2023	7% of students will meet the ELA standard on the state assessment
Math Proficiency-State Assessment	0% of students met the standard (2019)	Data populated when CAASPP scores are available.	TCOE - 179.1 points below standard Court - less than 11 students, data not displayed for privacy Community - less than 11 students, data not displayed for privacy	TCOE - 255.5 points below standard. Court - 278.3 points below standard Community - less than 11 students, data not displayed for privacy Data year: 2022-2023	5% of students will meet the Math standard on the state assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Toward English Language Proficiency	27.9% of English Learners progressed at least one ELPI level toward English language proficiency (2019 Dashboard)	44% increased one level, 37% remained the same, 19% decreased one level	TCOE - 35.7% making progress towards English language proficiency - 2022 Dashboard ELPI levels 1-3 Court - less than 11 students, data not displayed for privacy Community - less than 11 students, data not displayed for privacy	TCOE - 55.6% making progress in ELA, an increase of 19.6% Court - 58.3% making progress Community - less than 11 students, data not displayed for privacy Community - Data year: 2022-2023	40% of ELs will show 1 year's growth based on ELPAC results
Course completion meeting requirements for entrance UC and CSU campuses	3% of students have successfully met requirements (2019)	0% of students met requirements	0% of students met requirements	3.3% of TCOE students met requirements for College/Career readiness Data year: 2022-2023	7% of students will successfully meet requirements
CTE Course Completion	9% of students have successfully met requirements CTE sequence or other programs of study aligning with SBE-approved CTE Standards (2019)	0% met the CTE course completion	0% met the CTE course completion	0% prepared Data year: 2022-2023	13% of students will successfully meet requirements

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification	0% of English Learners have been Reclassified (2020)	0% were reclassified	0% reclassified	4 total students reclassified or 1.8% reclassified Data year: 2022-2023	20% of English Learners will be Reclassified
Advanced Placement Examination	0% of students taking an AP exam have achieved a score of 3 or higher (2019)	0% students taking AP exam (2021-22)	0% students taking AP exam (2021-22)	0% Data year: 2022-2023	25% of students taking an AP exam will achieve a score of 3 or higher
High School Cohort Graduation Rate	1.7% (2019-20)	4% graduation rate Updated data - 10.8% graduated - 2022 Dashboard	TCOE - 10.8% graduated Special Ed school - 0% graduated, our students with disabilities served in moderate/severe program work towards a certificate of completion. Court - 13% graduated Community - 7.7% graduated	3.2% graduated Special Ed school - 93% completed, 0% graduated Court - 5% graduated Community - Community - less than 11 students, data not displayed for privacy Data year: 2022-2023	14% Graduation Rate
Demonstration of College Preparedness via the Early Assessment Program (EAP) or other Assessment	3.85% ELA – TCOE Community 0% Math – TCOE Community 0% ELA – TCOE Court 0% Math – TCOE Court	0% demonstrated preparedness	0% demonstrated preparedness	0% demonstrated preparedness Data year: 2022-2023	10% ELA – TCOE Community 7% Math – TCOE Community 7% ELA – TCOE Court 7% Math – TCOE Court

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(All data for 2018-19 school year)				
Student, Parent, and Staff Sense of Safety and School Connectedness	Baseline will be established with results of 2021-22 Student, Parent, and Staff survey	67% of survey respondents indicated school environment is safe and nurturing	92.7% of parents indicated on the survey that their student feels connected to his/her school. 84.6% of respondents reported their student feels safe at school.	Healthy kids survey indicated 63% feel safe at school. School connectedness 42%. Caring adult relationships is 49% Data year: 2022-2023	75% of survey respondents will indicate school environment is safe & nurturing

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.

TCOE was successful in implementing LCAP action 1.1 (Provide a highly qualified staff) in the 2023-2024 LCAP. TCOE students were supported through highly qualified staff in our Court and Community schools including teachers, counselors social workers and education technology specialists. All credentialed positions were filled with the candidates appropriately credentialed for the position. Some estimated staffing costs were slightly lower than anticipated with an unexpected mid year retirements and grant funded positions.

Action 1.2 was partially implemented as planned with purchases of additional supplemental materials and supplies to support and reinforce learning. Some funds were reserved for additional supplies and materials to be purchased by the additional staff starting in the fall of 2024.

Action 1.3 was implemented as with facilities improved and maintained, however some field improvements were not able to be completed this school year due to limited availability of contractors.

Action 1.4 was partially implemented as planned. PD was provided to staff on ELD, however due to scheduling conflicts with the PD provider not all the funds were spent.

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.

Some of our LCAP goal 1 actions had minor material differences between budgeted expenditures and estimated actual expenditures. Action 1.1 - had a material difference in the planned expenditures and the estimated actual expenditures. Some estimated staffing costs were slightly lower than anticipated with an unexpected mid year retirements and grant funded positions.

Action 1.2 - had a material difference in the planned expenditures and the estimated actual expenditures. Some funds were reserved for additional supplies and materials to be purchased by the additional staff starting in the fall of 2024

Action 1.3 - had a material difference in the planned expenditures and the estimated actual expenditures. Some field improvements were not able to be completed this school year due to limited availability of contractors

Action 1.4 - had a material difference in the planned expenditures and the estimated actual expenditures. PD was provided to staff on ELD, however due to scheduling conflicts with the PD provider, not all the funds were spent

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

Make sure to address each Action under the Goal as to its effectiveness or ineffectiveness. You can address as a single Action or group of Actions if the group is tied to the same metric(s). Provide evidence of effectiveness via metric outcomes, educational partner feedback, survey results, local growth outcomes, etc... Reference each Action. (ex.- Action 1.1 - , Actions 1.2, 1.3, and 1.6 -)

From the analysis of the combined data on actions associated with LCAP goal 1, improvements in social emotional functioning demonstrate effectiveness of the actions as measured by student and parent provided feedback and survey data, however continued growth is needed to further target academic growth. Over the 3 year LCAP cycle there were improvements in social emotional functioning however some regression in academic outcomes was also observed during this cycle following the COVID pandemic.

Action 1:1 supported students by building relationships and connecting to students as evidenced by students sharing the importance of having adults who care and take time to support them. Continued support of students with appropriately credentialed staff is needed, however additional targeted staff is needed for improved academic outcomes.

Action 1.2 provided additional CTE options for TCOE students. Supplemental materials and supplies resulted in increased academic outcomes as measured by students gaining credit towards graduation requirements, however did not yield gains in academic test scores since most of our students are in and out of TCOE schools too quickly to see the gains in CAASPP testing. This action will be rewritten next LCAP cycle.

Action 1.3 provided an improved environment for students to learn as evidenced by student and parent feedback through surveys and site visits. This action will continue.

Action 1.4 provided needed Professional development for teachers and students performance on ELD testing demonstrates significant improvement in ELD progress. This action will continue.

Action 1.5 Continued support for students with disabilities is needed and this support ensures students with disabilities have access to the appropriate modifications accommodations and services needed. This action was effective and will continue.

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.

One of the things to include here is that for any Action in the Prompt 3 response that was ineffective, the district must describe the reasons for the ineffectiveness and revise the Action. Include a description of how this change will result in a new or strengthen approach. If the Action was ineffective, and the district chooses to remove the Action from the LCAP, that information would be included here as well.

Action 1:1 will be revised to focus on more instructional intervention and support to increase academic outcomes for students. This will be accomplished through the hiring of additional support staff.

Action 1.2 will be changed to improve academic outcomes for students by targeting supplemental materials and supplies to include interventions targeted to ELA and Math.

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	All students will receive support with their educational progress through a multi-discipline support team which includes parents/guardians, staff, and educational partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation at parent/teacher conferences and parent meetings by using rosters/sign-in sheets	81% parent participation per Sign-in/Roster sheets (2020-21)	95% parent participation	100% participation in Community schools Court	100% participation in Community schools Court as measured by parent participation in School Site Council meetings have occurred on February 8, 2024 March 18, 2024 April 23, 2024	85% parent participation
Credit accrual	99% (2019-20)	98% of students accrued credits	100% of student accrued credits in court school 100% of students accrued credits in community school	Court: 95 students earned an average of 11.43 credit earned during period of enrollment Community: 10 students earned an average of 21.9 credits Data year: 2022-2023	100% credit accrual

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student attendance rate	49% - Community Schools (2020-21) 96% - Court Schools (2020-21)	Community school attendance 54% Court School attendance 98%	Community School Attendance: Local attendance data indicates average up to 62.5.% Court school attendance: 98%	Court - too few students for data rates Community - 5 students with attendance less than 90% Special Ed - 63.4% students attending 90% or more Data year: 2022-2023	60% = Community School 98% = Court School
Chronic absenteeism rate	81.6% - Community Schools (2020-21) 8.10% - Court Schools (2020-21)	73% Community School 4% Court School	52% Tulare County Office of Education (district) Court and Community School both had too few students for a dashboard metric.	No dashboard data available for this area however last year Community School had 53%. Court had 0% Chronically absent. This fall 10 students were enrolled in Mid County and 8/10 attended regularly however 2 students refused to attend despite repeated efforts of staff to intervene. Data year: 2022-2023	75% - Community School 5% - Court Schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate	8.1% - TCOE Community School (2020) 1.3% - TCOE Court School (2020)	Community schools suspension rate 5% Court school suspension rate 1%	2.3% of TCOE district students suspended (2022) 18.8% of TCOE Community schools (2022) 0.4% of TCOE Court School (2022)	TCOE - 1.6% suspended Court - 0% suspended Community - 8 suspensions in fall 2023 Data year: 2022-2023	5% - TCOE Community School 1% - TCOE Court School
Middle School Dropout Rate	0% Dropout Rate (2020)	0% drop out rate	0% drop out rate	0% Data year: 2022-2023	0% Dropout Rate
High School Dropout Rate	91.5% Dropout Rate (2019-20)	91% drop out rate	Court had 3 dropouts last year, 0 this year. Community had 3 dropouts last year, 0 this year. TCOE Special Education had 1 dropout in 2022	0% Data year: 2022-2023	80% Dropout Rate
Expulsion Rate	0% Expulsion Rate (2020)	0% Expulsion Rate	0% Expulsion Rate	0% Data year: 2022-2023	0% Expulsion Rate

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.

There were no substantial differences between the planned and action implementation for any of these actions under goal 2. A particular challenge was encountered in attempting to secure a Licensed Social Worker to meet the needs of students. We successfully were able to contract for the necessary Social Workers.

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

Action 2.3 had a small material difference between the budgeted expenditures and estimated actual expenditures. This material difference was the result in reduced student directed learning online packages purchased during this LCAP year.

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

LCAP actions 2.2 demonstrate effectiveness in students by improving social emotional outcomes of students evidenced by the parent, student and teacher qualitative data including surveys and educational partner meetings. This action will continue.

Action 2.3 improved options for students to gain additional credit towards graduation however this did not necessarily improve graduation rates. This action will be changed.

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

Action 2.2 has been successful and will increase and expand to serve more students and improve more social emotional outcomes for TCOE students.

Action 2.3 will be adjusted to provide increased educational opportunities for students to show improved graduation outcomes and continued growth in increasing credit accrual towards graduation.

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	Increase student achievement for Foster Youth. Educational outcomes will not be adversely affected due to school mobility.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster Youth Acquiring Credits Toward Graduation	100% of Foster Youth acquire credits toward graduation (2020)	100% foster youth acquired credits toward graduation	75% of foster youth in Court and Community earned credits towards graduation	59.1% of foster youth in Court and Community earned credits towards graduation 82.4% of all TCOE students including students with disabilities earned credits towards graduation. Data year: 2023-24	Maintain 100%
Foster Youth FAFSA Completion	75% of Foster Youth completed the FAFSA application (2020)	100% of eligible foster youth completed the FAFSA application	100% of eligible foster youth completed the FAFSA application	80% of eligible foster youth completed the FAFSA application Data year: 2023-24	100%
Foster Youth Enrollment in College	70% of Foster Youth enrolled in college after high school graduation (2019)	100% of foster youth enrolled in college after high school	72.7% of foster youth enrolled in college.	60% of foster youth enrolled in college. Data year: 2020-21	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster Youth Appropriately Transferred to a New School Within Two Days	50% of Foster Youth were appropriately transferred within two days. (2020)	75% of Foster Youth were appropriately transferred within two days.	33% of foster youth placed within two days	25.9% of foster youth placed within two days Data year: 2023-24	80%

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.

TCOE successfully implemented the actions associated with this LCAP goal to improve outcomes for foster youth during the last 3 year LCAP cycle. No Substantive differences were observed and no particular challenges with implementation occurred.

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

There were no funds apportioned to the Actions under this Goal, therefore no material differences exist.

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

Action 3.1 was determined effective as our data indicates our Foster students are engaging in actions to support preparation for college through the successful completion of the FAFSA with 80% of foster students completed.

Based on a review of our LCAP outcomes, there were systems and processes in action 3.2 that were effective, however factors that were outside our control yield greater impacts on Foster students' outcomes in this goal area over the last year.

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.

TCOE will continue to support foster students with these actions, however actions will be targeted on the areas associated with our low income students for the equity multiplier. After review of the Goal, metrics and outcomes, it was evident that no other changes are needed at this time.

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
Tulare County Office of Education	Tammy Bradford Assistant Superintendent	tammy.bradford@tcoe.org (559) 730-2910 x 5120

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.

Tulare County Office of Education (TCOE) is made up of three separate schools, the Special Education School, Court School and Community School in the rural Central Valley. TCOE serves a wide range of students including expelled or incarcerated youth and students with disabilities with moderate to severe. These three schools serve students including those that may be English Language Learners, Low Income, Foster Youth as well as Students with Disabilities. As of Census Day (October 4th, 2024) TCOE had a total of 1169 students enrolled in the district in grades TK through 12th grade. The Special Education School had 1089. Court School had 68. Community School had 12. The student population served by the Tulare County Office of Education includes:

- 76.4% Socioeconomically Disadvantaged or Low Income
- 2.1% Foster Youth,
- 10.9% English Language Learners districtwide

Each of our three schools serve very distinct populations of students. Each may include English Language Learners, Foster Youth, Low Income and Students with Disabilities.

COURT SCHOOL: Located at the Juvenile Detention Facility serves incarcerated youth ranging in ages 12-19 and provides comprehensive educational services for students who are under the custodial care of the Tulare County Probation Department. The Court School is year round and enrollment varies continuously throughout the school year as students come and go from the Juvenile Detention Facility as determined by the adjudication process of the juvenile court. The average number of days court school students were enrolled was 32. 63% of students were enrolled less than 14 days. 75% were enrolled less than 30 days, while 82% were enrolled less than 60 days, the balance of the studnets were enrolled 90 plus days.

COMMUNITY SCHOOL: The community school serves students ranging in grades 7-12. The Community School is Tulare County's educational program for expelled and probation/court referred youth. The program is a multi-tiered approach involving Tulare County Office of Education, Tulare County Probation, Tulare County Mental Health, and other collaborative partners. Students attending are either court-ordered, probation referred (formal or informal), or who have been expelled from district schools. Students are provided with an educational

program tailored to meet their individual academic learning level and behavioral needs. Students are typically enrolled for one to two semesters with the goal of transitioning back to their school of origin. There is a high transient population with the average number of days Community School students were enrolled of 84. 11% of students enrolled less than 14 days, 44% of students enrolled less than 60 days.

SPECIAL EDUCATION SCHOOL: The Tulare County Special Education School is a special education program titled AcCEL, Academic Collaborative of Exceptional Learners serving students TK through 12 and preschool. The Special Education School provides special education instruction and services to students with disabilities by IEP team decision. The Special Education School is the service provider for students with moderate to severe disabilities for our 43 member school districts in Tulare County. As of Census day the total number of students in grades Transitional Kindergarten through 12th grade was 1089.

The Special Education School offers educational services to students with moderate to severe disabilities including those with intellectual disabilities. TCOE Special Education School students are served in satellite classes at regular education school campuses throughout the county and in four special education centers located in Visalia, Tulare, Porterville and Yettam. The 1089 students are served in over 75 satellite classes and the four centers throughout the county serve students either within their neighborhood school or closer to them. The curriculum follows the California State Standards, but is significantly modified to meet the individual needs of students who have moderate to severe intellectual disabilities. Students interact with their typically developing peers to the maximum extent possible. Students who are educated in one of our four centers generally have multiple or profound disabilities and/or are able to function best in a more sheltered environment.

Both Court School and Community School are 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.

A review of the California School Dashboard indicates some successes to highlight as well as areas Tulare County Office of Education will focus improvement efforts in the following three years of this LCAP cycle. These areas of focus are those areas identified in the lowest performance level on the California Dashboard.

Two highlights in the California Dashboard include improvements in English Learners proficiency and suspension rates overall.

- 55.6% English Learners are making progress towards English language proficiency which is an increase of 19.8% districtwide.
- Suspension rates for all students declined by .8% to 1.6% of students suspended at least one day.

Survey data indicates: The CHKS Survey indicated 49% of surveyed students in Court school reported having caring relationships with adults in school. Considering the short time that students in a juvenile detention facility, 49% of students reporting caring relationships within that setting is positive.

- 73% of students in court school reported "No" to feeling chronically sad or hopeless. This is below the state average.

<p>Students provided feedback during site visits:</p> <ul style="list-style-type: none">• Teachers explain things and help both academically and emotionally• Appreciate staff patience, fairness, equality and the student store to motivate• Staff checking in with students, help them feel cared for <p>Tulare County Office of Education district level red performance student groups on Dashboard: Graduation rate for Socioeconomically Disadvantaged students</p> <p>Tulare County Office of Education Schools in Red: Special Education School for Chronic Absenteeism, Grad rate, and College Career Indicator</p> <p>Special Education School red on the Dashboard for the following students within a school:</p> <ul style="list-style-type: none">• Chronic absenteeism for Hispanic students, Socioeconomically disadvantaged, English Learners, Students with Disabilities• Graduation rate for Hispanic students, Socioeconomically disadvantaged, English Learners, Students with Disabilities• College/Career Indicator rate for Hispanic students, Socioeconomically disadvantaged, Students with Disabilities <p>Community School level red for student group within a school on Dashboard:</p> <ul style="list-style-type: none">• Suspension rate for Hispanic students <p>Court School students identified in the CHKS Survey that:</p> <p>31% of students reported social emotional distress</p> <p>only 66% of students reported no missing any days of school in the last 30 days</p> <p>18% of students reported missing school due to feeling very sad, hopeless, anxious, stressed or angry</p>
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Reflections: Technical Assistance

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

Not Applicable

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.

Tulare County Special Education School is eligible 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.

Tulare County Office of Education supported the Special Education School in conducting their needs assessments by providing professional learning on understanding and analyzing student data and supporting troubleshooting procedures. TCOE will work with the SELPA and the CAC to explore data, improvement ideas, and collaborate to identify appropriate evidence-based interventions to support student success. TCOE will also equip site leaders with relevant data to identify possible resource inequities.

Monitoring and Evaluating Effectiveness

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

Monitoring the implementation of the CSI plan includes site leaders using action aligned data metrics to evaluate action effectiveness and support effective implementation and/or begin a new cycle of improvement based on the interventions effectiveness or lack thereof.

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
Teachers	<ul style="list-style-type: none">• Surveyed staff in March 2024 to request input student needs, climate and possible actions to support development of the new LCAP. School safety and connectedness is a prime focus as short periods of enrollment for many students makes connectedness a challenge.• Met with teachers during staff meetings to discuss the Equity Multiplier funds and goals during monthly meetings. LCAP development and goals was addressed with staff input during School Site Council meetings in February and March.
Parents	<ul style="list-style-type: none">• Presented Mid year LCAP to School Site Council meetings including parents on February 8th and March 18th. Discussed LCAP planning and development process.• Surveyed parents in March 2024 to gain input on LCAP development. Sense of student safety and connectedness was acknowledged as an area of growth through increased staffing. Connectedness was an important area as most students are generally enrolled for short time spans, thus making feeling connected with peers a challenge for some.• Presented LCAP draft to School Site Council on 4/23 and discussed the Equity Multiplier funds and goals and actions. Educational Partners provided input to the development of LCAP goals and activities during the SSC meetings. Chronic

Educational Partner(s)	Process for Engagement
	<p>Absenteeism continues to be an ongoing area of need. Parent engagement and involvement was also discussed and options for inclusion opportunities, training for parents and activities for students.</p>
Students	<ul style="list-style-type: none"> • Surveyed students to request input in LCAP development on March 2024 • Met with students in group forum to discuss their needs and obtain feedback on what's working April 19th. Students provided input on the LCAP actions and goals. Discussion of incentives and strategies for improving Chronic Absenteeism. • Students expressed a need to feel connected to school to improve safety. Discussion of ways to improve engagement, school safety and connectedness was made through student surveys and formal and informal feedback conversations. Students reported engagement with teachers and staff provided a safer environment.
Administrators	<ul style="list-style-type: none"> • Conducted LCAP meetings with administrators to collaborate on current student needs, metrics, goals, review data and discuss ideas for addressing ongoing needs in the LCAP. Meetings occurred approximately monthly and included discussions of the new Equity Multiplier funds and goal • Individual and joint meetings with administrators to explore students needs and ideas for improvement for developing new LCAP quarterly
Other School Personnel including local bargaining units	<ul style="list-style-type: none"> • Surveyed staff including bargaining unit members to request input on student needs and possible actions to update LCAP. • School Site Council meetings held on February 8th and March 18th to present LCAP data, planning and

Educational Partner(s)	Process for Engagement
	development process and discussed of the new Equity Multiplier funds and goal
SELPA	<ul style="list-style-type: none"> • Met monthly with SELPA administrators to discuss and review needs of students with disabilities and possible actions to include in LCAP development. This included reviewing student data, discussing root causes of areas of need, and exploring professional development ideas and included discussions of the new Equity Multiplier funds and goal • Met monthly with district Directors of Special Education to discuss students with disabilities needs and potential ideas for improvement with SELPA staff and how these actions align with district priorities addressed in the LCAPs. Each district participating in the monthly DOSE meetings includes Students with Disabilities in their LCAP. DOSE share potential goals and actions to address the needs of students with disabilities in their respective LCAPs.
Educational Partner Engagement for Purposes of Input and Feedback Relative to Equity Multiplier Funding for TCOE Court and Community Schools	Met with Educational Partners of TCOE Court and Community schools to discuss student outcomes, review current needs, and gather input for development of possible steps to address these needs to elicit more positive student outcomes. Information regarding the purpose of the Equity Multiplier funding and the reason for the schools' eligibility was shared.

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

In response to the needs identified through discussion with Educational Partners TCOE identified needs related to student performance and attendance and TCOE will implement a goal that includes actions to improve attendance across all student groups identified in the lowest performance area.

Educational Partners provided great feedback through surveys, meetings and site visits. Students expressed barriers to attendance include transportation, lack of sleep, feeling stressed and lack of motivation. Students expressed ideas to improve attendance included more activities, sports, field trips, rewards, facility improvements and getting connected to other services and programs. Additional ideas shared to improve outcomes for students included supplemental materials and supplies such as calculators, supplemental curriculum.

Staff Surveys indicated Professional development options are useful and effective and more is needed. More parent participation is desired along with additional materials for supporting academics.

Parents surveys indicated the need for additional materials such as reading books to improve ELA. Parents expressed appreciation for the support of staff, feel staff respect and care for their students.

Parents provided additional feedback during School Site Council meetings that additional parent trainings and activities would be appreciated, especially on how parents can support their students at home.

Educational Partner feedback at Equity Multiplier sites (TCOE Court and Community): Through our discussions and analysis of data with Educational Partners, additional staffing is needed to improve outcomes for students particularly in the area of attendance and graduation rates. Input obtained via the LCAP development process by engaging Educational Partners, the data clearly indicated that staff are critical to improving outcomes for students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All TCOE students will demonstrate improvement in educational performance in all academic areas including ELA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>This goal was developed in response to the needs identified through analysis of the data and input from Educational Partners. The analysis of the California Dashboard data continues to indicate a need to support all TCOE students in Math and ELA performance and English Language Development to support Long Term English Language Learners. As measured by the dashboard, TCOE students are performing 185.9 points below standard in ELA and 211.9 points below standard in Math. During LCAP development process, feedback from staff, parents and students identified the need for ongoing instructional support in ELA, Math and ELD. Feedback from Educational Partners agreed that actions to improve educational outcomes for students is warranted including the following actions:</p> <ul style="list-style-type: none">Continued educational support from highly qualified teachers and support staffPurchase and utilization of additional supplementary supplies and materials for reading, writing, math, ELD and CTE.Professional Development for instructional staff to improve learning and teaching modalities and increase student achievement.Expanded instructional support to guide teachers in meeting the needs of diverse learners through highing Teachers on Special Assignment to provide additional support to students and teachers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC: English Language Arts Assessment Data Source: Dashboard	Performance represented by distance from standard Data year: 2022-23 <ul style="list-style-type: none"> All TCOE students: 185.9 points below standard Hispanic Court Students: 184.8 points below standard Low income students: 185 points below standard * Other student groups were too small to display dashboard data (ie. Foster, SWD) Court School: <ul style="list-style-type: none"> All Court Students: 211.9 points 			TCOE: <ul style="list-style-type: none"> All TCOE students: 100 points below standard Hispanic Court Students: 100 points below standard Low income students: 100 points below standard Court School: <ul style="list-style-type: none"> All Court Students: 100 points below distance standard 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>below standard</p> <ul style="list-style-type: none"> Hispanic Court Students: 201.7 points below standard Low income students: 211.9 points below standard <p>* Other student groups were too small to display dashboard data (ie. Foster, SWD)</p> <p>Community School: No placement data is available for the 2023 reporting year</p>			<ul style="list-style-type: none"> Hispanic Court Students: 150 points below standard Low income students: 150 points below standard <p>Data source: Dashboard</p>	
1.2	<p>SBAC: Math Assessment</p> <p>Data Source: Dashboard</p>	<p>Data year: 2022-23</p> <p>Performance represented by distance from standard</p> <ul style="list-style-type: none"> All TCOE Students 255.5 			<ul style="list-style-type: none"> All TCOE Students 200 points below standard All Court Students: 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>points below standard</p> <ul style="list-style-type: none"> All Court Students: 278.3 points below standard Hispanic Court Students: 278.5 points below standard Low income students: 278.3 points below standard <p>* Other student groups were too small to display dashboard data (ie. Foster, SWD)</p> <ul style="list-style-type: none"> Community School: <p>* no data available</p>			<p>200 points below standard</p> <ul style="list-style-type: none"> Hispanic Court Students: 200 points below standard Low income students: 200 points below standard <p>Date source: Dashboard</p>	
1.3	English Learners Making Progress Toward English Language Proficiency	<p>Data year: 2022-23</p> <ul style="list-style-type: none"> TCOE 55.6% making progress 			<ul style="list-style-type: none"> TCOE 58% making progress 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: English Learner Progress Indicator, Dashboard	<ul style="list-style-type: none"> Court School: 58.3% making progress Community School: * no data available 			<ul style="list-style-type: none"> Court School: 60% making progress 	
1.4	Credit Accrual towards Graduation Data Source: Student Information System	Data year: 2022-23 Percentage of students accruing credits towards graduation during period of attendance Community: 90% Court: 19.4%			Community: 95% Court: 75%	
1.5	CTE Course Completion Data Source: Student Information System	Data Year: 2022-23 Community: 17/42 students (40%) accrued at least some CTE credit Court: 2/425 students (0%) accrued at least some CTE credit			Community: 50% Court: 1%	
1.6	Participation in CTE Courses and Vocational Certificates	Data Year: 2023-24 Court: 3 out of 10 students completed the			Court: 20 students will complete Retail Customer	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data year: 2022-23 Data Source: Dashboard	Retail Customer Service CTE certificate Community: "0 students completed the retail customer service certificate"			Service and obtain the CTE Certificate Community: 5 students will complete Retail Customer Service and obtain the CTE Certificate	
1.7	College Course Dual or Concurrent Enrollment Data Source: Dashboard	Data Year: 2023-24 Students enrolled in concurrent college enrollment: Court School: 2022-2023- 1 student 2023-2024- 1 student Community School: 0			Students enrolled in Dual or concurrent Enrollment: 2 Community School: 0	
1.8	CTE Pathway and Completion Rates Data Source: Dashboard, College Career indicator	Data Year: 2022-23 TCOE: All Students: 3.3% Prepared Court School: 0% prepared <ul style="list-style-type: none"> Hispanic Court Students: 0% prepared 			Court: 0% <ul style="list-style-type: none"> Hispanic 0% Low income 0% Community: 0% <ul style="list-style-type: none"> Hispanic 5% Low income 5% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Low income Court students: 0% prepared <p>* Other student groups were too small to display dashboard data (ie. Foster, SWD)</p> <p>Community School: No performance level on Dashboard</p> <ul style="list-style-type: none"> Hispanic Community students: less than 11 students - data not displayed for privacy Low income Community students: less than 11 students - data not displayed for privacy 				
1.9	A-G Completion Rate Data Source: CALPADS EOY 3, Dashboard	Data Year: 2022-23 0%			5% Data Source: College Career indicator on Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	AP Class Passage Rate Data Source: CALPADS	Data year: 2022-23 Percentage of Students Passing AP Class with Score of 3 or higher 0%			0% Data source: CALPADS	
1.11	English Learner Reclassification Rate	Data Year: 2022-2023 Court: 0% Community 0% Data Source: CALPADS 2.16, EOY 3			Court: 10% Community 10% Data Source: CALPADS 2.16, EOY 3	
1.12	Early Assessment Program (EAP) Date source: DataQuest	Data year: 2022-23 0%			0%	
1.13	Long-Term English Learners (LTELs) Data Source: DataQuest	Data year: 2023-24 Number of LTELs Court: 15 Community: 2			Number of LTELs Court: 8 Community: 0 Data Source: DataQuest	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	<p>California Science Test (CAST)</p> <p>Data Source: CAASPP ETS</p>	<p>Data Year: 2022-2023</p> <p>Percentage of Students Meeting or Exceeding Standard</p> <p>TCOE: 5.26% met or exceeded</p> <p>Court: 9.09% met or exceeded</p> <p>Community: In order to protect student privacy, data is suppressed because fewer than 11 students tested</p> <p>SPED School: 15.46% met or exceeded</p> <p>Data Source: CAASPP ETS</p>			<p>Percentage of Students Meeting or Exceeding Standard</p> <p>TCOE: 10% met or exceeded</p> <p>Court: 15% met or exceeded</p> <p>Community: 10% met or exceeded</p> <p>SPED School: 15.46% met or exceeded</p> <p>Data Source: CAASPP ETS</p>	
1.15	Graduation Rate and/or Completers	<p>Graduation Rate:</p> <p>TCOE All Students: 3.2%</p> <ul style="list-style-type: none"> Low income: 3.3% <p>Court:</p> <ul style="list-style-type: none"> All students: 5% 			<p>Graduation Rate:</p> <p>TCOE All Students: 10%</p> <p>Low-income: 12%</p> <p>Court: 5%</p> <ul style="list-style-type: none"> All students: 10% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Low income: 5% <p>Community:</p> <ul style="list-style-type: none"> All students: Less than 11 students, data not displayed for privacy Low income: Less than 11 students, data not displayed for privacy <p>Data Year: 2023 Dashboard</p> <p>Special Ed:</p> <ul style="list-style-type: none"> All students: 0% Low income: 0% 56.12% Certificate of Completion (2023-24 CALPADS) <p>Data Year: 2022-23 Graduation/Completers Annual: Court: 2</p>			<ul style="list-style-type: none"> Low income: 10% <p>Community:</p> <ul style="list-style-type: none"> All students: 10% Low income: 10% <p>Special Ed:</p> <ul style="list-style-type: none"> All students: 0% Low income: 0% 65% Certificate of Completion <p>Graduation/Completers annual: Court: 4 Community: 4 Special Ed: 110 certificate of completion</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Community: 0 Special Ed: 110 certificate of completion				
1.16	Implementation of Academic Content and Performance Standards Data Source: Local Indicator Report	Data Year: 2023-24 Full Implementation and Sustainability			Full Implementation and Sustainability	

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	Provide Highly Qualified Teachers and Staff	To address the needs identified in the data analysis and input from educational partners, continued hiring and maintaining appropriate highly qualified staff are needed to address educational outcomes for all TCOE students. The combination of credentialed teachers, support staff, counselors, instructional assistants/aides, transition specialists, truancy officers and teachers on special assignment work together to support TCOE students.	\$1,736,867.00	Yes
1.2	Supplemental Instructional Materials and Supplies	The purchase of supplemental materials and supplies for reading, writing and math to supplement and enhance learning of all TCOE students in ELA, Math, ELD and CTE to meet their unique and individualized learning needs. This action is essential to improving CAASPP scores and graduation rates for all student groups, and most specifically our low income student group. This action also addresses socioeconomically disadvantaged graduation rate. This action meets the red dashboard requirement for all students, Low income, Hispanic, students with disabilities, English Learners, to improve graduation rate.	\$93,750.00	No
1.3	Online Educational Programs	To improve educational outcomes and opportunities for all TCOE students, additional learning options through online formats including CTE and intervention based supports.	\$110,000.00	Yes
1.4	Professional Development	Professional Development to support improved instructional practices targeting individualized needs of Low income and Hispanic student and English Language Learners. For Long Term English Learners PD will target strategies for increasing redesignation.	\$15,000.00	Yes
1.5	Maintain updated technology for students to access curriculum and resources	Maintain update to date technology to support individualized learning needs to access supports.	\$1,800.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Within three years all TCOE students will improve or maintain appropriate attendance rates to improve access to education and supports by engaging in a supportive learning environment.	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from our educational partners. The analysis of the California State Dashboard (Dashboard) data clearly indicated that since the COVID-19 pandemic students have continued to struggle to return to school and maintain attendance. Despite various prior efforts many of TCOE students continue to miss significant days of attendance thus identifying continued high levels of Chronic Absenteeism as evidenced on the California Dashboard. TCOE is committed to continuing to expand resources to target barriers to attendance through actions developed to improve transportation options, incentivize attendance and improve school climate and connectedness for our students.

During the LCAP development process, TCOE engaged all Educational Partners in discussion to explore barriers to attendance and possible strategies for new actions to target and improve attendance for TCOE students. The Educational Partners identified perceived barriers to attendance including transportation, lack of sleep, lack of motivation and feeling stressed. Educational Partners recognized the need to improve attendance through new and enhanced LCAP actions and provide more options for students to get to school. Through collaboration with your Educational Partners including feedback on surveys additional strategies and actions were explored to improve Chronic Absenteeism. The value of social worker support was recognized as an action to address the feelings of stress and being overwhelmed and increase these services to students during this next LCAP cycle. Additional input suggested more field trip and career exploration opportunities may improve students desire to attend and address motivation recognized by Educational Partners. Through additional support, interventions and resources developed through this LCAP development cycle, TCOE will provide the following actions to target chronic absenteeism.

- Increase parent involvement
- Increase Social Worker to 5 days a week
- Increase options for transportation for students with an additional transport vehicle and bus passes for students
- Increase Student Transition Specialists to work with students in building connections to staff, the school community and available resources and supports to improve desire to attend

- Improve the school environment through well maintained and updated facilities
- Incentivize attendance by offering rewarding and engaging activities, and reinforcers for students with good or improved attendance

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>Attendance Rate</p> <p>Data year: 2023-2024, up to this point in the year (March)</p> <p>Data source: Student Information System (Aeries)</p>	<p>Data year: 2023-2024 (to March)</p> <p>Court: Current average daily attendance: 100%</p> <p>Community: Current average daily attendance: 62.24%</p> <p>Special Ed School: 82.0%</p>			<p>Court: average daily attendance: 100%</p> <p>Community: average daily attendance: 75%</p> <p>Special Ed School: 90%</p>	
2.2	<p>Chronic Absenteeism</p> <p>Data Source: Student Information System Aeries Analytics Attendance Percentage Chronic</p>	<p>Data Year: 2023-24</p> <p>Special Ed School: 44.4%</p> <p>Court: 10.2%</p> <p>Community: 50%</p>			<p>Special Ed School: 30%</p> <p>Court: 5%</p> <p>Community: 35%</p>	
2.3	<p>Percentage of Appropriately Assigned and Fully Credentialed Teachers</p> <p>Data Source: 2023 Dashboard.</p>	<p>Data Year: 2022-23</p> <p>Teacher Assignment Monitoring Outcomes</p> <p>Appropriately Assigned (Fully Credentialed (Possessing either a</p>			<p>Fully Credentialed (Possessing either a Full or Preliminary Teaching Credential):</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Full or Preliminary Teaching Credential):</p> <p>Court - 100% fully credentialed,</p> <ul style="list-style-type: none"> 0% mis-assigned <p>Community- 66.7% fully credentialed,</p> <ul style="list-style-type: none"> 33% out of field 			<p>Court - 100% fully credentialed</p> <ul style="list-style-type: none"> 0% mis-assigned <p>Community - 100% full credentialed - 0% mis-assigned</p>	
2.4	<p>Access to standards aligned instructional materials</p> <p>Data Source: Local Indicators, 2023 Dashboard</p>	<p>Data year: 2023-2024</p> <p>100%</p>			100%	
2.5	<p>Facilities Maintained in Good Repair</p> <p>Data Source: Local Indicators, 2023 Dashboard</p>	<p>Data year: 2023-2024</p> <ul style="list-style-type: none"> 0 instances of facilities not meeting "Good Repair" status 			- 0 instances of facilities not meeting "Good Repair" status	
2.6	<p>Seek Parent Input and Promote Parent Participation in Programs for Unduplicated Pupils and students with Exceptional Needs</p>	<p>Data year: 2023-2024</p> <p>Status: Full Implementation</p>			Status: Full Implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local Indicators, 2023 Dashboard					
2.7	Suspension Rate Data Source: 2023 Dashboard	Data Year: 2022-23 Districtwide: 1.6% Students with Disabilities: 5.6% English Learners: 4.9% Court: 0% Community: 16.7% SPED: 0.4%			Districtwide: < 1.5% Students with Disabilities: < 4% English Learners: < 2% Court: 0% Community: < 10% SPED: < 1%	
2.8	Drop Out Rate Data Source: CALPADS EOY 15.1	Date Year: 2023-24 Data Source: CALPADS EOY 15.1 Cohort drop out rate Court: 86.36% Community: 33.33% SPED school: 2.82%			Cohort drop out rate: Court: 45% Community: 10% SPED school: 0%	
2.9	Student Connectedness Survey	Survey will be administered during the 2024-25 school year and data analyzed.			Target will be established upon results of the 2024-25 Student Connectedness Survey	

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	Parent Involvement and communication	Continue education, training, and collaboration with parents and guardian with focus on improving attendance and targeting Chronic Absenteeism. Increase communication between home and school to monitor absences and verify absences where appropriate.	\$6,936.00	Yes
2.2	Social Worker	Contract Social Worker to help address issues related to Chronic Absenteeism and address the social-emotional needs of students. The service days to students has been increased from one to five days per week.	\$140,000.00	Yes
2.3	Transportation bus and bus passes	Remove barriers to transportation to school impacting attendance and chronic absenteeism by increasing transportation options available. Purchasing an additional transport van for transportation and bus passes to allow more options including those principally directed for low income and Hispanic students.	\$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Additional Student Transition Specialist	With Chronic Absenteeism continuing to impact our Hispanic and low income students, additional staffing support through hiring an additional Student Transition Specialist is needed.	\$110,000.00	Yes
2.5	Maintain and update proper facilities	To improve student belonging and sense of pride in coming to school, school facilities will be properly maintained and updated to ensure the optimal learning environment.	\$74,769.00	Yes
2.6	incentive structures and supports	To improve attendance throughout TCOE Court and Community, additional resources for incentives, interventions and supports targeting chronic absenteeism of SWD, Hispanic, and low income students is needed.	\$20,000.00	Yes
2.7	Field trip and incentives for career exploration and improved school connectedness	To improve school connectedness, provide career possibility awareness, and improve attendance outcomes, student field trips will be provided.	\$5,000.00	Yes
2.8	Incentives and interventions for attendance	To improve attendance for SWD through additional resources for incentives, interventions and supports targeting chronic absenteeism and improve post secondary outcomes. This action addresses the following dashboard reds at TCOE Special Ed School for Chronic Absenteeism (EL, SED, SWD, and Hispanic), Grad rate (Low income, students with disabilities, and Hispanic) and College and Career (Low income, Students with Disabilities, and Hispanic).	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Within three years, all students at Court and Community Schools including students who are Low income, English Language Learners, Students with Disabilities and Hispanic will demonstrate improved outcomes specifically related to Chronic Absenteeism and Graduation rates, through academic and social-emotional interventions provided by additional staffing and enhanced CTE curriculum and technology.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes) Priority 9: Expelled Pupils – COEs Only (Conditions of Learning) Priority 10: Foster Youth – COEs Only (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

This focus goal was developed by analyzing the data available and collaborating with the Educational Partners at our two Equity Multiplier schools (Court and Community) to help develop actions to best meet the needs of our students in the lowest performance areas, specifically Chronic Absenteeism and Graduation rates for our Low income, Hispanic, English Language Learners and students with disabilities. Through our discussions and analysis of data with Educational Partners, additional staffing is needed to improve outcomes for students particularly in the area of attendance and graduation rates. Input obtained via the LCAP development process by engaging Educational Partners clearly indicated that staff are critical to improving outcomes for students. Increasing staff available to support our students' academic and social emotional needs will improve outcomes for our students. In addition students expressed the desire to learn skills for employment, and the CTE curriculum helps students gain these skills and thereby improve both attendance and graduation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation Rates Data Source: California Dashboard	Data Year: 2022-23 Court: 5% <ul style="list-style-type: none"> Hispanic: 5.3 English Learners: 8.3% Low income: 5% Community: <ul style="list-style-type: none"> Less than 9 students, therefore data not displayed for privacy for 2022-23 7.7% (2021-22 data) 			Court: 10% <ul style="list-style-type: none"> Hispanic: 5.3 English Learners: 8.3% Low income: 5% Community: 10%	
3.2	Chronic Absenteeism Rate Data Source: Student information System (Aeries)	Data Year: 2023-24 Districtwide: 55.1% (District dashboard metric used. *California Dashboard data not available due to too few students Low income: 53.4% Students with Disabilities: 57.3%			Districtwide: 35% (District dashboard metric used. Low income: 35% Students with Disabilities: 35% English Learners: 35% Foster: 35%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learners: 54.5%</p> <p>Foster: 51.7%</p> <p>Court: 53.33%</p> <p>Community: 0%</p> <p>Data Source CALPADS EOY</p> <p>Data Year: 2023</p> <p>10% or greater Chronic Absenteeism</p> <p>Court: 10.2%</p> <p>Community: 50%</p> <p>Data Year: 2023-24</p> <p>Data Source: Student Information System</p> <p>Aeries Analytics</p> <p>Attendance Percentage</p> <p>Chronic Absenteeism</p>			<p>Court: <10%</p> <p>Community: <35%</p>	
3.3	<p>Percentage of Court and Community Students Participating in Interventions</p> <p>Data Source: Local Records</p>	<p>Data Year: 2023-24</p> <p>Court: 100% of students participated in credit recovery and intervention courses. (Specific disaggregated participation Baseline</p>			<p>Court: 100%</p> <p>Community: 100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		will be established during 2024-25) Community: Participation Baseline will be established during 2024-25				

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	Community School Equity Multiplier Additional Staffing	Evidence based interventions provided by the additional staffing will support improved outcomes for low income, Hispanic, English Learners, and Students with Disabilities in our Community Schools. This action addresses the dashboard reds for Hispanic students related to suspensions.	\$50,000.00	No
3.2	Court School Additional Staffing Support	Additional needs for students based on feedback, through an additional teacher, Student Transition Specialist, and a social worker.	\$155,280.00	No
3.3	CTE Curriculum, materials and supplies	CTE curriculum, materials and supplies including technology	\$292,079.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Within three years, Tulare County Court School and Tulare County Community School students will receive additional social-emotional and CTE supports to reduce Suspension rates and increase CTE participation and course completion rates of all students, but specifically Hispanic students	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to feedback from Educational Partners by analyzing both qualitative and quantitative data from a variety of sources including the California Dashboard CAASPP scores, Chronic Absenteeism, graduation rates as well as surveys provided by Educational partners. Throughout the LCAP year, Educational Partners engaged in discussion at School Site Council meetings, through surveys to identify areas of need as well as ideas for improvement. Following the Covid pandemic students continue to demonstrate challenges in emotional regulation and properly addressing mental health concerns. This continues to be an area of need for our students. Another area of focus for development of this goal is the very high suspension rate of Hispanic students at TCOE Community School. In 2022-23 the rate at which all students were suspended at least one time was 16.7%, but the rate of suspension for Hispanic students was 20%. This has driven a particular need to provide social-emotional learning support for these students at the school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP performance on English Language Arts by distance from Standard	Court School: 211.9 Points below standard <ul style="list-style-type: none"> Hispanic: 201.7 Points below standard Low income: 211.9 points below standard 			Court School: 100 Points below standard <ul style="list-style-type: none"> Hispanic: 100 Points below standard Low income: 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>*All other groups have too few students to display data</p> <p>Community School: too few students to provide a performance level including specific student groups</p>			<p>100 points below standard</p> <p>*All other groups have too few students to display data</p> <p>Community School:</p>	
4.2	CAASPP performance on Math by distance from standard	<p>Court School: 278.3 Points below standard</p> <ul style="list-style-type: none"> Hispanic: 278.5 Points below standard Low income: 278.3 points below standard <p>*All other groups have too few students to display data</p> <p>Community School: Less than 11 students, data not displayed for privacy.</p>			<p>Court School: 150 Points below standard</p> <ul style="list-style-type: none"> Hispanic: 150 Points below standard Low income: 150 points below standard <p>*All other groups have too few students to display data</p> <p>Community School: 150 points below standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Graduation rate from California Dashboard (Year 2023)	<p>Court School:</p> <ul style="list-style-type: none"> All students: 5% English Learners: 8.3% Low income: 5% Hispanic: 5.3% <p>Community School: Less than 11 students, Data not displayed for privacy</p>			<p>Court School:</p> <ul style="list-style-type: none"> All students: 15% English Learners: 15% Low income: 15% Hispanic: 15% <p>Community School:</p>	
4.4	Suspension data	<p>Community School:</p> <ul style="list-style-type: none"> All students: 16.7% Hispanic: 20% 			<p>Community School:</p> <ul style="list-style-type: none"> All students: 10% Hispanic: 15% 	
4.5	CTE course completion	<p>Data Year: 2022-23</p> <p>Community: 17/42 students (40%) accrued at least some CTE credit</p> <p>Court: 2/425 students (0%) accrued at least some CTE credit</p>			<p>Community: 50%</p> <p>Court: 1%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Participation in CTE Courses and Vocational Certificates Data year: 2022-23 Data Source: Dashboard	Data Year: 2023-24 Court: 3 out of 10 students completed the Retail Customer Service CTE certificate Community: "0 students completed the retail customer service certificate"			Court: 20 students will complete Retail Customer Service and obtain the CTE Certificate Community: 5 students will complete Retail Customer Service and obtain the CTE Certificate	

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	Equity Multiplier Court School additional supports	Additional staffing to support social emotional learning of students in Court School including Mental Health Clinician, Intervention Teacher, and a Triage Social Worker. This action is designed to provide proactive support to reduce suspensions.		No
4.2	Equity Multiplier Court School SEL and CTE curriculum	Additional SEL and CTE curriculum to support low income, Hispanic, English Learners, Students with Disabilities at Court School with particular emphasis on addressing Hispanic student suspension rates. This Action addresses the lowest level (Red and Very Low) Dashboard performance results.		
4.3	Community School SEL and CTE curriculum	Community school students will receive additional curriculum to support their improvement in social emotional learning and CTE curriculum to support low income, Hispanic, English Learners, Students with Disabilities at Community School with particular emphasis on addressing Hispanic student suspension rates. This Action addresses the lowest level (Red and Very Low) Dashboard performance results.	\$50,000.00	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
\$1,100,592	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.061%	0.000%	\$0.00	4.061%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Provide Highly Qualified Teachers and Staff</p> <p>Need: Tulare County Court and Community schools largely instruct students facing difficult life challenges and these are in turn some of the most challenging students to teach, thus requiring highly experienced and effective staff that possess much more than just great instructional abilities, but also sound abilities in</p>	Based on the identified needs, it is clearly evident that providing highly skilled staff to meet the academic, social, and mental well-being needs of socio-economically disadvantaged, English Learner and Foster Youth is of prime importance at TCOE Community and Court Schools. The acquiring, development, and retention of staff that is uniquely skilled to address the varied needs of these Unduplicated student groups must be a priority, as they work with a most challenging and vulnerable student population.	CA Dashboard SBAC performance in ELA, Math,

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
	<p>meeting the varied needs that these students bring to the education site each day. This action is intended to address staffing and the needs of Unduplicated Pupils by ensuring the recruitment and retention of highly qualified and effective personnel.</p> <ul style="list-style-type: none"> • 32.63% of TCOE Court School students were enrolled less than 14 days, 75% were enrolled less than 30 days and 82% were enrolled less than 60 days. • Per the 2023 Dashboard, a fifth of enrolled Court students were English Learners and all students (100%) were socioeconomically disadvantaged. • Academically, the socioeconomically disadvantaged students were 211.9 points below standard in ELA. In comparison, the state average result on the 2023 Dashboard was 42.6 points below standard. In Math, this student group was 278.3 points below standard, compared to 80.8 points below standard for average state performance. • Hispanic students at Court School, though not an Unduplicated Pupil group, but which all are socioeconomically disadvantaged, were 201.7 points below standard in ELA. In comparison, the state 	<p>By providing a highly qualified and effective staff (teachers, counselors, behavioral support personnel, mental health support staff, instructional support staff, etc...) to serve these Unduplicated Pupil groups, the schools will ensure the effective delivery of academic and behavioral well-being services no matter the time span these students are enrolled in the schools.</p> <p>Effective staff recruitment and retention efforts has a principal advantage for students who are English Learners, Foster Youth and low income; however, effective staffing benefits all other student groups. Although the English Learner, Foster Youth and low-income student groups are of primary focus for this action, other student groups also perform well below standard as a whole in either ELA or mathematics, providing rationale for this action being implemented school-wide.</p>	

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
	<p>average result for this student group on the 2023 Dashboard was 40.2 points below standard. In Math, this student group was 278.5 points below standard, compared to 80.8 points below standard for average state performance.</p> <p>Furthermore, per the 2023 Dashboard, the graduation rate for Court School English Learners was 8.3%. Court School socioeconomically disadvantaged students graduated at a rate of 5%, nearly matching the rate for the Hispanic student group (5.3%).</p> <p>Also, per the California Healthy Kids Survey results, 31% of Court School students reported feelings of social-emotional distress, and 18% reported missing school due to feelings of sadness, hopelessness, anxiety, stress, or anger.</p> <p>The TCOE Community School population is very transient, thus enrollment can vary widely throughout the school year. The average number of days Community School students were enrolled was 84. 11% of students were enrolled less than 14 days, and 44% of students were enrolled less than 60 days. Per the 2023 Dashboard, nearly half of Community School students enrolled were English Learners, and over 80% were socioeconomically disadvantaged. The Hispanic student population makes up</p>		

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
	<p>approximately 81% of enrollment with the vast majority of these students being socioeconomically disadvantaged.</p> <p>Due to the varied swings in enrollment numbers and the high transiency of the student population, there are no Dashboard color performance results for any student group on any 2023 Dashboard indicators, except for Suspension rate. Nearly all students who enroll at TCOE Community School are severely credit deficient.</p> <ul style="list-style-type: none"> Per the 2023 Dashboard, the suspension rate for socioeconomically disadvantaged students at TCOE community was 17.1%. In comparison, the state average for this student group was 4.5%. English Learners were suspended at a rate of 38.5% which was a 30% increase from the previous year. The Hispanic student group and students with disabilities though not Unduplicated, but largely socioeconomically disadvantaged, had suspension rates of 20% and 25%. <p>The majority of Hispanic students enrolled at TCOE Court and Community schools are also low-income, and actions contributing to increased or improved services for this student group are principally directed based on their</p>		

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
	<p>identified needs as part of the low-income Unduplicated student group.</p> <p>Scope: Schoolwide</p>		
1.3	<p>Action: Online Educational Programs</p> <p>Need: To improve educational outcomes and opportunities for all TCOE students, additional learning options through online formats including CTE and intervention based supports will be provided. Students whose academic proficiency are at levels below grade enrollment require additional tools and resources to accelerate their learning in order to attain more successful outcomes.</p> <p>Per the 2023 Dashboard, the graduation rate for Court School English Learners was 8.3%. Court School socioeconomically disadvantaged students graduated at a rate of 5%, nearly matching the rate for the Hispanic student group (5.3%).</p> <ul style="list-style-type: none"> Academically, at TCOE Court School, the socioeconomically disadvantaged students were 211.9 points below standard in ELA. In comparison, the state average result on the 2023 	<p>Through this action, increased academic options for credit recovery will address graduation rates, CTE, and academic needs in ELA and Math, and provide more learning intervention options. This action will provide the opportunity for accelerated learning, thus enabling Unduplicated Pupils to increase the possibility of getting back on track and current with credit totals leading to graduation.</p> <p>By implementing this action school-wide, it aims to provide consistent support across the schools, ensuring that each student benefits. This approach helps to standardize high-quality educational resources, promoting equity in learning opportunities and addressing disparities not only for Hispanic, English learners and low-income students but for all students who may face academic challenges. A school-wide implementation ensures that the benefits of learning tools and additional learning supports are widespread, contributing to improved educational outcomes across both schools.</p>	<p>Graduation Rate from CA Dashboard, local measures of credit completion and accrual of credits during period of enrollment.</p>

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
	<p>Dashboard was 42.6 points below standard. In Math, this student group was 278.3 points below standard, compared to 80.8 points below standard for average state performance.</p> <p>Hispanic students at Court School, though not an Unduplicated Pupil group, but which all are socioeconomically disadvantaged, were 201.7 points below standard in ELA. In comparison, the state average result for this student group on the 2023 Dashboard was 40.2 points below standard. In Math, this student group was 278.5 points below standard, compared to 80.8 points below standard for average state performance.</p> <p>Nearly all students who enroll at TCOE Community School are severely credit deficient.</p> <p>Scope: Schoolwide</p>		
1.4	<p>Action: Professional Development</p> <p>Need: In addition to acquiring and retaining high-quality and effective instructional staff, these individuals must continue to be developed to</p>	This comprehensive professional development will focus on the latest best practices and instructional techniques. This continuous training will equip teachers with the skills and knowledge necessary to address the diverse learning needs of Hispanic, English Learners, and Low-Income students, thus improving instructional teaching effectiveness.	Student progress will be measured by CAASPP and ELPAC performance in a reduction of the distance from standard.

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
	<p>ensure the maintaining of effective instructional practices and continued self-improvement in areas needing strengthening.</p> <ul style="list-style-type: none"> • Per the 2023 Dashboard, a fifth of enrolled Court students were English Learners and all students (100%) were socioeconomically disadvantaged. • Academically, the socioeconomically disadvantaged students were 211.9 points below standard in ELA. In comparison, the state average result on the 2023 Dashboard was 42.6 points below standard. In Math, this student group was 278.3 points below standard, compared to 80.8 points below standard for average state performance. • Hispanic students at Court School, though not an Unduplicated Pupil group, but which all are socioeconomically disadvantaged, were 201.7 points below standard in ELA. In comparison, the state average result for this student group on the 2023 Dashboard was 40.2 points below standard. In Math, this student group was 278.5 points below standard, compared to 80.8 points below standard for average state performance. 	<p>Instructional staff will also participate in ELD training provided by TCOE Educational Resource Services consultants. This will ensure that with implementation, English Learners and Long-term English Learners will experience increased acceleration toward English language proficiency.</p> <p>Providing this action on a school-wide basis ensures that support is distributed equitably across all students who need it. This approach helps address systemic challenges by creating consistent levels of support and intervention throughout the schools, thereby reducing disparities. It also allows for a more coordinated effort in addressing the needs of diverse student populations, ensuring that best practices are implemented broadly and that all students receive the assistance they need to succeed academically.</p>	

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
	<p>Furthermore, per the 2023 Dashboard, the graduation rate for Court School English Learners was 8.3%. Court School socioeconomically disadvantaged students graduated at a rate of 5%, nearly matching the rate for the Hispanic student group (5.3%).</p> <p>Per the 2023 Dashboard, nearly half of Community School students enrolled were English Learners, and over 80% were socioeconomically disadvantaged. The Hispanic student population makes up approximately 81% of enrollment with the vast majority of these students being socioeconomically disadvantaged.</p> <p>Due to the varied swings in enrollment numbers and the high transiency of the student population at TCOE Community, there are no Dashboard color performance results for any student group on any 2023 Dashboard indicators. Nearly all students who enroll at TCOE Community School are severely credit deficient.</p> <p>Scope: Schoolwide</p>		
1.5	<p>Action: Maintain updated technology for students to access curriculum and resources</p>	<p>Implementation of this action minimizes disruptions in the learning process, ensuring that Unduplicated students can fully participate in their educational experiences by having consistent</p>	<p>CAASPP performance measures</p>

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
	<p>Need: The report "Equity and Access: How Resource Availability Affects Student Engagement" by Yonezawa, S., & Jones, J. (2014) discusses how increased access to resources and timely support services can positively impact student engagement, particularly for underserved populations such as Low-Income and English Learners. The study emphasizes that providing these groups with the necessary resources and support can lead to improved academic outcomes and a stronger sense of belonging within the school community.</p> <p>Per feedback from students and their parents, many families of TCOE Court and Community schools do not have the fiscal resources to afford technological devices such as laptops or able to afford internet services (Wi-Fi) in the home to support student learning. Students must be able access this technology to support their learning needs.</p> <p>Per the 2023 Dashboard, a fifth of enrolled Court students were English Learners and all students (100%) were socioeconomically disadvantaged. Per the 2023 Dashboard, nearly half of Community School students enrolled were English Learners, and over 80% were socioeconomically disadvantaged. The Hispanic student population makes up approximately 81% of enrollment with the vast majority of these students being socioeconomically disadvantaged.</p>	<p>access to technology without being hindered by technical challenges. Unduplicated students will be able to readily access online curriculum tools and resources to be better prepared and engaged in their learning.</p> <p>Providing this action on a school-wide basis benefits all students within both schools, promoting inclusive educational practices and ensuring that all students are empowered to succeed academically. Ultimately, an school-wide approach reinforces the commitment to equity and access, creating a more cohesive and supportive learning environment for every student.</p>	

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
	<ul style="list-style-type: none"> Academically, the socioeconomically disadvantaged students at TCOE Court School were 211.9 points below standard in ELA. In comparison, the state average result on the 2023 Dashboard was 42.6 points below standard. In Math, this student group was 278.3 points below standard, compared to 80.8 points below standard for average state performance. Hispanic students at Court School, though not an Unduplicated Pupil group, but which all are socioeconomically disadvantaged, were 201.7 points below standard in ELA. In comparison, the state average result for this student group on the 2023 Dashboard was 40.2 points below standard. In Math, this student group was 278.5 points below standard, compared to 80.8 points below standard for average state performance. <p>Furthermore, per the 2023 Dashboard, the graduation rate for Court School English Learners was 8.3%. Court School socioeconomically disadvantaged students graduated at a rate of 5%, nearly matching the rate for the Hispanic student group (5.3%).</p>		

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
	<p>Nearly all students who enroll at TCOE Community School are severely credit deficient.</p> <p>Scope: Schoolwide</p>		
2.1	<p>Action: Parent Involvement and communication</p> <p>Need: Securing parental involvement in supporting good attendance habits for their children is paramount to students academic and social success. This is especially important for schools that serve highly at-risk youth.</p> <p>The overall attendance rate at TCOE Community School was 62.24%, an indicator that students academic progress is a challenge.</p> <p>The student chronic absenteeism rate, per local student information systems, indicate that chronic absenteeism at TCOE Court was 10.2% in 2023-24 and was 50% at TCOE Community.</p>	Based on input from Educational Partners further intervention and focus on incentivising attendance is needed to Positive Behavior Invention ans supports	Chronic Absenteeism on dashboard, Attendance Rates

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
	<p>Suspension rates also impacted students' school attendance. Per the 2023 Dashboard, the suspension rate for socioeconomically disadvantaged students at TCOE Community was 17.1%. In comparison, the state average for this student group was 4.5%. English Learners were suspended at a rate of 38.5% which was a 30% increase from the previous year. The Hispanic student group and students with disabilities though not Unduplicated, but largely socioeconomically disadvantaged, had suspension rates of 20% and 25%.</p> <p>This Action is intended to focus primarily on low-income students, English learners, and foster youth, as these groups often encounter challenges in accessing school-related information and support. By enhancing communication channels and fostering engagement, the action aims to bridge gaps and strengthen connections between schools and families, thus building a stronger partnership with parents/guardians by providing education on the importance of school attendance and the impact on student success. Additionally, through incorporation of effective and timely two-way communication processes and tools, parents and schools will stay informed and be better able to assist in creating good attendance habits.</p> <p>Although this action is principally focused on high need student groups such as English learners, Foster Youth and students from low-income families, due to the benefit to these</p>		

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
	<p>groups, this action also benefits other student groups, and improves the organization as a whole, and will be reflected in student attendance, thus this action will be implemented school-wide.</p> <p>Scope: Schoolwide</p>		
2.2	<p>Action: Social Worker</p> <p>Need: In exiting the impact of the COVID pandemic, data and educational partner input indicate that students (predominately low-income) continue to experience challenges with positively and successfully engaging in school learning and with peer relationships.</p> <p>Also, per the California Healthy Kids Survey results, 31% of Court School students reported feelings of social-emotional distress, and 18% reported missing school due to feelings of sadness, hopelessness, anxiety, stress, or anger. This impacts their ability to engage in school and thus impacts their ability to learn at their fullest potential. This contributes to poor attendance and behavioral challenges.</p> <p>Feedback gathered from parents/guardians at both TCOE Court and Community indicates</p>	<p>This Action will will ensure the providing of support to students and families in need of services to promote the all-around academic, social, and mental well-being of low-income students. The social worker will also provide information to parents/guardians related to community and county services that can support identified student needs. The services provided in this Action will enable students to focus on being successful in all school-related areas.</p> <p>Even though this action is principally directed at addressing the needs of low-income students, it will be implemented school-wide to benefit all students and provide equity in service to address the needs any students requiring these supports.</p>	Chronic Absenteeism rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>that low-income students, in particular, encounter challenges in accessing support resources outside the home to assist with managing and overcoming these challenges.</p> <p>The overall attendance rate at TCOE Community School was 62.24%, an indicator that students academic progress is a challenge.</p> <p>The student chronic absenteeism rate, per local student information systems, indicate that chronic absenteeism at TCOE Court was 10.2% in 2023-24 and was 50% at TCOE Community.</p> <p>Suspension rates also impacted students' school attendance. Per the 2023 Dashboard, the suspension rate for socioeconomically disadvantaged students at TCOE Community was 17.1%. In comparison, the state average for this student group was 4.5%. English Learners were suspended at a rate of 38.5% which was a 30% increase from the previous year. The Hispanic student group and students with disabilities though not Unduplicated, but largely socioeconomically disadvantaged, had suspension rates of 20% and 25%.</p> <p>Scope: Schoolwide</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	<p>Action: Transportation bus and bus passes</p> <p>Need: Transportation barriers are impacting students attendance and consequently student academic progress. As Unduplicated students and their parents have shared, reliable transportation is often a reason given for missing school.</p> <p>The overall attendance rate at TCOE Community School was 62.24%, an indicator that students academic progress is a challenge.</p> <p>The student chronic absenteeism rate, per local student information systems, indicate that chronic absenteeism at TCOE Court was 10.2% in 2023-24 and was 50% at TCOE Community. Per the 2023 Dashboard, the population of TCOE Community was 81.3% low-income and 43.8% English Learners (most are low-income, as well).</p> <p>Scope: Schoolwide</p>	<p>This action will assist in removing a barriers to school attendance by providing options to low-income, English learners, and Foster Youth.</p> <p>Removing of barriers to school attendance will include the purchase of an additional transportation vehicle and providing students with bus passes. The intent of this action is to ensure the maximizing of student engagement in learning through increased daily school attendance.</p> <p>Providing this action service on a school-wide basis will positively impact the school attendance rates for all students, address chronic absenteeism, and provide equitable access to learning for any student needing to utilize transportation services to engage in school.</p>	Chronic Absenteeism on dashboard, Attendance rates
2.4	<p>Action: Additional Student Transition Specialist</p> <p>Need: With the very high transiency rates at both TCOE Court and Community schools, it is very</p>	The Student Transition Specialists support Unduplicated students in addressing motivation and connectedness to school. These individuals assist students in building skills to help them engage with others, provide opportunities for	Chronic Absenteeism on dashboard, Student Connectedness Survey

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
	<p>challenging for students to engage in building connections to school, staff, and peers.</p> <p>32..63% of TCOE Court School students were enrolled less than 14 days, 75% were enrolled less than 30 days and 82% were enrolled less than 60 days.</p> <p>The TCOE Community School population is very transient, thus enrollment can vary widely throughout the school year. The average number of days Community School students were enrolled was 84. 11% of students were enrolled less than 14 days, and 44% of students were enrolled less than 60 days. Per the 2023 Dashboard, nearly half of Community School students enrolled were English Learners, and over 80% were socioeconomically disadvantaged. The Hispanic student population makes up approximately 81% of enrollment with the vast majority of these students being socioeconomically disadvantaged.</p> <p>Per the California Healthy Kids Survey results, 31% of Court School students reported feelings of social-emotional distress, and 18% reported missing school due to feelings of sadness, hopelessness, anxiety, stress, or anger. This impacts their ability to engage in school, build friendships with peers, and connections with staff, and thus impacts their ability to learn at their fullest potential. This also contributes to poor attendance.</p>	<p>engagement, and monitor student progress in these areas to ensure student success.</p> <p>Connectedness to school plays a major role in student attendance, as students who feel a sense of connection to peers, staff, and the school exhibit higher rates of attendance and increased feelings of belonging. Transition specialist will also provide frequent check-ins with students to monitor progress and be another point of positive connection for students.</p> <p>Lack of motivation toward school or challenges with building strong bonds to school, peers, and staff is not limited to just Unduplicated students. With the high transiency at both Court and Community schools, any student may experience motivation and connection challenges. This action is being provided site-wide in order to support any student who may be in need of this service.</p>	

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
	<p>Feedback gathered from parents/guardians at both TCOE Court and Community indicates that low-income students, in particular, encounter challenges in accessing support resources outside the home to assist with managing and overcoming these challenges.</p> <p>Scope: Schoolwide</p>		
2.5	<p>Action: Maintain and update proper facilities</p> <p>Need: Foster Youth and students from low-income families often face unique challenges that impact their educational experience, such as instability at home, higher rates of mobility, and less access to optimal environments conducive to learning. These factors make the school's physical and psychological safety crucial for their ability to engage and succeed academically.</p> <p>This is the case for many of the Unduplicated students and both TCOE Court and Community Schools. Environments not conducive to learning results in a lack of assignment completion and therefore a lack of academic progress. Educational partners feedback emphasized the importance of safe,</p>	<p>This Action addresses the identified needs of Unduplicated students by providing clean, safe, and aesthetically pleasing environments that are conducive to learning, build a sense of connectedness to school, and increase student engagement in learning. This action addresses the need for facility repairs, upgrades, and maintenance to enhance security, and maintain the overall appeal of school sites. By allocating funds for these purposes, the district prioritizes the creation of a positive and conducive learning environment that supports student success and well-being.</p> <p>This initiative is provided on an school-wide basis to benefit all students across both schools, ensuring equitable access to safe and welcoming school facilities.</p>	Chronic Absenteeism on dashboard, Student Connectedness Survey, Facilities Maintained in Good Repair

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
	<p>well-maintained and visually appealing school campuses.</p> <p>Scope: Schoolwide</p>		
2.6	<p>Action: incentive structures and supports</p> <p>Need: Based internal data on students' attendance, there is an identified need to implement strategies to motivate students to attend school regularly.</p> <p>The overall attendance rate at TCOE Community School was 62.24%, an indicator that students academic progress is a challenge.</p> <p>The student chronic absenteeism rate, per local student information systems, indicate that chronic absenteeism at TCOE Court was 10.2% in 2023-24 and was 50% at TCOE Community.</p> <p>Suspension rates also impacted students' school attendance. Per the 2023 Dashboard, the suspension rate for socioeconomically disadvantaged students at TCOE Community was 17.1%. In comparison, the state average for this student group was 4.5%. English Learners were suspended at a rate of 38.5% which was a 30% increase from the previous</p>	<p>Continued efforts to increase attendance rates are needed to improve all-around student outcomes. These incentives may include recognition for students with excellent attendance, and rewards for improved attendance.</p> <p>By incentivizing attendance, the district aims to increase student engagement, build connectedness, and reduce chronic absenteeism rates, particularly among unduplicated pupils, thereby supporting their academic success and overall well-being.</p> <p>In order to provide equity in recognition of all students exhibiting positive attendance, this action is implemented site-wide so all students have the opportunity to be recognized.</p>	Chronic Absenteeism on dashboard, Student Connectedness Survey

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
	<p>year. The Hispanic student group and students with disabilities though not Unduplicated, but largely socioeconomically disadvantaged, had suspension rates of 20% and 25%.</p> <p>Scope: Schoolwide</p>		
2.7	<p>Action: Field trip and incentives for career exploration and improved school connectedness</p> <p>Need: Based internal data on students' attendance, there is an identified need to implement strategies to motivate students to attend school regularly.</p> <p>The overall attendance rate at TCOE Community School was 62.24%, an indicator that students academic progress is a challenge.</p> <p>The student chronic absenteeism rate, per local student information systems, indicate that chronic absenteeism at TCOE Court was 10.2% in 2023-24 and was 50% at TCOE Community.</p> <p>Suspension rates also impacted students' school attendance. Per the 2023 Dashboard, the suspension rate for socioeconomically disadvantaged students at TCOE Community</p>	<p>This action will address the need by allocating district funds for school-sponsored field trips. These excursions contribute to a well-rounded education by exposing students to real-world contexts, fostering curiosity, and enriching their understanding of various subjects.</p> <p>By providing equitable access to these educational opportunities, the district ensures that unduplicated pupils receive the same experiential learning benefits as their peers, promoting inclusivity and enhancing overall academic engagement and achievement.</p>	Chronic Absenteeism on dashboard, Student Connectedness Survey

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
	<p>was 17.1%. In comparison, the state average for this student group was 4.5%. English Learners were suspended at a rate of 38.5% which was a 30% increase from the previous year. The Hispanic student group and students with disabilities though not Unduplicated, but largely socioeconomically disadvantaged, had suspension rates of 20% and 25%.</p> <p>Outside school sponsored field trips, TCOE Community low-income, Foster Youth, and English Learner students seldom have the opportunity, due to fiscal hardship or transportation challenges (per student and parent/guardian interviews), to participate in learning-related, enrichment, or career awareness field trips.</p> <p>Scope: Schoolwide</p>		

Limited Actions

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

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

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

Professional Development and Online educational programs were selected based on the review of qualitative and quantitative data analysis including feedback from Educational Partners. Based on this process TCOE believes that these actions will support Low income, English Learners and Hispanic students performing in the lowest range.

Additional Concentration Grant Funding

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

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

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	27,099,731	1,100,592	4.061%	0.000%	4.061%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,379,122.00	\$547,359.00	\$0.00	\$0.00	\$2,926,481.00	\$2,067,147.00	\$859,334.00

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	Provide Highly Qualified Teachers and Staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court, TCOE Communi ty	On-going	\$1,736,867.00	\$0.00	\$1,736,867.00				\$1,736,867.00	
1	1.2	Supplemental Instructional Materials and Supplies	All Students with Disabilities Students with Disabilities, Low Income, Hispanic	No			All Schools	On-going	\$0.00	\$93,750.00	\$93,750.00				\$93,750.00	
1	1.3	Online Educational Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court School, TCOE Communi ty School	On-going	\$0.00	\$110,000.00	\$110,000.00				\$110,000.00	
1	1.4	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court School and TCOE Communi ty School	On-going	\$15,000.00	\$0.00	\$15,000.00				\$15,000.00	
1	1.5	Maintain updated technology for students to access curriculum and resources	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Court School and	On-going	\$0.00	\$1,800.00	\$1,800.00				\$1,800.00	

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
							Communi ty School									
2	2.1	Parent Involvement and communication	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court and TCOE Communi ty schools	3 years	\$0.00	\$6,936.00	\$6,936.00	\$0.00	\$0.00	\$0.00	\$6,936.00	
2	2.2	Social Worker	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court and TCOE Communi ty schools	3 years	\$0.00	\$140,000.00	\$140,000.00				\$140,000.00	
2	2.3	Transportation bus and bus passes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Communi ty School	3 years	\$0.00	\$65,000.00	\$65,000.00				\$65,000.00	
2	2.4	Additional Student Transition Specialist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court and TCOE Communi ty schools	3 years	\$110,000.00	\$0.00	\$110,000.00				\$110,000.00	
2	2.5	Maintain and update proper facilities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court and TCOE Communi ty schools	3 years	\$0.00	\$74,769.00	\$74,769.00				\$74,769.00	
2	2.6	incentive structures and supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court and TCOE Communi	3 years	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ty schools									
2	2.7	Field trip and incentives for career exploration and improved school connectedness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TCOE Communi-ty School	3 years	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.8	Incentives and interventions for attendance	All Students with Disabilities Low income, English Learners, Hispanic	No			All Schools	3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	Community School Equity Multiplier Additional Staffing	All Students with Disabilities Hispanic, Low income, English Learners, and Students with Disabilities	No			Specific Schools: Communi-ty School	3 years	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00	
3	3.2	Court School Additional Staffing Support	All Students with Disabilities Hispanic, Low income, and English Learners	No			Specific Schools: Court School	3 years	\$155,280.00	\$0.00	\$0.00	\$155,280.00	\$0.00	\$0.00	\$155,280.00	
3	3.3	CTE Curriculum, materials and supplies	All Students with Disabilities	No			All Schools Specific Schools: Court School Hispanic, Low Income, Students with Disabilities	3 years	\$0.00	\$292,079.00		\$292,079.00			\$292,079.00	
4	4.1	Equity Multiplier Court School additional supports	Students with Disabilities Low income, English Learners, and Hispanic students	No			Specific Schools: Court School	3 years								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Equity Multiplier Court School SEL and CTE curriculum						3 years								
4	4.3	Community School SEL and CTE curriculum	Students with Disabilities Low Income, Hispanic, English Learners	No			Specific Schools: Tulare County Community School	3 years	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
27,099,731	1,100,592	4.061%	0.000%	4.061%	\$2,285,372.00	0.000%	8.433 %	Total:	\$2,285,372.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$2,285,372.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide Highly Qualified Teachers and Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court, TCOE Community	\$1,736,867.00	
1	1.3	Online Educational Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court School, TCOE Community School	\$110,000.00	
1	1.4	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court School and TCOE Community School	\$15,000.00	
1	1.5	Maintain updated technology for students to access curriculum and resources	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Court School and Community School	\$1,800.00	
2	2.1	Parent Involvement and communication	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court and TCOE Community schools	\$6,936.00	
2	2.2	Social Worker	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: TCOE Court and	\$140,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	TCOE Community schools		
2	2.3	Transportation bus and bus passes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Community School	\$65,000.00	
2	2.4	Additional Student Transition Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court and TCOE Community schools	\$110,000.00	
2	2.5	Maintain and update proper facilities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court and TCOE Community schools	\$74,769.00	
2	2.6	incentive structures and supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Court and TCOE Community schools	\$20,000.00	
2	2.7	Field trip and incentives for career exploration and improved school connectedness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TCOE Community School	\$5,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,713,242.00	\$2,248,165.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide a highly qualified staff	Yes	\$2,425,259.00	2,046,475
1	1.2	Increase student achievement for all students	Yes	\$57,462.00	26,822
1	1.3	All school facilities are maintained.	Yes	\$55,717.00	39,588
1	1.4	Professional development to support improved instructional outcomes including English Learner acquisition	Yes	\$17,600.00	6,400
1	1.5	Identify and provide a free and appropriate public education (FAPE) for each student with a disability	No	\$0.00	0
2	2.1	Parent Involvement	No	\$0.00	0
2	2.2	Contracted Social Worker and Supplemental curriculum and materials to support Social emotional wellness	Yes	\$23,500.00	21,880
2	2.3	Student-directed learning	Yes	\$133,704.00	107,000
2	2.4	Expelled Youth return to home district	Yes	\$0.00	0
3	3.1	Promote school stability for foster youth	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Ensure foster youth are promptly and appropriately enrolled	No	\$0.00	0

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)
1,090,510	\$2,457,274.00	\$2,248,165.00	\$209,109.00	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	1.1	Provide a highly qualified staff	Yes	\$2,176,553.00	2,046,475		
1	1.2	Increase student achievement for all students	Yes	\$50,200.00	26,822		
1	1.3	All school facilities are maintained.	Yes	\$55,717.00	39,588		
1	1.4	Professional development to support improved instructional outcomes including English Learner acquisition	Yes	\$17,600.00	6,400		
2	2.2	Contracted Social Worker and Supplemental curriculum and materials to support Social emotional wellness	Yes	\$23,500.00	21,880		
2	2.3	Student-directed learning	Yes	\$133,704.00	107,000		
2	2.4	Expelled Youth return to home district	Yes	\$0.00	0		

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)
27,138,278	1,090,510	0	4.018%	\$2,248,165.00	0.000%	8.284%	\$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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