

Local Control and Accountability Plan

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

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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.

Situated in the Sierra Foothills, Placer County districts serve over 75,000 students in 16 districts. To serve Placer County students, the Placer County Office of Education provides various programs and services to meet student needs. This task is accomplished by providing specialized programs for students, developing highly qualified staff, and monitoring fiscal accountability and expenditures.

The Placer County Office of Education operates the Honour Schaps Court School (Auburn) and serves incarcerated students from the community. Honour Schaps Court School provides intensive intervention tailored to students' academic and social-emotional needs. Common Core standards-based curriculum and instruction are provided to all students. Group instruction, as well as individualized interventions, facilitate academic, social, and emotional achievement. Honour Schaps Court School has a low staff-to-student ratio, enabling teachers to provide differentiated, meaningful, and rigorous instruction to all students. Teachers hold general and special education teaching credentials, allowing all teachers to serve as IEP case managers and provide the appropriate special education services to students enrolled in the Court School. Honour Schaps Court School partners with Placer County Probation to provide counseling to students needing social-emotional support and interventions related to anger management and appropriate choice-making. Academic Counseling, career exploration and college courses are provided to students. A broad course of study is available using a blended model of in-class instruction and online coursework.

In 2022-2023, 4% (5/121 students) of Court School students were enrolled for over 90 days. According to 2022-2023 data from Data Quest, the stability rate of Honour Schaps Court School was 0%. Zero out of 142 students had stable enrollments (enrolled 245 consecutive calendar days at the same school without a disqualifying exit). In comparison, the Placer County stability rate is 91%, and the statewide stability rate is 91%.

Due to the transient nature of student enrollments, traditional academic cohort data is unavailable and is not an appropriate indicator of student learning loss or progress. In addition, the highly variable student enrollment and low student numbers cause metrics to vary significantly from year to year. This includes California Assessment of Student Performance and Progress metrics, the English Language Proficiency Indicator, A-G Course completion, Career Technical Education pathway completion, advanced placement examination passage,

other CA Dashboard College and Career Indicator metrics, and middle school and high school dropout rates. Student progress is measured three times per year using a norm-referenced assessment (NWEA MAP) to determine if students have met specific reading, language, and math growth targets.

Placer County Court School qualified for Equity Multiplier funds due to its greater than 25 percent nonstability rate and greater than 70 percent socioeconomically disadvantaged pupil rate in the prior year.

Placer County Office of Education is utilizing the court school base grant to support small class sizes and expanding Tier II academic intervention systems. The Student Support and Enrichment Block Grant will ensure enhanced mental health support services, and family outreach and transition counseling.

Reflections: Annual Performance

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

SUMMARY: The most recent CA Dashboard and local data demonstrate the following successes.

- PCOE delivered Professional Development and Instructional Coaching to all teachers.
- The Suspension Rate maintained at 0% (2020-2021, 2021-2022, and 2022-2023). Therefore, all students and all student groups are considered Very Low on the 2023 CA Dashboard.
- 65% (34/42) of Court School students enrolled for 21 days or more earned credit in a CTE course.
- As of April 15, 2024, Court School students earned an average of 1.8 career readiness certifications per student (31 students earned 57 certificates).
- 50% of Court School students (3/6) met or exceeded MAP growth targets in Language Usage in 2023-2024.
- 100% of Court School students (6/6) met or exceeded MAP growth targets in Reading in 2023-2024.
- In 2023-2024, Court School staff maintained core features of PBIS with Tiered Fidelity Inventory scores of 97% in Tier I and 77% for Tier II.
- In addition to providing ongoing counseling services to students with IEPs, the School Psychologist provided counseling services to 13 students based on student self-referral or staff request. Counseling support addressed low motivation, goal setting, anger management, decision making, academic credit review, credit reduction evaluations, self-esteem, self-advocacy, and effective communication.
- 100% of students who graduated from Court School completed the FAFSA in 2023-2024.
- The Chronic Absenteeism Rate decreased from 42.9% to 2.4% in 2022-2023.

NOTE: The CA Dashboard for the Placer County Court School has limited performance indicator data since it is an alternative school with a small and transient student population. Data collected through educational partner feedback, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments, and local metrics demonstrate the effectiveness of LCAP actions and services. The following narrative reflects data collected only from PCOE Court School, which reflects a small number of students. In 2022-2023, 4% (5/121

students) of Court School students were enrolled for over 90 days. Therefore, only seven students have pre and post-tests for NWEA MAP. The California Dashboard did not report the College and Career indicator data since fewer than eleven 12th-grade students enrolled in the PCOE Court School.

Academic Outcome Data -

PCOE Court School employs a local assessment, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), to measure individual student growth against normative national growth targets. NWEA MAP Reading, Language Usage, and Math assessments are administered in alignment with national testing windows in the Fall, Winter, and Spring.

Each student's growth target is the average normative growth, which considers a student's enrolled grade, initial achievement level, and the number of weeks of instruction received. Even within the same grade, within a single school, one student's growth target may be larger than another's, depending on their initial achievement levels. Nationally, one could reasonably expect that about 50% of all students should meet their growth targets.

NWEA MAP is an adaptive assessment. That means every student gets a unique set of test questions based on responses to previous questions. As the student answers correctly, questions get more challenging. As the student answers incorrectly, the questions get easier. By the end of the test, most students will have answered about half the questions correctly.

Unlike standardized tests, NWEA MAP is administered periodically during the school year. Standardized tests are usually designed to measure what students already know based on what is expected at their grade level. NWEA MAP Growth is designed to measure student achievement at the moment and growth over time, regardless of grade level. PCOE Court School collects and analyzes NWEA MAP data continuously to monitor student achievement, inform instruction, and support the development of the PCOE Court School Local Control and Accountability Plan. It should be noted that a small number of students have pre and post-tests in all three portions of the NWEA MAP assessment.

NWEA MAP Assessment Results - Reading

2021-2022

- 75% (3 out of 4) of all students meet or exceed NWEA MAP growth targets
- 75% (3 out of 4) SED
- 75% (3 out of 4) SwD
- 100% (1 out of 1) EL
- 100% (1 out of 1) Hispanic students

2022-2023

- 50% (2 out of 4) of all students meet or exceed NWEA MAP growth targets
- 50% (2 out of 4) SED
- 0% (0 out of 2) SwD
- There were no English Learners (EL) with pre and post-tests

- 100% (1 out of 1) Hispanic students

2023-2024

- 100% (6 out of 6) of all students meet or exceed NWEA MAP growth targets
- 40% (2 out of 5) SED
- 100% (3 out of 3) SwD
- 0% (0 out of 1) EL
- 100% (3 out of 3) Hispanic students

NWEA MAP Assessment Results - Language Usage

2021-2022

- 50% (1 out of 2) of all students meet or exceed NWEA MAP growth targets
- 50% (1 out of 2) SED
- 0% (0 out of 2) SwD
- 50% (1 out of 2) EL
- 50% (1 out of 2) Hispanic students

2022-2023

- 20% (1 out of 5) of all students meet or exceed NWEA MAP growth targets
- 20% (1 out of 5) SED
- 0% (0 out of 3) SwD
- There were no English Learners (EL) with pre and post-tests
- 100% (1 out of 1) Hispanic students

2023-2024

- 50% (3 out of 6) of all students meet or exceed NWEA MAP growth targets
- 40% (2 out of 5) SED
- 67% (2 out of 3) SwD
- There were no English Learners (EL) with pre and post-tests
- 100% (3 out of 3) Hispanic students

NWEA MAP Assessment Results - Math

2021-2022

- 100% (4 out of 4) of all students meet or exceed NWEA MAP growth targets.
- 100% (4 out of 4) SED
- 100% (4 out of 4) SwD

- 100% (1 out of 1) EL
- 100% (1 out of 1) Hispanic students

2022-2023

- 75% (3 out of 4) of all students meet or exceed NWEA MAP growth targets.
- 75% (3 out of 4) SED
- 50% (1 out of 2) SwD
- There were no English Learners (EL) with pre and post-tests.
- 67% (2 out of 3) Hispanic students

2023-2024

- 43% (3 out of 7) of all students meet or exceed NWEA MAP growth targets
- 33% (2 out of 6) SED
- 33% (1 out of 3) SwD
- There were no English Learners (EL) with pre and post-tests
- 50% (1 out of 2) Hispanic students

PBIS School Climate Survey (academic expectations):

PCOE Court School student ratings related to high standards for achievement (goal is score of 3 or higher):

- 2021-2022: 2.3 out of 4.0
- 2022-2023: 2.5 out of 4.0
- 2023-2024: 2.9 out of 4.0 (1=strongly disagree, 4=strongly agree)

PCOE will continue to monitor Dashboard indicators, local data, and educational partner feedback to ensure the effectiveness of actions and services and analyze additional data as it becomes available. PCOE plans to maintain and build upon this success in the following ways:

- Continue analyzing MAP pre- and post-assessment information to differentiate instruction to increase student achievement.
- Continue to analyze data from formative and summative assessments to plan instruction to support individual student outcomes.
- Enhance instructional coaching to provide teachers with content training, co-plan/co-teach opportunities, and observation/feedback to improve instruction.
- Commit to ongoing professional learning and collaboration activities to support teachers in implementing, revising, and monitoring formative assessments.
- Continue implementing tiered PBIS systems and practices that impact positive school climate, safety, and engagement.

PCOE staff will take the following steps to address the areas with the greatest need for improvement:

- Provide focused Math, Science, and CTE professional learning opportunities for staff, including opportunities to learn with job-alike peers.
- Introduce content-specific professional learning sessions.

- Expand access to CTE courses to increase enrollment in CTE Pathways and credits earned
- Continue to provide all teachers with at least two Instructional Coaching cycles per year.
- Provide coaching linked directly to content from professional development sessions and disaggregated MAP growth data.
- Provide students with subject-specific academic interventions, small-group instruction, and credit recovery.
- Continue supporting CLEP preparation and refining processes to ensure students do not encounter technology-related obstacles during the CLEP application process.

PCOE will continue to monitor Dashboard indicators, local data, and educational partner feedback to ensure the effectiveness of actions and services and analyze additional data as it becomes available.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Court School families and guardians	<p>Families and guardians were given the opportunity to participate in a structured feedback session embedded into the Parent Advisory Committee meeting on January 26, 2024. The PBIS School Climate Survey collected feedback from parents and guardians, and probation staff participated in virtual interviews about the strengths and needs related to each LCAP goal area. Court school parents of unduplicated, special education, and Spanish-speaking students were also engaged individually during meetings for their children when they were asked for feedback about what students need to be successful.</p> <p>In these sessions, families and guardians provided feedback that led to the development of the Equity Multiplier required focus goal, Goal 4.</p>
Court School Teachers, Principal, Administrators, and Staff	<p>Monthly meetings with Principals and Administrators were held to discuss LCAP progress and program needs throughout the 2023-2024 school year. In addition, all Court School teachers attended the January and February in-person LCAP feedback sessions and responded to the opportunities to provide verbal and written input. Online surveys about LCAP actions and goals were sent to Court School staff multiple times throughout the school year. Targeted LCAP feedback and planning sessions were held with the Academic Counselor and CTE Teacher in March and April 2024, specific to Goal 2.</p>

Educational Partner(s)	Process for Engagement
	In these sessions, teachers, Principals, Administrators, and staff provided feedback that led to the development of the Equity Multiplier required focus goal, Goal 4.
Court School students	PCOE collected student feedback via electronic and hard-copy surveys in the Fall of 2023. In addition, select long-term students participated in individual in-person interviews. Student representatives participated in Parent Advisory Committee meetings and LCAP feedback sessions.
PCOE Instructional Coaches (supporting court school staff)	PCOE held monthly meetings with instructional coaches to discuss progress and needs related to effective instructional practices and increased student achievement. Along with court school administrators, this team discussed revisions to actions and metrics within LCAP Goal 1.
Public, Local Bargaining Units, and Other School Personnel	<p>PCOE collected feedback from the local bargaining unit representatives on May 24, 2024 and the Placer County SELPA representative on May 31, 2024.</p> <p>PCOE provided a variety of opportunities for PCOE's Prevention Supports and Services department team members to provide feedback on Goal 2 actions and metrics throughout the 2023-2024 school year.</p> <p>Members of the county-wide Plan for Expelled Students Committee had opportunities to provide feedback during meetings held three times per year. In addition, they were provided with draft copies of the revised Plan for Expelled Students and were given opportunities to ask questions and make suggestions.</p>
Parent Advisory Committee (PAC)	Families/guardians, staff, administrators, and student representatives were invited to participate in monthly Parent Advisory Committee (PAC) meetings to provide feedback about program strengths and needs related to all LCAP goals. Structured feedback related to all LCAP goals as solicited on January 26, 2024. No questions or concerns were submitted by families or other participants at the PAC meetings.

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

The educational partner engagement process to inform the development of the three-year LCAP began in the Fall of 2023 and continued throughout the 2023-2024 school year. PCOE provided a robust menu of opportunities to share feedback with all invested educational partners.

Educational Partner Feedback Analysis Process

Beginning in February 2024, a small team met to identify themes found between all educational partner feedback pieces. PCOE staff condensed survey results and comments from educational partner engagement sessions and individual interviews into one document and organized the feedback into categories. From there, the team combined areas of strength, areas of concern, and other themes with an analysis of student outcome data to develop the goals and actions in this plan. As continual feedback was gathered in early 2024, the LCAP team checked progress against the goals, identified themes in the feedback, and suggested revisions to metrics and actions. For the 2023-2024 Annual Update, the LCAP team shared feedback summaries with each group, identified themes in the feedback, and drafted revisions to the metrics and actions.

PCOE staff presented the LCAP to the Parent Advisory Committee (PAC) at the May 30, 2024, meeting, and the PAC provided no additional input.

PCOE does not have enough English Learners to necessitate an ELAC, so it was not obligated to consult with this group.

The following includes highlights of how Educational Partner Feedback influenced the development of the new 3-year Court School LCAP:

Goal 1:

Court school staff provided positive feedback about aligning professional development and follow-up professional learning and coaching activities. They also provided positive feedback about their individual instructional coaching and suggested that the focus of the instructional coaching should be expanded to other academic content areas, intervention strategies, or strategies such as using technology within instruction. PCOE Instructional Coaches from the EIS department also provided positive feedback about their work with Court school teachers. They suggested that their focus on formative assessment should continue to be expanded to include more robust practices for identifying students with greater areas of need and providing targeted academic support.

Overall student responses on the PBIS School Climate survey were the highest to date, with significant score increases in response to the statements, "I feel successful at school," "I like school," and "I feel my school has high standards for achievement." These scores reflect a strong positive correlation with the instructional strategies being utilized by Court school teachers and suggest that these strategies and approaches should continue to be supported.

Based on the feedback and progress toward previous desired outcomes, Goal 1 will continue to provide actions related to instructional coaching, professional development, and professional learning activities. The action will be expanded to include content-specific professional learning activities related to science and math, as well as academic intervention. The Court school leadership team expressed interest in measuring the efficacy of instructional coaching, and as a result, that action has been modified to include monthly progress monitoring of coaching cycle goals by the site coordinator.

Court school teachers and guardians provided feedback about obstacles to providing targeted academic intervention within the context of the juvenile detention facility. Court school teachers indicated that additional space, staffing, and supervision for small group intervention would help address obstacles to providing more structured and robust academic support. Court school leadership and instructional coaches also noted that additional planning, professional development, and coaching related to intervention supports would be beneficial. As a result, the action related to providing additional academic support for students will be modified to focus on developing plans and providing professional development related to how to identify students in need of academic support and building sustainable academic intervention systems and practices.

Court school staff expressed a need for more effective and efficient academic screening practices upon student enrollment to more quickly discern each student's academic skills and areas of need. They also requested additional training on utilizing screeners such as MAP, iXL, or other learning inventories. As a result, these sessions will also be included in the Professional Development and Professional Learning activity action.

With respect to the Individual Learning Plan (ILP) documents for all students, staff provided feedback about some of the barriers that prevent ILPs from being optimally efficient and effective tools for students. As a result, the oversight and coordination of ILPs have been added to the LCAP Action for the Academic Counselor moving forward.

Goal 2: Staff, administrators, and guardians gave positive feedback about the variety of college and career readiness opportunities provided for Court School students. Staff reflected on the positive impact it has on students when they can leave the juvenile hall with something tangible, such as a career readiness certificate or an online portfolio. Staff, administrators, and guardians were enthusiastic about adding courses taught for college credit. Site staff discussed challenges related to students earning CTE credits or career readiness certifications if they had already earned them when previously enrolled in the court school or another PCOE program; as a result, the metrics for these outcomes have been modified slightly to reflect students who still required the opportunity to earn those.

Positive feedback was provided by staff, administrators, and guardians about the role of the Academic Counselor in arranging guest speakers, helping graduates complete the FAFSA, and providing other post-secondary readiness opportunities such as the ASVAB. Partners expressed interest in increasing off-site field trips to colleges for students eligible to leave the facility and also expressed interest in increasing guest speakers from targeted trade school programs. Since many Court school students face significant barriers to post-secondary education, a new LCAP Goal will be developed that focuses on removing these barriers and will include the Academic Counselor and courses for college credit actions, as well as their related metrics.

Goal 3: Administrators, staff, and guardians provided positive feedback and high levels of confidence related to the implementation of Tier 1 PBIS systems and practices. Student PBIS climate survey responses were the strongest reported since the climate survey has been used in the court school. During student interviews, students were clear in their understanding of the behavior and academic expectations in the classroom setting, positive in their reports about feeling connected to at least one staff member, and confident about their physical safety within the court school. Student suggestions for improvement related to school climate were minimal. Tiered PBIS systems and practices will continue, and the team will continue to evaluate and refine its systems to best meet the needs of the students in the facility. Staff and probation partners both reflected on how students who are incarcerated for longer periods of time often have higher rates of Tier III behavioral needs, and they supported the ongoing work to provide intervention support for these students. As a result, the previous PBIS

action has been separated into two distinct actions moving forward (Tier I practices and Tier II/III intervention practices), and a metric has been added to track the fidelity of holding bi-weekly Intervention Team meetings.

Staff and guardians provided positive feedback about the expanded counseling action for unduplicated students and suggested that counseling should continue to be expanded for all students, including an increased focus on proactive mental health support. This expanded counseling action will be continued, and structures will be established to ensure that the PCOE School Psychologist and the Placer County Probation clinicians hold regular meetings to discuss how student clinical needs are being met.

Staff provided feedback that the weekly Social-Emotional Learning (SEL) curriculum lessons through School-Connect are often effective with students when the topics are of high interest but that some were not engaging or well-received by students. Staff, instructional coaches, and Court school leadership discussed the need to increase SEL instruction within academic coursework. As a result, a new action has been added focusing on utilizing the Reading with Relevance curriculum to embed culturally relevant SEL instruction, including using pre- and post-SEL surveys before and after reading a selected Reading with Relevance novel.

Students, guardians, staff, and members from the Plan for Expelled Students committee were in support of developing a Community Schools model that focuses on providing expanded community resources and transition support for court school students and their families. They identified examples of home- and school-based obstacles that can negatively impact students' successful transition back to their school of residence after being released from the juvenile detention facility. As a result, a new action has been added to goal three, which focuses on the coordination of a Community Schools model. In addition, a metric has been added that measures the percentage of families of students who were enrolled for 20 days or longer who were connected with community resources and transition supports.

Goal 4: (Equity Multiplier Goal, Increase access to post-secondary opportunities and transition supports) Placer County Court School qualified for Equity Multiplier funds due to its prior year nonstability rate greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024, Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. LEAs are also required to document the efforts to improve outcomes for students at these school sites beginning with the 2024–25 Local Control and Accountability Plan (LCAP).

Placer County Court School consulted with staff, the Academic Counselor, the Principal, Administrators, and parents and guardians in developing the Equity Multiplier Goal. Based on feedback on the post-secondary barriers faced by court school students, the Equity Multiplier Goal focuses on increasing access to and decreasing barriers to college readiness.

Staff and school district partners shared that increased transition supports between the Court School and the student's District of Residence would help students and families re-engage with their home school. Staff, teachers, and students wanted additional academic opportunities to help students be prepared for post-secondary success. Coordination of courses for college credit was added and funded. Additionally, staff, students, and families wanted to be sure students are appropriately enrolled in courses that lead to on-time graduation, have meaningful Individual Learning Plans, and have exposure to college and career connection activities like guest speakers and college visits. The Academic Counselor and Student Support Practitioner will provide much of this work.

Goal 5: (Foster/PFES) Educational Partners shared positive feedback related to coordination, services, and supports provided to foster youth and expelled students. Based on past implementation experience, the continued coordination of these services and supports for foster youth and expelled students will help maintain this goal.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase academic achievement for all students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Data suggests patterns of academic need, particularly in Language Usage and Math for all students. Based on feedback and progress toward previous desired outcomes, Goal 1 will continue to provide actions related to instructional coaching, professional development, and professional learning activities. PCOE staff provided positive feedback about the alignment between professional development and follow-up professional learning and coaching activities. Administrators, teachers, and EIS staff all requested individual coaching cycles to continue. School leadership and instructional coaches also noted that additional planning, professional development, and coaching related to intervention supports would be beneficial. As a result, the action related to providing additional academic support for students will be modified to focus on developing plans and providing professional development related to how to identify students in need of academic support and building sustainable academic intervention systems and practices. The oversight and coordination of ILPs have been added to the Goal 4 Academic Counselor LCAP Action moving forward.

Actions and metrics in Goal 1 will increase academic achievement for all students by supporting high-quality academic instruction and providing optimal conditions for student learning. Note: Due to low student enrollment at the Court School, there are less than 11 students for CAASPP State Testing on the California State Dashboard. Therefore, the Court School will not be collecting CAASPP metrics to track progress, but rather will use MAP testing since it provides access to data despite the small number of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	MAP - Percentage of students who meet MAP growth targets in Reading	2023-2024: 100% (6/6) met growth targets in Reading			60% of students who meet MAP growth targets in Reading	
1.2	MAP - Percentage of students who meet MAP growth targets in Language Usage	2023-2024: 50% (3/6) met growth targets in Language Usage			60% of students who meet MAP growth targets in Language Usage	
1.3	MAP - Percentage of students who meet MAP growth targets in Math	2023-2024: 43% (3/7) met growth targets in Math			60% of students who meet MAP growth targets in Math	
1.4	Percentage of eligible English Learners who are reclassified (includes all PCOE programs)	2023-2024: 100% (3/3) of students eligible for reclassification were reclassified.			100% of students eligible for reclassification will be reclassified.	

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 cohesive professional learning opportunities focused on high quality academic instruction	<p>Site Administrators will coordinate monthly professional development (PD) and professional learning (PL) sessions with a cohesive throughline.</p> <p>PD will cover effective and high-quality instructional practices with an increased focus on science and math content in addition to language arts. These include using formative assessment results to inform lesson planning and instruction, student engagement strategies, culturally proficient practices, and content-specific supports.</p> <p>Site administrators will ensure the coordination of the following structured sessions and related desired outcomes: At least two PD or PL sessions will focus on using MAP results to inform instruction. At least three PD or PL sessions will focus on science and math formative assessments and instructional planning. One PD will focus on State Assessment preparation.</p> <p>Site Administrators and EIS members will deliver PD based on the content when appropriate. Administrators will meet and coordinate with PD providers at least monthly.</p>	\$122,071.00	No
1.2	Engage all teachers in practice-based instructional coaching. Duplicate expense of 1.1.	All teachers will receive at least two structured and individualized coaching cycles yearly. Teachers and their coaches will identify at least one coaching goal related to effective, engaging, or scaffolded instructional strategies, and site principal will monitor teacher progress toward these goals monthly. EIS staff will provide coaching.	\$0.00	No
1.3	Support Long Term English Learner	EIS staff and coordinators will provide at least two PD sessions focused on instructional strategies during monthly PD sessions to support teachers	\$47,324.00	No

Action #	Title	Description	Total Funds	Contributing
	students with increasing English proficiency	with English Learners (ELs) and Long-Term English Learners (LTELs). EIS staff and coordinators will provide targeted instructional strategies to teachers informed by students' English proficiency and readiness, as evidenced by ELPAC scores.		
1.4	Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities	Teachers are assigned and fully credentialed for the students they are teaching. Students have access to the standards-aligned instructional materials resources, and small class sizes. School facilities are well maintained and in good repair. Teachers will provide high-quality instruction based on the academic content and performance standards. Students have access to 1:1 devices and technology to support connectivity and access to online courses and materials.	\$187,348.00	Yes
1.5	Provide a broad course of study to all students	<p>For students in grades 1 through 6, a broad course of study is provided and includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. For students in grades 7 through 12, a Broad Course of Study is provided and includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, and Career Technical Education. A-G courses are provided through the Cyber High online learning platform. Access to core academic content and courses that lead to graduation and success is provided to all students regardless of income, race, primary language, disability, and/or family situation. English learners have access to Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>All students receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements.</p>	\$42,755.00	No
1.6	Expand systems for Tier II academic	Develop and test systems to build and scale small-group academic interventions to address Tier II needs. Provide at least one PD session on	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	interventions. Duplicate expense of 1.1.	effective small-group academic intervention. Meet monthly with other program coordinators to collaborate on the development of academic intervention systems.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Prepare every student for success by promoting career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Educational partners expressed positive feedback and enthusiasm about CTE opportunities, career readiness certifications, and the variety of supports that court school students receive related to college and career readiness. Traditional college and career indicators on the dashboard are less attainable for students with short enrollments. Due to the low stability rates for court school students, the leadership team developed local metrics and actions focused heavily on expanding alternative opportunities within the court school to enhance students' career readiness.

Actions and metrics in Goal 2 will prepare every student for success by promoting career readiness through increasing access to career technical education and workforce readiness activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Court School students graduating with their one-year cohort (students in grade 12 enrolled for 90 days or more)	2022-2023: 0% (0/1)			100% of Court School students will graduate with their one-year cohort	
2.2	Percentage of 9th-12th grade students enrolled for 21 days or more who	2023-2024: 65% (24/37) of 9th-12th grade students enrolled			75% of 9th-12th grade students enrolled for 21	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	were enrolled in a CTE course who earned CTE credits	for 21 days or more who enrolled in a CTE course and earned CTE credit 4/15/24			days or more who are enrolled in a CTE course will earn CTE credits	
2.3	Percentage of students with disabilities (IEPs and 504s) enrolled for 14 days or more who receive career exploration support from the Employment Placement Specialist	2023-2024: 70% (16/23) of students with IEPs or 504s enrolled for 14 days or more received career exploration support from the Employment Placement Specialist.			80% of students with IEPs or 504s enrolled for 14 days or more will receive career exploration support from the Employment Placement Specialist.	

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	Provide Career Technical Education	The Career Technical Education (CTE) teachers will provide career technical education courses and opportunities to earn career certifications.	\$200,882.00	No
2.2	Provide workforce readiness activities and experiences to students with disabilities (Employment Placement Specialist)	The employment placement specialist will provide support to students with disabilities (IEPs and 504s) to promote career awareness and exploration. This will include vocational assessments, career certifications, soft skills training, workplace etiquette, and guidance to help students discover their strengths and interests.	\$10,973.00	No
2.3	Provide central office support to ensure the timely transfer of records	Ensure rapid enrollment and credit evaluations of students by providing central office support to quickly access cumulative files and transcripts from the district where students were most recently enrolled.	\$10,274.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe, engaging, and connected school environment for all students.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Court school educational partners, including students, staff, and guardians, all reported high confidence levels related to a positive school climate. School safety, clarity of expectations, positive recognition, and positive interactions with adults in the court school were strengths identified within survey feedback across educational partners. The actions and metrics reflect the continued implementation of a tiered PBIS framework, which includes specific strategies to maintain a strong school climate and practices to support student wellness. Actions also reflect the continuation of various social-emotional support staff designated to maintain and build upon the previously documented positive outcomes and educational partner perceptions. To address the need for increased social skill development, a new action has been added that focuses on integrating social-emotional learning within the Language Arts curriculum, Reading with Relevance. In addition, a new action focusing on the coordination of a Community Schools model will address family and student obstacles to wellness and school attendance.

Actions and metrics in Goal 3 will sustain progress toward safe, engaging, and connected school environments for all students by providing high-quality, tiered wellness supports to students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	2022-2023: 98.4%			Maintain above 95%	
3.2	Chronic Absenteeism Rate (DataQuest)	2022-2023: 2.4% (1/42)			2% or less	
3.3	Suspension rate (CA Dashboard)	2022-2023: 0%			Maintain at or below 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Expulsion Rate (DataQuest)	2022-2023: 0%			0%	
3.5	PBIS School Climate Surveys (PBIS Assessments) – Average perception of students, families, and staff related to school climate. (1=strongly disagree, 4=strongly agree)	2023-2024: Overall average 3.3 Student average score 3.4 Staff 3.1 Family/Guardians: 3.4			Average scores on the PBIS School Climate Surveys will maintain a minimum score of 3 across families/guardians, students, and staff	
3.6	PBIS Tiered Fidelity Inventory (TFI; PBIS Assessments) - Measures the fidelity of implementation of core features of PBIS	2023-2024: 87% overall TFI (97% in Tier I and 77% in Tier II)			Score at least 80% on the PBIS Tiered Fidelity Inventory (TFI)	
3.7	Percentage of families of students enrolled for 20 days or more who were connected with community resources and transition supports	Baseline will be collected in 2024-2025.			90% of families of students enrolled for 20 days or more will be connected with community resources and transition supports	
3.8	Number of Tier II & III PBIS intervention meetings held per year	2023-2024: Between July 1, 2023, and April 15, 2024, the court school held 16 intervention meetings.			At least 16 intervention meetings will be held each year	
3.9	Percentage of Court School foster students who receive case management	2023-2024: 100% of Court School foster students received case management (7/7)			100% of foster students will receive case management	

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	School-wide PBIS: Tier I systems and practices	Continue to implement core features of Tier I school-wide Positive Behavior Interventions and Supports (PBIS) with fidelity. The PBIS Coach will provide coaching and ongoing professional development to site teams focusing on trauma-informed and culturally proficient practices, evidence-based prevention and classroom management strategies, and data-based problem-solving processes. Sites will hold monthly school-wide Tier I PBIS meetings to review data and develop action plans related to PBIS systems and practices.	\$9,679.00	No
3.2	Intervention Supports: PBIS Tier II & III for social-emotional-behavioral needs	Continue to implement PBIS Tier II and Tier III Intervention systems and practices, providing targeted supports to students with higher levels of social-emotional-behavioral needs. Intervention Teams will use a variety of data and referral sources to identify students in need at each meeting.	\$84,353.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Intervention teams will hold an average of two intervention meetings per month (minimum 15 meetings per year).</p> <p>Teams will maintain a menu of individual and small group intervention supports designed to meet a variety of student needs, and will engage in structured progress monitoring across all students and all interventions.</p>		
3.3	Support social-emotional competencies through curriculum and instruction. Duplicate expense of 1.1.	Administrators will receive coaching about using Reading with Relevance novels and curriculum to increase Social-Emotional competencies aligned with selected novels. Teachers using the Reading with Relevance curriculum will administer at least one pre-and post-survey. Teachers will receive coaching related to utilizing the novel and lessons to support growth in identified areas of need (self-awareness, social awareness, self-management, relationship skills, and/or responsible decision-making).	\$0.00	No
3.4	Provide counseling services and opportunities for social-emotional learning	PCOE Court School will increase individual counseling services and supports for unduplicated students.	\$37,474.00	Yes
3.5	Coordinate mental health supports and services (Student Support Practitioner)	The Student Support Practitioner (SSP) will manage referrals from site staff, families, and students related to accessing community services for students and families. The SSP will provide outreach to families regarding the availability of wellness and mental health supports, and will support student transitions.	\$93,684.00	Yes
3.6	Utilize the Foster Focus system to support foster youth who attend Court School	PCOE Court School staff and the PCOE Foster Youth District Liaison will utilize the Foster Focus data system to support and monitor outcomes for foster youth.	\$11,195.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Provide enhanced nursing services to support student wellness	The school nurse will provide enhanced support services to unduplicated students and their families related to preventative health and wellness practices, and accessing medical care, to support improved attendance.	\$19,529.00	Yes
3.8	Community Schools Coordination	The coordination of the community schools model will support expanded access to community partners and resources, with a focus on the wellness services available for students and their families. This work will also focus on expanding the transition supports provided to students when they return to their district of residence after being released from the juvenile detention facility. In addition to overseeing the efforts of the student support practitioner, the program manager will provide training for school staff, families, and community partners on culturally responsive and trauma-informed practices, as well as social-emotional learning strategies.	\$73,468.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, Placer County Court School staff will increase access to post-secondary opportunities and transition supports to at least 75% of students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- 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.

PCOE included an Equity Multiplier goal because the Placer County Court School qualified for Equity Multiplier funds. This is due to the school's prior year nonstability rate greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024, Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. LEAs are also required to document the efforts to improve outcomes for students at these school sites beginning with the 2024–25 Local Control and Accountability Plan (LCAP).

PCOE will provide evidence-based services and supports that provide students with the skills and resources to succeed after they disenroll from the Court School. This includes access to post-secondary opportunities and transition supports. The Academic Counselor and Student Support Practitioner will provide much of this work. Educational Partner feedback, including students' District of Residence representatives, agreed these supports are needed to increase student engagement in school.

Actions and metrics in Goal 4 will increase student engagement through access to post-secondary opportunities and transition supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of graduating students who submitted the Free Application for Federal Student Aid (FAFSA) or	2022-2023: 100% (4/4)			100% of graduating students will submit the Free Application for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed the opt-out form				Federal Student Aid (FAFSA) or completed the opt-out form	
4.2	Percentage of ILPs completed within 5 days of court school student enrollment	Collecting baseline data in 2024-2025			95% of ILPs will be completed within 5 days of student enrollment	
4.3	Number of college and career connection activities (field trips, career exposure activities) provided by community partners and outside agencies	2023-2024: 11 career exposure activities occurred during the 2023-2024 school year			Maintain 11 career exposure activities	
4.4	Percentage of 9-12th grade students enrolled in courses for college credit who earned college credit	Collecting baseline data in 2024-2025			75% of students enrolled in courses for college credit will earn college credit	
4.5	Percentage of A-G courses completed with a C or better	2022-2023: 69% of A-G courses were completed with a C or better (18/26).			75% of A-G courses will be completed with a C or better	

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	Provide academic counseling to ensure high school graduation and college readiness (Academic Counselor)	The academic counselor will increase staff, student, and family education for college and career readiness options, including administering career assessments, the Preliminary Scholastic Aptitude Test (PSAT), and the Armed Services Vocational Aptitude Battery (ASVAB). The academic counselor will connect students with certificate and trade programs, as well as career connection activities. The academic counselor will assist students and families with the process of completing the Free Application for Federal Student Aid (FAFSA) application and college applications. The academic counselor will also coordinate college and career connection activities such as field trips and guest speakers, ILP development, A-G course placement, credit requirement exemption evaluations, and transcript and graduation requirement evaluations.	\$81,198.00	No
4.2	Provide Student Support Practitioner to support student transitions	<p>The Student Support Practitioner will support the development of Individual Learning Plans, including student interviews and administering academic screeners, and communicate information about students' progress, needs, and goals with families/guardians, school staff, probation officers, and the receiving district to ensure smooth transitions with adequate support.</p> <p>The Student Support Practitioner at Honour Schaps Court School will support student transitions from the court school to comprehensive and alternative settings.</p>	\$113,421.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Provide and expand access to courses for college credit	Partner with Sierra College to provide courses for college credit to students at Honour Schaps Court School.	\$16,249.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Support districts with foster youth and expelled student coordination.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

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

An explanation of why the LEA has developed this goal.

Educational partners shared positive feedback related to coordination, services and supports provided to foster youth and expelled students. Based on past implementation experience, the continued coordination of these services and supports for foster youth and expelled students will help provide maintenance toward this goal.

The actions and metrics in Goal 5 will sustain progress toward supporting Placer County districts in addressing the needs of foster youth and expelled students by implementing and monitoring coordinated programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	School Stability Rate - percentage of foster youth who continue in the same school for the entire school year	2022-2023: 82%			Maintain above 80%	
5.2	The Plan for Expelled Students (PES) Committee will continue to meet to coordinate services and supports for expelled students three times per year	2023-2024: The Plan for Expelled Students Committee met three times to coordinate services and supports for expelled students.			Maintain PES committee meetings three times per year to coordinate services and supports for expelled students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Percentage of local foster youth receiving educational case management through PCOE staff.	2022-2023: 99% (281 out of 282 foster youth)			90% of all local foster youth will receive educational case management through PCOE staff	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Coordinate services and supports for Placer County foster youth	For Foster Youth - a)Maintain executive advisory committee. b)Increase collaboration with courts through assigned Student Support Practitioner position.	\$304,208.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>c)Increase timely transfer of school records through the use of Foster Focus.</p> <p>d)Strengthen coordination with smaller district's Homeless/Foster Youth District Liaisons.</p> <p>e)Increase LEA utilization of the Foster Focus student monitoring system.</p> <p>f)Input Health and Education Passport into CMS/CWS and Foster Focus through new Student Support Practitioner position.</p> <p>g) Refine end-of-year data collection from LEAs to include stronger measures of school stability, suspension/expulsion data, and attendance data for foster youth.</p> <p>h) Provide cross-training for CSOC Social Workers and Special Education case managers around the importance of participation at respective decision-making meetings (e.g., IEPs, CFTs) and utilization of Foster Focus for data sharing.</p>		
5.2	Coordinate services and supports for students who have been expelled in Placer County	<p>For Expelled Students -</p> <p>a) Coordinate the implementation of the 2024-2027 Plan for Expelled Students.</p> <p>b) Meet with educational partners three times per year to maintain ongoing collaboration and a transparent referral process.</p> <p>c) Coordinate successful transitions for Expelled Students by monitoring individual expulsions, meeting with districts, and coordinating transition meetings and supports.</p> <p>d) Implement an agreement between the district LEAs and PCOE regarding the coordination of awarding and applying partial credits.</p>	\$12,524.00	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
\$160,596	\$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
1.072%	0.000%	\$0.00	1.072%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities</p> <p>Need: Analysis of Data: Based on a review of student transcripts and CAASPP scores upon enrollment, Court School students frequently enroll in the program with significant academic deficits and a history of learning loss. These barriers require more intensive and small-group instruction to bridge the achievement gap compared to grade-level peers and ensure they meet MAP growth targets. Students require small class sizes and individualized instruction to accelerate academic growth and close academic achievement gaps.</p> <p>Educational Partner Feedback: Court school teachers reflected on the range of academic strengths and deficits they see across their students and discussed the need for expanding the use of efficient academic screeners and targeted academic intervention support in a small group setting. Families and community partners also commented on the benefit of smaller class sizes to support their students' higher support needs related to motivation, behavior, and school engagement.</p>	A dually credentialed teacher (general education and education specialist) will provide instruction in individual and small group settings to meet the needs of unduplicated students.	NWEA MAP Assessment (Note - all students at Court School are SED)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.3	<p>Action: Provide central office support to ensure the timely transfer of records</p> <p>Need: Analysis of data: Staff have identified significant challenges with obtaining student records promptly. The Court School's one-year graduation rate has fluctuated drastically over the last three years (between 0% and 100% due to the minimal enrollment of potential graduates). The support provided for the timely transfer of student records is a critical element in mitigating existing obstacles to a high graduation rate.</p> <p>Educational Partner feedback: Court school staff and administrators commented that they rely heavily on central office staff to support obtaining student records promptly. This allows them to evaluate graduation requirement status and support student course access, increasing one-year graduation rates.</p> <p>See also Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections Performance, and Metrics sections.</p>	This action ensures a rapid evaluation of student needs related to graduation requirements and other educational supports.	Percentage of Court School students graduating with their one-year cohort (students in grade 12 enrolled for 90 days or more)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.2	<p>Action: Intervention Supports: PBIS Tier II & III for social-emotional-behavioral needs</p> <p>Need: Students enrolled in the Court School often demonstrate higher levels of social-emotional-behavioral needs. In addition, the social-emotional-behavioral needs of Court School students have also increased in complexity and frequency since 2020, corresponding with nationwide trends in mental health needs.</p> <p>Highly structured and well-maintained intervention supports are critical for student wellness, and monitoring systems are in place to support student needs.</p> <p>Analysis of data: Baseline data for the annual number of Tier II and III intervention meetings illustrates a need to maintain intervention meeting frequency for Court School students.</p> <p>Educational Partner feedback: Teachers, staff, families, and educational partners requested increased access to social-emotional-behavioral support for their students. Student climate survey data also indicated a need for additional tiered behavior intervention supports for some students in the classroom.</p>	Intervention Teams will use a variety of data and referral sources to identify students in need of targeted supports at each meeting.	Number of Tier II & III PBIS intervention meetings held per year

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>See also Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections Performance, and Metrics sections.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.4	<p>Action: Provide counseling services and opportunities for social-emotional learning</p> <p>Need: Identified students require additional Tier II counseling and SEL support to engage in their education successfully. Students who are incarcerated often demonstrate higher levels of social-emotional-behavioral needs. In addition, the social-emotional-behavioral needs of students have also increased in complexity and frequency since 2020, corresponding with nationwide trends in mental health needs. For student wellness, highly structured and well-maintained intervention supports are critical, and monitoring systems are in place to support student needs.</p> <p>Analysis of data: Current data (low suspension rate) supports maintaining and enhancing counseling services for students in the Court School.</p> <p>Educational Partner Feedback: Staff, families, and community partners have repeatedly</p>	Students will receive additional counseling services to meet their social-emotional needs.	PBIS School Climate Surveys

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>emphasized the importance of increasing student access to counseling support.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.5	<p>Action: Coordinate mental health supports and services (Student Support Practitioner)</p> <p>Need: Analysis of Data: School stability at the court school is low, and school enrollment after students leave the Court School often requires additional outreach and transition support to ensure that students promptly re-enroll in their school of residence.</p> <p>Educational Partner Feedback: Student representatives, court school staff, and community partners commented on increasing family outreach and connections with community resources and mental health services. In addition, educational partners commented on the need to improve transition supports before and after students are disenrolled from the court school.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p>	The Student Support Practitioner will provide outreach and coordination to students and families regarding the availability of wellness and mental health supports and will support student transitions.	The percentage of court school families for students enrolled for 20+ days who received outreach from the Student Support Practitioner about resources.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.6	Action: Utilize the Foster Focus system to support foster youth who attend Court School Need: Analysis of Data: Foster Students must be enrolled promptly and connected with appropriate services. Currently, the process to enroll foster students occurs immediately. The Foster Youth Liaison and the Student Support Practitioner are notified upon enrollment, and the Foster Focus system is utilized. This action supports the school's ability to assess students quickly and place them in appropriate courses. Educational Partner feedback: Educational Partners value the support of the Student Support Practitioner and the Foster Youth District Liaison. See also Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections Scope: Limited to Unduplicated Student Group(s)	Ensure that the records of and services for foster students are transferred in a timely manner and monitored through case management.	Percentage of Court School foster students who receive case management
3.7	Action: Provide enhanced nursing services to support student wellness	Student health needs have increased, and students benefit from expanded access to school health services and education.	Chronic absenteeism rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Student health and wellness needs have increased and can create barriers to successful school engagement.</p> <p>Analysis of data: The California Dashboard reflects a chronic absenteeism rate of 2.4%. Nursing services offered to unduplicated students will support the continued low rates of chronic absenteeism, especially if it is related to enhanced health and wellness needs.</p> <p>Educational Partner feedback: Based on educational partner feedback about barriers to school engagement, attendance, and wellness, actions will continue to address expanding wellness supports and nursing services.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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.

N/A

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.

N/A

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	14,974,503	160,596	1.072%	0.000%	1.072%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$429,653.00	\$661,953.00	\$0.00	\$387,003.00	\$1,478,609.00	\$1,328,066.00	\$150,543.00

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 cohesive professional learning opportunities focused on high quality academic instruction	All	No			All Schools		\$113,491.00	\$8,580.00	\$73,330.00			\$48,741.00	\$122,071.00	
1	1.2	Engage all teachers in practice-based instructional coaching. Duplicate expense of 1.1.	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.3	Support Long Term English Learner students with increasing English proficiency	All English Learners	No			All Schools		\$43,998.00	\$3,326.00		\$47,324.00			\$47,324.00	
1	1.4	Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$174,180.00	\$13,168.00	\$95,534.00	\$91,814.00			\$187,348.00	
1	1.5	Provide a broad course of study to all students	All	No			All Schools 7-12		\$39,750.00	\$3,005.00	\$42,755.00				\$42,755.00	
1	1.6	Expand systems for Tier II academic interventions. Duplicate expense of 1.1.	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Provide Career Technical Education	All	No			All Schools 7th-12th		\$176,171.00	\$24,711.00	\$38,679.00	\$82,934.00		\$79,269.00	\$200,882.00	
2	2.2	Provide workforce readiness activities and experiences to students with disabilities (Employment Placement Specialist)	Students with Disabilities	No			All Schools 9-12		\$10,201.00	\$772.00				\$10,973.00	\$10,973.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Provide central office support to ensure the timely transfer of records	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$9,552.00	\$722.00	\$5,137.00			\$5,137.00	\$10,274.00	
3	3.1	School-wide PBIS: Tier I systems and practices	All	No			All Schools		\$0.00	\$9,679.00	\$7,529.00			\$2,150.00	\$9,679.00	
3	3.2	Intervention Supports: PBIS Tier II & III for social-emotional-behavioral needs	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$75,424.00	\$8,929.00	\$43,790.00			\$40,563.00	\$84,353.00	
3	3.3	Support social-emotional competencies through curriculum and instruction. Duplicate expense of 1.1.	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Provide counseling services and opportunities for social-emotional learning	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$34,840.00	\$2,634.00	\$37,474.00				\$37,474.00	
3	3.5	Coordinate mental health supports and services (Student Support Practitioner)	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$87,100.00	\$6,584.00	\$46,842.00			\$46,842.00	\$93,684.00	
3	3.6	Utilize the Foster Focus system to support foster youth who attend Court School	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		\$10,408.00	\$787.00	\$6,530.00			\$4,665.00	\$11,195.00	
3	3.7	Provide enhanced nursing services to support student wellness	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$18,156.00	\$1,373.00	\$19,529.00				\$19,529.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	Community Schools Coordination	All	No			All Schools		\$68,304.00	\$5,164.00		\$73,468.00			\$73,468.00	
4	4.1	Provide academic counseling to ensure high school graduation and college readiness (Academic Counselor)	All	No			All Schools		\$75,491.00	\$5,707.00		\$45,956.00		\$35,242.00	\$81,198.00	
4	4.2	Provide Student Support Practitioner to support student transitions	All	No					\$105,449.00	\$7,972.00				\$113,421.00	\$113,421.00	
4	4.3	Provide and expand access to courses for college credit	All	No			All Schools		\$15,107.00	\$1,142.00		\$16,249.00			\$16,249.00	
5	5.1	Coordinate services and supports for Placer County foster youth	All Foster Youth	No			All Schools		\$258,782.00	\$45,426.00		\$304,208.00			\$304,208.00	
5	5.2	Coordinate services and supports for students who have been expelled in Placer County	All Students who have been expelled	No			All Schools		\$11,662.00	\$862.00	\$12,524.00				\$12,524.00	

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
14,974,503	160,596	1.072%	0.000%	1.072%	\$254,836.00	0.000%	1.702 %	Total:	\$254,836.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$254,836.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$95,534.00	
2	2.3	Provide central office support to ensure the timely transfer of records	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$5,137.00	
3	3.2	Intervention Supports: PBIS Tier II & III for social-emotional-behavioral needs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$43,790.00	
3	3.4	Provide counseling services and opportunities for social-emotional learning	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$37,474.00	
3	3.5	Coordinate mental health supports and services (Student Support Practitioner)	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$46,842.00	
3	3.6	Utilize the Foster Focus system to support foster	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$6,530.00	

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 (%)
		youth who attend Court School						
3	3.7	Provide enhanced nursing services to support student wellness	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$19,529.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,697,796.00	\$1,809,434.00

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	Design and deliver professional development for effective first instruction	No	\$88,696.00	\$89,116
1	1.2	Provide robust professional learning for teachers around effective first instruction (duplicate expense from Goal 1, Action 1)	No	Duplicate Expense	
1	1.3	Provide instructional coaching to all teachers (duplicate expense Goal 1, Action 1)	No	Duplicate Expense	
1	1.4	Maintain a data oversight team and data systems	No	\$114,940.00	\$123,090
1	1.5	Provide English Language Development (ELD) supports	Yes	\$10,540.00	\$10,036
1	1.6	Individual Learning Plans (ILPs)	No	\$1,343.00	\$1,803
1	1.7	Provide fully credentialed teachers, standards aligned instruction and instructional materials, and maintained school facilities	No	\$47,571.00	\$61,189
1	1.8	Begin the self-study process to earn full accreditation through the Western Association of Schools and Colleges (WASC)	No	\$5,372.00	\$3,836
1	1.9	Provide additional academic supports for English Learners, Foster Youth and Low Income students	Yes	\$188,208.00	\$189,442

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	1.10	Provide additional academic supports for all students	No	\$214,089.00	\$216,283
2	2.1	Expand Career Technical Education	No	\$156,047.00	\$160,165
2	2.2	Increase parent/guardian and student outreach related to college and career readiness.	No	\$147,306.00	\$84,305
2	2.3	Provide Tier I study skills supports	No	\$36,907.00	\$40,435
2	2.4	Provide courses for college credits (duplicate - included in existing staff duties)	No	Duplicate Expense	
2	2.5	Provide access to the College-Level Examination Program (CLEP) (duplicate - included in existing staff duties)	No	Duplicate Expense	
2	2.6	Provide workforce readiness activities and experiences to students with disabilities	No	\$8,472.00	\$10,797
2	2.7	Provide a Broad Course of Study to all students	No	\$38,356.00	\$36,335
2	2.8	Provide Student Support Practitioner to support student transitions	No	\$120,915.00	\$129,069
3	3.1	Implement tiered PBIS practices and SEL competencies	No	\$1,038.00	\$283
3	3.2	Support culturally proficient practices	No	\$3,223.00	\$24,711
3	3.3	Engage families and students (Partially duplicated expense of Goal 1, Action 4)	No	\$1,612.00	\$1,612
3	3.4	Maintain data systems supporting MTSS	No	\$107,885.00	\$124,524

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	3.5	Utilize Foster Focus system to support foster youth	No	\$10,503.00	\$11,195
3	3.6	Provide bilingual parent/student liaison	Yes	\$13,628.00	\$14,900
3	3.7	Provide counseling services and opportunities for social-emotional learning	Yes	\$25,564.00	\$26,093
3	3.8	Coordinate mental health supports and services	No	\$63,495.00	\$67,256
4	4.1	Coordinate services and supports for Placer County foster youth	No	\$276,778.00	\$369,469
4	4.2	Coordinate services and supports for students who have been expelled in Placer County	No	\$15,308.00	\$13,490

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)
166,556	\$237,940.00	\$240,471.00	(\$2,531.00)	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	1.5	Provide English Language Development (ELD) supports	Yes	\$10,540.00	\$10,036		
1	1.9	Provide additional academic supports for English Learners, Foster Youth and Low Income students	Yes	\$188,208.00	\$189,442		
3	3.6	Provide bilingual parent/student liaison	Yes	\$13,628.00	\$14,900		
3	3.7	Provide counseling services and opportunities for social-emotional learning	Yes	\$25,564.00	\$26,093		

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)
13,781,789	166,556	0	1.209%	\$240,471.00	0.000%	1.745%	\$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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