

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stanislaus County Office of Education - Alternative Education

CDS Code: 50-10504

School Year: 2024-25

LEA contact information:

Telka Walser

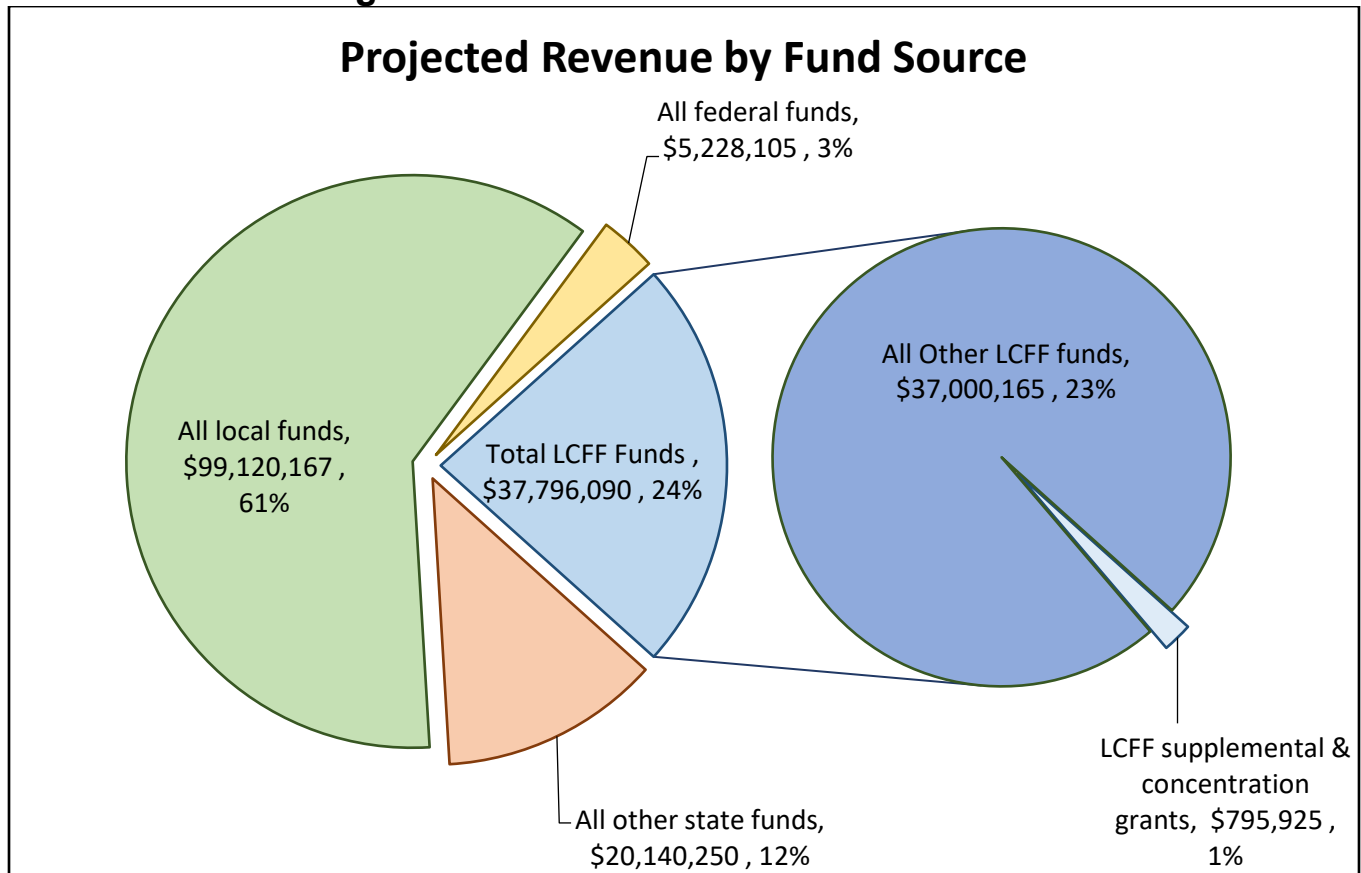
Director III

twalser@stancoe.org

209-238-1507

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

Budget Overview for the 2024-25 School Year

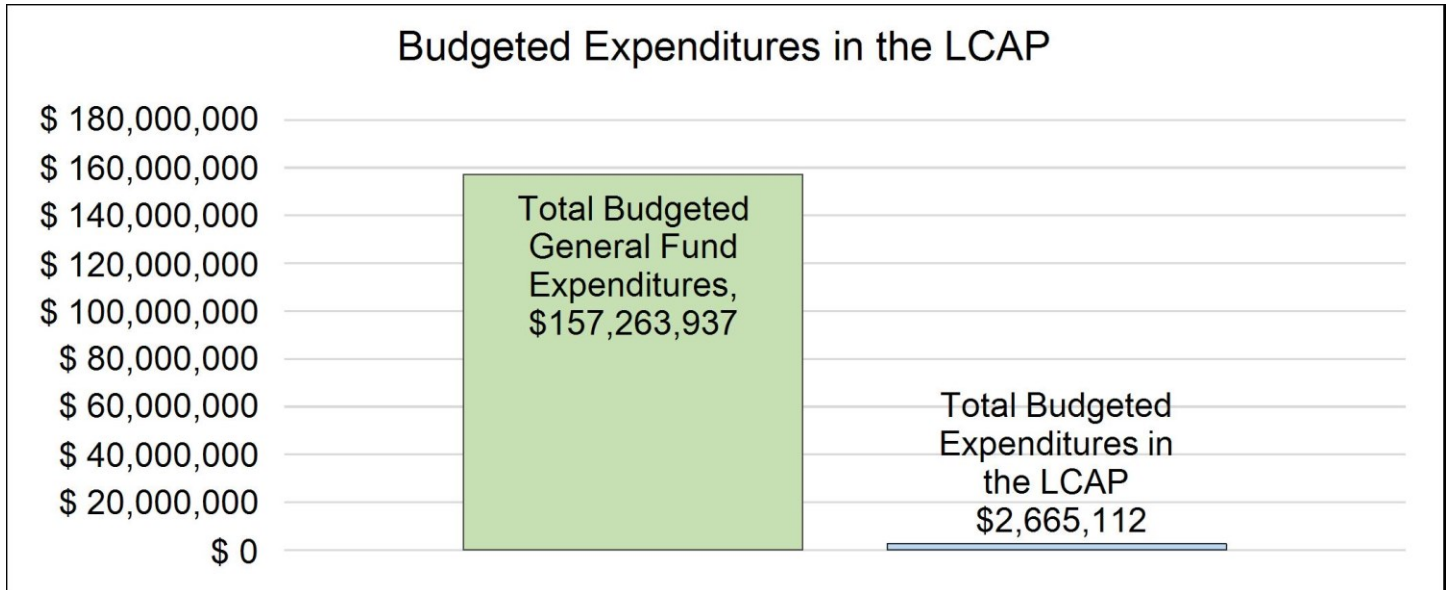


This chart shows the total general purpose revenue Stanislaus County Office of Education - Alternative Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stanislaus County Office of Education - Alternative Education is \$162,284,612, of which \$37,796,090 is Local Control Funding Formula (LCFF), \$20,140,250 is other state funds, \$99,120,167 is local funds, and \$5,228,105 is federal funds. Of the \$37,796,090 in LCFF Funds, \$795,925 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

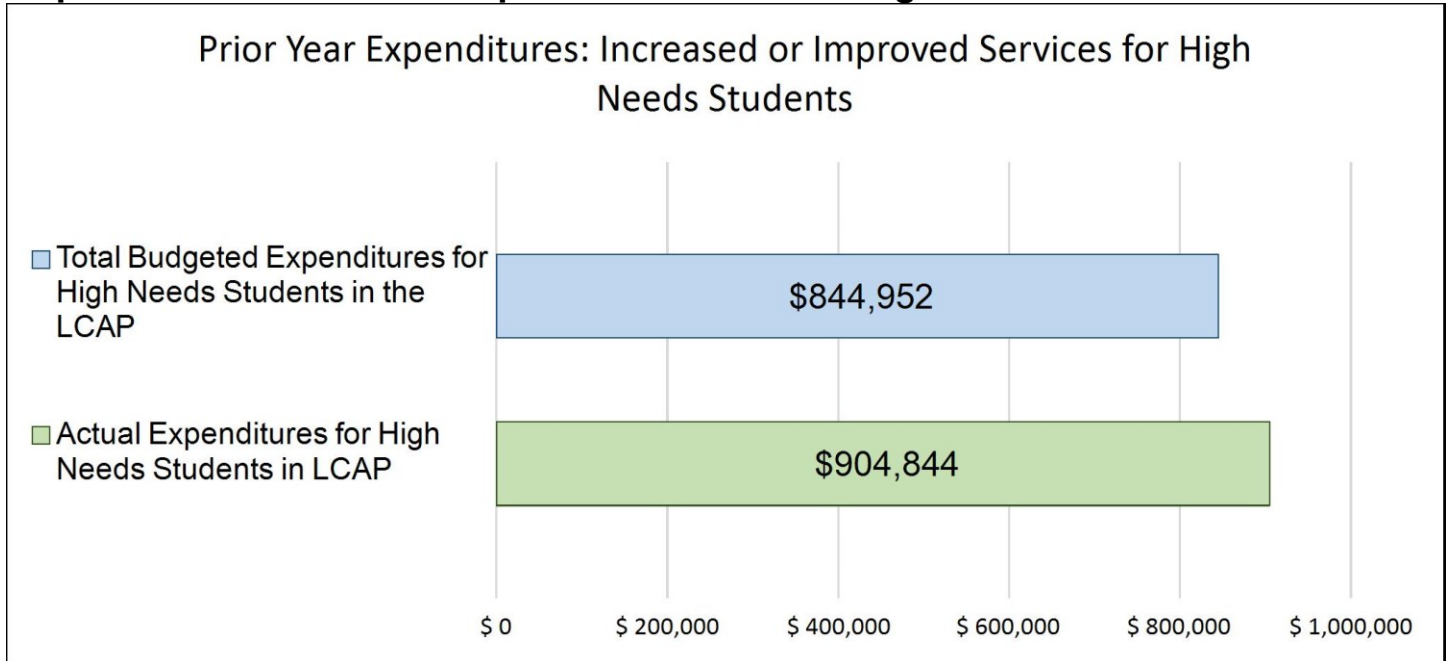
The text description of the above chart is as follows: Stanislaus County Office of Education - Alternative Education plans to spend \$157,263,937 for the 2024-25 school year. Of that amount, \$2,665,112 is tied to actions/services in the LCAP and \$154,598,825 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Stanislaus County Office of Education - Alternative Education is projecting it will receive \$795,925 based on the enrollment of foster youth, English learner, and low-income students. Stanislaus County Office of Education - Alternative Education must describe how it intends to increase or improve services for high needs students in the LCAP. Stanislaus County Office of Education - Alternative Education plans to spend \$881,239 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Stanislaus County Office of Education - Alternative Education's LCAP budgeted \$844,952 for planned actions to increase or improve services for high needs students. Stanislaus County Office of Education - Alternative Education actually spent \$904,844 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stanislaus County Office of Education - Alternative Education	Telka Walser Director III	twalser@stancoe.org 209-238-1507

Goals and Actions

Goal

Goal #	Description
1	#1. The LEA will ensure that teachers are assigned to teach courses within areas of expertise and credential

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1a)95% of the teachers serving in the court and community school will be compliant/hold appropriate credential or authorization in the subject areas they teach. 100% will be assigned as appropriate per their credential(s)	1.1a)SCOE HR Reporting - 90% of current staff is compliant/holds appropriate credential or authorization	1.1a)- SCOE HR Reporting - 100% of current staff is compliant/holds appropriate credential or authorization	1.1a)- SCOE HR Reporting - 100% of current staff is compliant/holds appropriate credential or authorization	1.1a)- SCOE HR Reporting - 100% of current staff is compliant/holds appropriate credential or authorization	1.1a)100% of current staff will hold appropriate credential or authorization. All teachers will be assigned as appropriate per their credential(s)
1.1b)All (100%) students will have access to standards aligned materials.	1.1b)Aeries report - 100% of the students have access to state aligned curriculum through FLVS	1.1b) - Aeries report - 100% of the students have access to state aligned curriculum through Edmentum. The program switched from FLVS to Edmentum as the online curriculum provider in August 2022.	1.1b) - Aeries report - 100% of the students have access to state aligned curriculum through Edmentum. The program switched from FLVS to Edmentum as the online curriculum provider in August 2022.	1.1b) - Aeries report - 100% of the students have access to state aligned curriculum through Edmentum.	1.1b)100% of the students have access to state aligned curriculum through FLVS
	1.1c) SCOE - FIT reports 100% of Ed Options facilities met all maintenance			1.1c) SCOE - FIT reports 100% of Ed Options facilities met all maintenance inspection	1.1c) 100% of Ed Options facilities met all maintenance inspection

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1c)All facilities will be maintained and kept in good repair and issues with site conditions addressed promptly. Inspections by the SCOE facilities dept drive repairs and improvements	inspection expectations and addressed any areas of concern immediately. The FIT score for each school site fell within the Good -Fair range (90 -100 points)	1.1c) - SCOE - FIT reports 100% of Ed Options facilities met all maintenance inspection expectations and addressed any areas of concern immediately. The FIT score for each school site fell within the Fair to Good Range.	1.1c) SCOE - FIT reports 100% of Ed Options facilities met all maintenance inspection expectations and addressed any areas of concern immediately. The FIT score for each school site fell within the Fair to Good Range.	expectations and addressed any areas of concern immediately. The FIT score for each school site fell within the Fair to Good Range.	expectations and addressed any areas of concern immediately. The FIT score for each school site fell within the Good -Fair range (90 - 100 points)

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of the goal. All goals were met as planned in the LCAP. 100% of staff is appropriately credentialed, 100% of students have access to state aligned curriculum, and 100% of Ed Options facilities met all maintenance inspections.

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.

None

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

These goals were effective. The program implemented each action to ensure the goals were met as projected over the three-year LCAP cycle.

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

The goal, the metrics, actions and desired actions have been effective and will be incorporated into the upcoming LCAP goals to maintain compliance with state and local indicator mandates

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

Goals and Actions

Goal

Goal #	Description
2	#2. The LEA will ensure that teachers participate in Common Core State Standards Training, the adoption and implementation of materials aligned to the standards and designing standards aligned courses. All students will have access to CCSS aligned, a-g approved curriculum, including English Learners, Foster Youth, low-income, and SWD..

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1a)100% of the teachers will participate in ongoing training on CCSS throughout the year in addition to ongoing training on the implementation and use of Edmentum online courses. Training will include specific strategies to ensure EL access to CCSS. Teacher sign in sheets will confirm attendance.	2.1a)2019-20 SCOE PD attendance reports - 100% of the teachers participated in Professional development including CCSS, FLVS and other program adoptions	2.1 a)- 2021-22 SCOE PD attendance has averaged 95-100% attendance. A new online curriculum, Edmentum, that is CCSS aligned and meets SBE adopted content and standards was implemented to replace FLVS.	2.1 a)- 2022-23 SCOE PD attendance has averaged 95-100% attendance.	2023-24 SCOE PD attendance has ranged from 97-100%	2.1a)100% of the teachers participated in Professional development including CCSS, Edmentum and other program adoptions
2.1b) Implementation of the standards-based curriculum will be monitored through teachers gradebook, transcripts, completion of online course of study	2.1b) Aeries data/FLVS reporting - 2019-20 baseline 100% of the students will engage in standards based online curriculum. 100% of the courses offered, credit awarded will be through standards-	2.1b) Aeries and Edmentum reports - 100% of the students engaged in standards based online curriculum. 100% of the courses offered, credit awarded were through standards based curriculum as	2.1b) Aeries and Edmentum reports - 100% of the students engaged in standards based online curriculum. 100% of the courses offered and credits awarded were through standards based curriculum as verified by online Student Information system,	2.1b) Aeries and Edmentum reports - 100% of the students engaged in standards based online curriculum. 100% of the courses offered and credits awarded were through standards based curriculum as verified by online Student Information system,	2.1b)100% of the students will engage in standards based online curriculum. 100% of the courses offered, credit awarded will be through standards based curriculum as verified by online Student Information

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2.1c) Student achievement will be monitored through common assignments and assessments, or overall GPA.</p> <p>2.1d) 100% of students will demonstrate successful completion of courses that satisfy UC or CSU entrance requirements as verified through GPA over 1.0 (D grade or better)</p> <p>2.1e) A more rigorous curriculum will allow for an increase in the RFEP rate.</p> <p>2.1f) AP courses and EAP are not yet available as we focus on implementing CCSS a-g curriculum program wide.</p>	<p>based curriculum as verified by online Student Information system, Online course grade book and transcripts.</p> <p>2.1c) 2018-19 Aeries data -73% of the students completed Semester one with a 1.0 GPA or better indicating successful completion of FLVS curriculum</p> <p>2.1d) 2019-20 Aeries data - 90% of all students completed coursework that satisfy UC or CSU entrance requirements through the online curriculum, as verified by course completion with grade of D or better.</p> <p>2.1e) Dataquest - The current R-FEP rate is 0</p> <p>2.1f) Aeries data - 0 AP classes offered</p>	<p>verified by online Student Information system, Online course grade book and transcripts.</p> <p>2.1c) January 2022 Data (Aeries) 99% of the student completed the Edmentum course of study with a 1.0 of better GPA</p> <p>2.1d) January 2022 Semester grades from Aeries - 95% of the students enrolled completed coursework that satisfies UC or CSU entrance requirements through the online curriculum, as verified by course completion with grade of D or better.</p> <p>2.1e) - Dataquest - The current R-Fep rate is 0</p> <p>2.1F) - Aeries data - 0 AP classes offered</p>	<p>Online course grade book and transcripts.</p> <p>2.1c) January 2023 StanSTATS data 95% of the student completed the Edmentum course of study with a 1.0 of better GPA</p> <p>2.1d) January 2023 Semester grades from Aeries - 96% of the students enrolled completed coursework that satisfies UC or CSU entrance requirements through the online curriculum, as verified by course completion with grade of D or better.</p> <p>2.1e) - Dataquest - The current R-Fep rate is 15%</p> <p>2.1F) - Aeries data - 0 AP classes offered</p>	<p>Online course grade book and transcripts.</p> <p>2.1c) January 2024 StanSTATS data reports 95% of the student completed the Edmentum course of study with a 1.0 of better GPA</p> <p>2.1d) January 2024 Semester grades from Aeries - 95% of the students enrolled completed coursework that satisfies UC or CSU entrance requirements through the online curriculum, as verified by course completion with grade of D or better</p> <p>2.1e) - Dataquest - The current R-Fep rate is 26%</p> <p>2.1F) - Aeries data - 0 AP classes offered</p>	<p>system grade book and transcripts</p> <p>2.1c) 75% of the students completed Semester one with a 2.0 GPA or better indicating successful completion of Edmentum curriculum</p> <p>2.1d) 95% of all students completed coursework that satisfies UC or CSU entrance requirements through the online curriculum, as verified by course completion with grade of D or better.</p> <p>2.1e) The current R-Fep is 0</p> <p>2.1f) Offer AP courses as appropriate</p>

Goal Analysis

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

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

The actions were implemented to accomplish the goals with reasonable success. A variety of resources were used to monitor outcomes. A past challenge was gathering data that was an accurate measure of the metric identified. Stan Stats, a local data warehouse was developed in 2022-23. It provides real time program data that reports program specific and timely data and allows us to report more accurate data reflecting the population we serve. The goal has been incorporated into a new goal with similar metrics and actions.

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.

None

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

These actions were effective in making moderate progress to the goal. The population we serve seems to "refresh" annually and tracking some data over time

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

This planned goal has been continued in a new format. Some metrics and actions have been modified revised, or consolidated within the 2024-2027 goals that continue to address mandated and locally identified program/student needs. Any changes made reflect the ability to measure identified actions/metrics using local, real time data..

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

Goals and Actions

Goal

Goal #	Description
3	#3.Student will participate in a rigorous and relevant academic program. The LEA expects consistent positive growth toward county average scores in all significant student subgroups (including expelled pupils, foster youth, English learners, pupils with disabilities and socioeconomically disadvantaged pupils,) using the CAASPP performance bands Additionally, LEA will assure that intervention and support programs such as courses to increase literacy, language and math skills are utilized for targeted instruction for students with such needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3a) All students who are assessed and need remediation will be enrolled in and complete intervention courses for literacy, language and math	<p>3a) HMH 2020-21 Reports - Intervention class enrollment - Read 180 - 98 students Improvement +1 grade level - 56 Improvement +2 grade level - 32 No improvement -10</p> <p>Math 180 to be implemented 2021-22 to replace FASST Math- No Math remediation 2020-21</p>	<p>3a) HMH/Site reports- Enrollment -Read 180 - 34 students Improvement +1 grade level - 1 (2%) Improvement +2 grade level - 14 (41%) No improvement -19 (56%)</p> <p>Math Data from Edmentum/Exact Path End of Year results NPR Level 1 (0-24%) 63% Level 2 (25-49%) 24% Level 3 (50-74%) 9% Level 4(75-99) 4%</p>	<p>3a) A new intervention assessment tool was implemented Exact Path data for ELA and Math and Reading- Grade level diagnostic ELA : Below -22% Approaching - 11% Meets - 2% Exceeds - <1%</p> <p>MATH Below -29% Approaching - 7% Meets - 2% Exceeds - <1%</p> <p>READING Below -24% Approaching - 11% Meets - 2% Exceeds - <1%</p>	<p>Exact Path - the intervention assessment window data for 2023-24 Semester 1 as of Jan 29,2024 Grade Level diagnostic: ELA : Below -30% Approaching - 27% Meets - 25% Exceeds - 18%</p> <p>MATH Below -66% Approaching - 20% Meets - 8% Exceeds - 6%</p> <p>READING Below -59% Approaching - 24%</p>	3a) Intervention class enrollment - 50% of students enrolled increase grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3b) Increase in the % of EL students who make progress toward English proficiency.	3b) DATAQUEST - ELPAC 2018-19 data: L1 25% L2 58% L3 4% L4 13%	3b) DataQuest 2020-2021 ELPAC L1 33% L2 41% L3 22% L4 3%	3b) DataQuest 2021-22 ELPAC L1 10% L2 31% L3 35% L4 16%	Meets - 11% Exceeds - 6% 3b) DataQuest 2022-23 ELPAC L1 55% L2 32% L3 9% L4 3%	3b) ELPAC scores increase for 15% of students from baseline
3c) Increase the % of students in the program demonstrating college preparedness pursuant to the CAASSP /Early Assessment Program or any subsequent assessment of college preparedness.	3c) DATAQUEST 18 - 19 CAASSP ELA Level 3 = 9% Level 2 = 9% Level 1 = 82% MATH Level 3 = 3% Level 2 = 6% Level 1 = 93%	3.c) DataQuest - CAASSP (20-21) ELA Level 4 = 7% Level 3 = 4% Level 2 = 29% Level 1 = 64% MATH Level 4 = 3% Level 3 = 3% Level 2 = 17% Level 1 = 75%	3c) Data Quest/CAASSP ELA L1 79% L2 15% L3 6% L4 <1% MATH L1 88% L2 10% L3 1% L4 <1%	3c) Data Quest/CAASSP ELA L1 79% L2 15% L3 6% L4 <1% MATH L1 88% L2 10% L3 1% L4 <1%	3c) CAASSP - 10% increase in each level
3d) Reclassification rate for students	3d) DATAQUEST Reclass rate 0%	3 d) Data Quest - Reclass rate is 0%	3d) Data Quest - Reclass rate is 15%	3d) Data Quest - Reclass rate is 15%	3d) Reclass rate 0%

Goal Analysis

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

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

Results did not meet the expectation or goal set in the LCAP. An unexpected difference was the implementation of a new intervention tool/assessment for students. Diagnostic results show an increase in ELA for students that meet and exceed standard. Math also saw an increase in meets and exceeds using the new assessment tool. Reclassification rates for EL students remained at 0% and CAASPP data showed mixed results.

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.

None

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

This goal has been incorporated into new goals for the next LCAP cycle, the metics and actions will remain in place, with slight clarifying modifications to best assess effectiveness annually.

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

This goal, metrics and actions have been effective and have been incorporated into a new goal for the next LCAP cycle. Metrics and actions have been revised in a few areas to address new mandated goals and identified populations in the plan

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

Goals and Actions

Goal

Goal #	Description
4	#4.LEA expects students to be prepared for success in today's global society, including a rigorous high school education, development of career skills, and building character for citizenship

Measuring and Reporting Results

[illegible]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	that are operated by County Offices of Education because of constraints in interpreting these calculations with high mobility schools.	that are operated by County Offices of Education because of constraints in interpreting these calculations with high mobility schools	that are operated by County Offices of Education because of constraints in interpreting these calculations with high mobility schools	district-thus dropout rate is non-applicable Dropout rate calculations are not posted for schools that are operated by County Offices of Education because of constraints in interpreting these calculations with high mobility schools	

Goal Analysis

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

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

Our post -graduation outcomes rate has not increased 10% over the course of the LCAP cycle, nor have the post grad results shown marked improvements. We have experienced challenges in contacting some grads to gather data. We In fact, our grad rate has qualified our sites for program improvement annually for the LCAP cycle. We do not have students who stay in our programs for a full 4-year cohort. Students enter and exit all year long and come to us at a variety of grade levels and credits earned. A local data warehouse has been implemented that reflects live student data. This will allow us to gather data on seniors/students we serve who do graduate to get a more realistic and accurate "grad rate" for our programs.

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.

None

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

While it appears that the goal has not been effective over course of the LCAP cycle we have and are increasing opportunities for students to start more meaningful career exploration or CTE class experiences while with us. We have added 4 new CTE courses, 2 CTE exploration labs and Career Inspiration Center. StanStats data reflects that in the 2023-24 school year (to date) we have graduated 35 out of 86 seniors (42%)enrolled and that does not include those who will complete their course of study in May.

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

The metrics and actions have been maintained in a new goal that encompasses the priority and focus of the current goal.

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

Goals and Actions

Goal

Goal #	Description
5	#5.LEA will actively engage all parents in activities that both connect them to each school's learning environment as well as provide opportunities for input about their students' education. Extra effort will be made to ensure that parents/guardians of expelled youth, SWD, EL students, and Foster youth are included. All events involving parents will have sign in sheets to track attendance and/or participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5.1a) 25% parent attendance at LEA/Site hosted events.	5.1a) 2018-19 Sign in sheets 5-10 (25%) parents in attendance at scheduled events on site	5.1a) 2020-21 sign in sheets 3-12 parents in attendance (15%)	5.1 a) 2021-22 - Sign in Sheets 0- 14 Parents in attendance (7%)	5.1.a)YTD - 2022-23 Sign in sheets reflect 1 parent attended Back to School Night at Teel	5.1a) 50% parent attendance at school events
5.1b) Monthly communication (including translated documents) between the schools and home of all students, including FY, and EL, SWD, including social media pages	5.1b)2018-19- Site logs/Aeries notes Monthly school to home communication - 3 times	5.1b) Site logs/Aeries notes Monthly school to home communication - 4-8 times	5.1b) Site logs/Aeries notes Monthly school to home communication - 4-8 times	5.1b) Site logs/Aeries notes Monthly school to home communication - 1-4 times	5.1b)Monthly school to home communication - 2-3 times

Goal Analysis

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

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

There was very minimal parent involvement or attendance at school events this year. Site principals are collaborating with educational options administration to increase parent involvement in future years.

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.

None

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

The actions were moderately effective. The measure of parent involvement is being better defined and tracked for the upcoming year and is included in the new LCAP. Parent involvement is a challenge for all high schools and we are no exception. Many of our parents have not had exceptionally positive school experiences and we need to do better in our outreach efforts and creating opportunities for parents and families to find involvement meaningful and positive.

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

None, the goal has been incorporated into a new goal with similar metrics and actions to provide more accurate data.

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

Goals and Actions

Goal

Goal #	Description
6	#6.Students will build strong, positive relationships at school and in the community by becoming actively engaged in activities both inside and outside the classroom.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6a)Attendance rate	6a)DATAQUEST 2018-19 Attendance rate = 83%	6a)DATAQUEST 2020-21 Attendance rate = 81.5%	6a)DATAQUEST 2021-22 Attendance rate = 79.4%	6a) Aeries Attendance Rate average ytd = 87.48	6a)Attendance rate = 90%
6b)Chronic absenteeism rate	6b)Dataquest 2018-19 Chronic absenteeism rate = 12%	6b)Dataquest 2020-21 Chronic absenteeism rate = 62%	6b)Dataquest 2021-22 Chronic absenteeism rate = 57%	6b)Dataquest 2022-23 Chronic absenteeism rate = 44%	6b)Chronic absenteeism rate = 5%%
6c)Graduation Numbers	6c)Aeries report - 2018-19 Graduation Numbers 83 Dashboard Grad rate = 48.2	6c)Aeries report - 2020-21 Graduation Numbers 62 DASS report 2020-21 Graduation Rate = 38%	6c)Aeries report - 2021-22 Graduation Numbers = 73 Ca Dashboard report 2021-22 Graduation Rate = 36%	6c)Aeries report - 2022-23 Graduation Numbers = 57 Ca Dashboard report 2022-23 Graduation Rate = 33.5%	6c)Graduation Numbers ; Increase by 10%
6d)No baseline data/MS dropouts	6d)Dataquest - No MS dropouts	6d)Dataquest - No MS dropouts	6d)Dataquest - No MS dropouts	6d)Dataquest - No MS dropouts	6d) No MS dropouts
6e) Community Service opportunities school wide	6e) Aeries Report - 100% of graduating seniors completed community service.	6e) Aeries Report - 100% of graduating seniors completed community service.	6e) Aeries Report - 100% of graduating seniors completed community service.	6e)Post Covid the Community Service requirement was discontinued	6e) 100% of graduating seniors completed community service.

Goal Analysis

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

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

The targeted goal was implemented, and progress was made in the areas of attendance rate and chronic absenteeism. The three-year LCAP goal was not met, but strategies were implemented and successful in increasing the attendance rate to 87.48% and decreasing the chronic absenteeism rate from 57% to 44%. Site principals and the Educational Options division implemented a variety of attendance strategies to engage students and increase the attendance rate. The graduation rate saw a steady decrease and trended down over three years. In the last year, the graduation rate decreased by 2.5% Post COVID, the community service requirement was discontinued which was a substantive difference between the planned action and the implementation.

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.

None

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

Over the course of this LCAP cycle these actions were effective in making moderate progress toward achieving the goal.

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

The goal has been incorporated into a new goal. The metrics and actions remain the same.

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

Goals and Actions

Goal

Goal #	Description
7	#7.School sites will create/maintain a positive and safe school climate to promote learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7a) Fewer suspensions/reduction in disciplinary actions program wide	7a)Suspension rate = 11.7 % 7b) Expulsion rate = 0%	7a)Suspension rate = 1 % 7b) Expulsion rate = 0%	7a)Suspension rate = 5.8 % 7b) Expulsion rate = 0%	7a)Suspension rate = 5% 7b) Expulsion rate = 0%	7a)Suspension rate = 5% 7b) Expulsion rate = 0%
7b) Maintain 0% Expulsion rate	7c) Attendance rate = 83%	7c) Attendance rate = 81.5%	7c) Attendance rate = 81.5%	7c) Attendance rate = 94.05	7c) Attendance rate = 90%%
7c) Increase in attendance rate	7d) 74 grads (16-17)	7d) 62 Graduates	7d) 73 Graduates	7d) 20 Graduates	7d) 15% increase in # of grads
7d) number of graduates.	7e) 73% of the students had a 1.0 GPA	7e) 79% of the students had a 1.0 GPA	7e) 53% of the students had below a 2.0 GPA	7e) 84% of the students had below a 2.0 GPA	7e) 75% of the students have a 2.0 GPA
7e) An increase in grade point averages	7f) Survey data	7f) Survey data pending	7f) WASC survey completion pending	7f) 2022.23 CHKS data reports that 58% of students feel safe or very safe on campus. 29% reported they feel neither safe or unsafe and 12% feel unsafe or very unsafe.	7f)5% improvement in idenrified areas
7f) Stakeholder survey	7f)Survey data	7f)Survey data pending			

Goal Analysis

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

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

Various elements of the goal saw different degrees of success. Suspension rates decreased (from 5.8% to 5%) and the expulsion rate stayed the same (0%). Actions related to the goal were implemented across sites to support the decrease in suspension rates and to maintain a 0% expulsion rate, including PBIS and restorative practices. Attendance plans were also successful across all sites and surpassed the 23/24 LCAP goal by 4.05% (94.05). Grade point average did not meet expectations and there was a decrease in the percentage of students earning a 2.0 from 22/23 to 23/24. There was not a substantive difference between planned actions and the implementation.

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.

None

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

The actions implemented were effective in making progress overall over the course of the LCAP cycle.

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

This goal and the metrics and actions will be included in the new LCAP .

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

Goals and Actions

Goal

Goal #	Description
8	#8. Maintain county-wide coordination of services for the educational needs of foster youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8.1a) Maintain full participation by all districts and LEA staff to maintain services to all FY county wide.	8.1a)Sign In sheets /Zoom attendee rosters 100 % participation of districts in all trainings regarding FY services, legal mandates and practice and procedures.	8.1a)Sign In sheets /Zoom attendee rosters 100 % participation of districts in all trainings regarding FY services, legal mandates and practice and procedures.	8.1a)Sign In sheets for in person and Zoom attendee rosters 100 % participation of districts in all trainings regarding FY services, legal mandates and practice and procedures.	8.1a)Sign In sheets for in person and Zoom attendee rosters - 100 % participation of districts in all trainings regarding FY services, legal mandates and practice and procedures.	8.1a)100 % participation of districts in all trainings regarding FY services, legal mandates and practice and procedures.
8.1b) Immediate enrollment	8.1b) 100% of FY will be enrolled into school immediately	8.1b) 100% of FY were enrolled into school immediately	8.1b) 100% of FY were enrolled into school immediately	8.1b) 100% of FY were enrolled into school immediately	8.1b) 100% of FY will be enrolled into school immediately
8.1c)Timely Transfer of school records	8.1c)100% of requested Transfer of school records will occur within 2 days of enrollment	8.1c)100% of requested Transfer of school records occurred within 2 days of enrollment	8.1c)100% of requested Transfer of school records occurred within 2 days of enrollment	8.1c)100% of requested Transfer of school records occurred within 2 days of enrollment	8.1c)100% of requested Transfer of school records will occur within 2 days of enrollment
8.1d)Ensure FTY are awarded Partial Credits	8.1d)100% of students with partial credits outstanding will receive those credits on their transcripts	8.1d)100% of students with partial credits outstanding received those credits on their transcripts	8.1d)100% of students with partial credits outstanding received those credits on their transcripts	8.1d)100% of students with partial credits outstanding received those credits on their transcripts	8.1d)100% of students with partial credits outstanding will receive those credits on their transcripts
8.1f) AB 216 State's Graduation Requirements					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8.1g)School of Origin/School placement	8.1f) 100% of FY will be evaluated for AB216 within 30 days of enrollment	8.1f) 100% of FY were evaluated for AB216 within 30 days of enrollment	8.1f) 100% of FY were evaluated for AB216 within 30 days of enrollment	8.1f) 100% of FY were evaluated for AB216 within 30 days of enrollment	8.1f) 100% of FY will be evaluated for AB216 within 30 days of enrollment
	8.1g) 100% of FY will attend school where student is best served as determined by FY and guardian	8.1g) 100% of FY attended school where student is best served as determined by FY and guardian	8.1g) 100% of FY attended school where student is best served as determined by FY and guardian	8.1g) 100% of FY attended school where student is best served as determined by FY and guardian	8.1g) 100% of FY will attend school where student is best served as determined by FY and guardian

Goal Analysis

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

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

The county-wide coordination of services for foster youth was very successful and the actions implemented were successful in meeting the goal. 100% of foster students were enrolled into school immediately, 100% of school requested transfers were requested in two days, 100% of partial credits were reflected on transcripts, 100% of foster students were evaluated for AB216, and 100% of foster youth attended the school that was best in serving their individual needs. Goals and actions were implemented with consistency and fidelity.

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.

None

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

The actions were effective in meeting this goal.

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

No changes are planned, this goal will be combined with the other goal mandated for COE's.

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

Goals and Actions

Goal

Goal #	Description
9	#9. Maintain a county-wide collaborative process for developing and revising the Countywide Plan for Expelled Youth and continue to operate programs to meet this need.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of students will be served in compliance with 922 Plan for all Stanislaus County Districts	Aeries reports - 100% of the students referred to SCOE were served in compliance with 922 Plan for all Stanislaus County Districts	Aeries reports - 100% of the students referred to SCOE were served in compliance with 922 Plan for all Stanislaus County Districts	Aeries reports - 100% of the students referred to SCOE were served in compliance with 922 Plan for all Stanislaus County Districts	Aeries reports - 100% of the students referred to SCOE were served in compliance with 922 Plan for all Stanislaus County Districts	100% of the students referred to SCOE were served in compliance with 922 Plan for all Stanislaus County Districts

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.
There was not a substantive difference in planned actions and implementation. The school districts in the county maintained effective collaboration and Aeries reports maintained that 100% of students referred to SCOE were served in compliance with 922 Plan for all Stanislaus County Districts.

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.
None

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

The actions were effective in meeting the goal over the LCAP cycle

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

This goal will be combined with the other mandated COE goal.

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

Goals and Actions

Goal

Goal #	Description
10	Improve the performance of identified, low performing students groups

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Improve the performance of English Learners	Suspension Rate - 8.2 % suspended one day or more EL Progress - 21.6 making progress toward proficiency	NA	New Goal - no outcome until 2024	Suspension rate - 8.5% a .3% increase EL progress -19.6% a decrease of 2%	Reduce suspension rate 5% Increase EL progress to 30% making progress toward proficiency
Improve the performance of Hispanic Students	Chronic Absenteeism - 49.1%Chronically Absent Grad Rate - 37% graduated ELA - Far below Standard Math - Far below Standard	NA	New Goal - no outcome until 2024	Chronic Absenteeism - 68.7% an increase of 19.6% Grad Rate - 34.3% a decrease of 2.4% ELA - Far below Standard Math - Far below Standard	Reduce chronic absenteeism to under 40% Increase grad rate to 50% or better Increase ELA and Math proficiency to almost meeting or meeting standard
Improve the performance of SocioEconomically Disadvantaged students	Chronic Absenteeism - 48% Chronically Absent Grad Rate - 37% graduated ELA - FAR below Standard	NA	New Goal - no outcome until 2024	Chronic Absenteeism - 63.1% an increase of 15.4% Grad Rate - 32% a decrease of 5% ELA - FAR below Standard	Reduce chronic absenteeism to under 40% Increase grad rate to 50% or better Increase ELA and Math proficiency to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math - Far Below Standard			Math - Far Below Standard	almost meeting or meeting standard
Improve the performance of White Students	Chronic Absenteeism - 33.3% Chronically Absent Grad Rate - 37% graduated ELA - Far Below Standard Math - Far below Standard	NA	New Goal - no outcome until 2024	Chronic Absenteeism - 53.3% an increase of 20% Grad Rate - 34.4 graduated a decrease of 2.8% ELA - Far Below Standard Math - Far below Standard	Reduce chronic absenteeism to under 40% Increase grad rate to 50% or better Increase ELA and Math proficiency to almost meeting or meeting standard

Goal Analysis

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

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

The planned action, implementation, and results did not show the growth as expected. Low performing student groups did not make positive growth towards their attendance rate, graduation rate, academic achievement, or towards decreasing their chronic absenteeism.

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.

None

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

This goal was added in 2023-24. Initial data shows mixed results from the identified actions over the course of one year.

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

The goal has been incorporated into a new goal for the 2024-2027 LCAP. The metrics, actions and desired outcome remain the same for all students we serve, the population/stability rate indicates that prior year data/Dashboard results are not an accurate measure of the students currently being served. Local data will allow true reporting on current student achievement.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stanislaus County Office of Education - Alternative Education	Telka Walser Director III	twalser@stancoe.org 209-238-1507

Plan Summary [2024-25]

General Information

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

The Stanislaus County Office of Education Alternative Education program serves at risk students in Stanislaus County in both community and court schools. Students served in the court school are wards of the court. The Community Schools serve students who are expelled, referred by the county Student Attendance Review Board (SARB), are on probation and not in school, or referred by districts as parent requests.

Our students are at risk students for a variety of reasons. Typically these students are below grade level in most core subjects. The high school age students are usually behind in the number of credits needed for graduation. They lack not only educational skills but in some cases lack basic social skills and may need multi-agency support (mental health, probation, family services, etc.). The major portion of our students are in grades nine to twelve, however, we do serve the educational needs of students in elementary grades from first through eighth grade. The county has experienced a dramatic decline in enrollment across all programs over the last two years. Enrollment has increased very minimally this year program wide.

The Alternative Education Program serves students from the twenty-six school districts in Stanislaus County. The program is operated from three main sites; Petersen Academic Center for Education (PACE) at John B. Allard school, Stanislaus County West Campus (Juvenile Court School), and Teel at Empire, home of the Stanislaus Military Academy and Tactical Character Academy. Remote sites are the Stanislaus Culinary Arts Institute (SCAI), and Stanislaus Industrial Technology Institute (SITI). These sites reflect a merge and reorganization of the previously reported sites as of July 1, 2023.

PACE at John B Allard School

The PACE at John B. Allard Community School is located in Ceres California. It provides educational opportunities for students living in the local area as well as the communities surrounding the main campus. This school offers classroom instruction for grades 6-12. PACE offers an Independent Study Program on site as well. PACE offers students a Small Engine and Digital Media Arts CTE classes. The

administration of PACE also has oversight at the court school, Stanislaus County West Campus. The current staff of teachers and support personnel serves a student population that is ever changing, they are flexible in their approach to providing the best possible education to students who may be incarcerated for a limited or longer time frame. CTE Small Engine repair is offered at PACE. West Campus has added Digital Arts Media, Coding and Culinary Arts CTE courses this year with great success and student enthusiasm. Paxton Patterson CTE Career Exploration and Medical Career lab classes are offered at both sites as well.

Teel at Empire

Teel is home to three programs, the Stanislaus Military Academy (SMA) a classroom program for grades 9-12 ; the Tactical Character Academy (TCA) a 6-8 grade classroom program; and Independent Study. Both SMA and TCA provide instruction in the core curriculum as well as adhere to a strict code of conduct. SMA and TCA are classroom based programs, started in the fall of 2009 which feature a military theme. The programs promote and instill a code of core principles (Purpose, Thankfulness, Commitment, Respect, Responsibility, Kindness and Investment) as well as a set of five core values. (Commitment, Discipline, Respect, Courage and Honor). SMA and TCA are strictly voluntary programs with both parents and student agreeing to the obligations set forth in the student contract.

Teel offers a Construction Skills CTE class as well as Welding and Digital Media Arts. Students in both the middle school and high school programs attend Paxton Patterson Career Exploration and Medical Career lab classes. Teel also offers an Independent Study program. The Teel administration oversight includes the Stanislaus Culinary Arts Institute (SCAI) which is located in Oakdale, California. The facility includes a fully operational and stocked culinary training kitchen, SCAI provides educational opportunities for students living in the Oakdale area as well as nearby communities. The site offers CTE instruction in Culinary Arts and Agriculture. Independent Study and Modified Independent Study options are also available. Also operating under the oversight of the Teel administration oversight is the Stanislaus Industrial Technology Institute (SITI). SITI is located in Patterson, California. It provides educational opportunities for students living in Patterson and other communities on the west side of Stanislaus County. It offers Independent Study options for students as appropriate.

SCOE provides transportation between the PACE and Teel sites for students who elect to participate in a CTE class offered off their site of enrollment.

Stanislaus County Office of Education utilizes community and court schools base grant funding to increase mental health, college, and career counseling services to support the academic, behavioral, and social-emotional well-being of our students. These funds will also be used for the enhancement and continuation of career technical education (CTE) and increased academic intervention services. The Student Enrichment and Support Block Grant will ensure that our teachers provide the highest level of instruction and support to students with the greatest amount of need. This will be done through specific support and training provided to staff to target those students who are falling behind academically and emotionally.

Reflections: Annual Performance

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

The SCOE Educational Options division assesses annual performance through other measures that are appropriate and relevant to the student population served. The student stability rate in our programs in 2022-23 was 13% overall, with sites ranging from 3% to 18% of the student population continuously enrolled for 245 days. To better measure annual student performance we use a local data warehouse, Unified Insights (UI), also referred to as Stanislaus Stats. This dashboard provides real time data for our students and sites. This local dashboard provides enrollment, attendance, behavioral, academic and assessment data that is updated every night through connections with our student information system. Stan Stats reports the 2023-24 student attendance rate is 94% for the year to date (YTD), 16.5% of the students are reported as chronically absent. The YTD out of school suspension rate is 9%. The YTD grade distribution for Semester One of 2023-24 shows that 95% of our students earned a final grade of D or better in their core classes. Using local, live and real time data provides a much more realistic picture of how we are serving students and how those students are performing while enrolled in our programs.

Schools within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard, the Goal (G) and and (A) where the LCAP addresses these is identified following G.A format next to each indicator:

Stanislaus County Special Education

- Chronic Absenteeism (3.7)

Stanislaus County West Campus (EM school)

- Grad Rate (2.6)

Stanislaus Military Academy at Teel (EM School)

- Suspension Rate (1.7, 4.2)
- CCI (2.3, 2.6, 3.3)

Petersen Alternative Center at John B. Allard (EM School)

- Suspension Rate (1.7, 4.2)
- Grad Rate (2.6)
- ELA (2.1, 2.4, 2.7)
- Math (2.2, 2.4, 2.7)
- CCI (2.3, 2.6, 3.3)

Student groups within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

English Learner Progress Indicator (2.1, 2.2, 4.2)

- EL

Chronic Absenteeism (3.2, 3.5)

- White
- Hispanic
- SED

Suspension Rate (1.3, 1.7, 2.8)

- EL
- SED
- SWD
- African American
- Hispanic
- White
- Two or More Races

Grad Rate (2.6)

- Homeless
- SED
- Hispanic
- White

ELA (2.1, 2.4, 2.7)

- SED
- Hispanic
- White

Math (2.2, 2.4, 2.7)

- SED
- Hispanic
- White

College and Career (2.3, 2.6, 3.3)

- Homeless
- SED
- Hispanic
- White

Student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2023 Dashboard.

Petersen Alternative Center at John B. Allard

Grad Rate (2.6)

SED

- Hispanic

Math (2.2, 2.4, 2.7)

- SED

CCI (2.3, 2.6, 3.3)

- SED
- Hispanic

Stanislaus County West

Grad Rate (2.6)

- SED

Stanislaus Military Academy at Teel

Suspension Rate (1.7, 2.8)

- SED
- Hispanic

Reflections: Technical Assistance

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

Based on the Fall 2023 Dashboard SCOE meets the criteria for Differentiated Assistance in State Priorities 4-8. Through a consortium of four COE's, SCOE site and program administrators collaborate and participate in guided improvement science activities and conversations with other COE's in DA. Over time the program has moved from a focus on consistent processes and procedures for data collection/reporting accuracy to doing a deeper dive into how we can impact student outcome as reported on the Dashboard and reported local data. Currently we are exploring how to increase participation in assessments, including how to motivate greater effort and authentic performance by students on assessments; increase academic outcomes for all students; implement effective, proactive and positive behavioral

interventions and supports; provide ongoing relevant professional development to staff and provide on site mental health services for students and families.

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.

Teel at Empire
Stanislaus County West Campus
PACE at John B Allard School

Support for Identified Schools

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

The LEA will establish designated time and opportunity to meet with school leadership, staff and stakeholder to:

- Examine areas of growth and needs
- Identify root causes using Improvement Science tools and identify contributing factors related to strengths and weaknesses
- Examine existing data and identify data needed
- Identify existing resources and capital
- Research internal and external partners to provide support and resources
- Set goals, benchmarks, a schedule for data reports and analysis, a timeline, and communication protocol for stakeholder involvement
- Create, prioritize, and implement the school's CSI plan ensuring alignment with the LCAP
- Collaborate and support school programs in their development of their SPSA, including areas such as the role of stakeholders, identifying resource inequities, goals settings and expenditures

Monitoring and Evaluating Effectiveness

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

In partnership with each school, each School Site Council and the COE, the LEA will:

- Create benchmarks to measure progress with school staff using ongoing data collection and analysis
- Schedule on going meetings to determine if benchmarks accurately reflect progress

- Evaluate data to measure statistically significant effects of each intervention
- Use deeper inquiry of a single area of need in terms of resource and equity
- Identify and address barriers
- Adjust the plan and timeline as needed, and communicate with stakeholders
- Hold focus groups, utilize surveys, and bring stakeholders together to ensure collaboration
- Review process to maintain alignment with strategic goals

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
SCOE Educational Partners include : County Administration Instructional Support Division administration Classified and Certificated staff (representing CSEA and SACP bargaining unit members) Students Parents Probation CTE Administration and staff DA Consortium partner COE's	School Site council/LCAP advisory committees 2 x monthly Administration meetings - SCOE, site and CTE administration Monthly LEA/Probation meetings Quarterly DA meeting with assigned support administrator Quarterly DA consortium meetings with partner COE programs Site staff meetings (monthly)

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

In July 2023 the Stanislaus County Office of Education, Educational Options division merged two of their established school sites, John B Allard and SMA at Teel into one school, Teel at Empire. The PACE site was physically moved and renamed PACE at John B. Allard. All future data, goals, actions and metric will reflect three separate Ed Options schools, PACE at JBA, Teel at Empire and West Campus. SCOE administration, site staff, parent and students, including the CSEA and SACP membership, used the 2023 Dashboard data and local data in consultation with all the educational partners to identify needs and areas of focus to create the goals, metrics and actions included in this LCAP.

The Stanislaus County Office of Education, Educational Options Division, Alternative Education program consulted with educational partners including, Assistant Superintendent Educational Options, Director III SCOE Special Education division, Probation staff, both SCOE Bargaining units, SACP and CSEA; the SELPA, School site principals, School site council members who also serve as the LCAP Parent Advisory committee, the District ELAC, Division leadership, SCOE CTE Director, and SCOE Director of Digital technology, teachers, classified staff, students and parents.

Division Leadership met monthly from August 2023 through May 2024, this included the Assistant Superintendent, Ed Options and Special Education Administration and Site Principals met monthly to review data related to the LCAP goals, actions and discuss progress.

Administrators and teachers met monthly in site meetings to review data and progress related to the goals and development of the actions.

Each School Site Council met 6-8 times during the school year. The SSC is comprised of the principal, certificated and classified staff, parents, students and designated ELAC representatives.

The site ELAC's convened in early September and voted to be part of the School Site Council. Each SSC also elected to serve as the LCAP Advisory for that school site. SSC Meetings were held at each school to encourage input and feedback from all educational partners on the LCAP annual update and the review and development of goals, actions, and services. A review of the 2023 Dashboard, the Local Control Funding Formula (LCFF) and Local Control and

Accountability Plan (LCAP) goals and actions was presented at the meetings. In addition to providing feedback on individual goals, actions, and services, educational partners were also provided information on budget allowances and guidelines. The partners were encouraged to provide written recommendations to inform the 2024-2027 LCAP. The SSC at both PACE and TEEL prioritized areas of concern/focus via consensus, as school safety, student mental health, attendance and student graduation rates. The new 2024-27 LCAP goals address these concerns.

The DELAC convened in January to review the LCAP goals and provide input to encourage input and feedback on the LCAP. A review of the Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) goals and actions was presented at the meeting. In addition to providing feedback on individual goals, actions, and services, stakeholders were encouraged to provide written recommendations to inform the LCAP.

All Ed Options Staff meets twice a month, from August through May, once a month as site teams and once a month with all sites combined. Classified staff was included in site meetings to provide input and feedback on the Annual Update and review/develop new goals, actions, and services.

A review of the Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) goals and actions was presented at the April 2024 PD meeting. In addition to providing feedback on individual goals, actions, and services, educational partners were encouraged to provide written recommendations to inform the LCAP.

EQUITY MULTIPLIER SCHOOLS

West Campus, Teel School at Empire and Petersen Alternative Center for Education, the sites that generated Equity Multiplier funds, consulted with SSC, parents, students, classified and certificated staff, and the LCAP advisory committee, to discuss the specific student groups identified by school site needs and provide input in the development of the LCAP goals. The educational partners at Teel in Empire used 2023 Dashboard data reported for both JBA and SMA at Teel. PACE SSC reviewed both the West Campus and PACE Dashboard reports.

The Equity Multiplier Goal (#4) was created based upon the feedback from educational partner engagement/feedback, budgetary guidance and administrative input for three sites. Goal #4 reflects the priority educational partners at each site placed on providing students support through UDL, Mental Health clinicians and Board-Certified Behavior Analysts (BCBA) to impact and improve school climate as measures by attendance and discipline data. The non-stability rate for these sites is JBA 85%, SMA 84%, PACE 82% and West 97%. Our student population in general is highly transient and while, not each student group was identified as low performing on the Dashboard due to low numbers, the vast majority of the students we serve benefit from the support that the EM Goal, #4 provides.

Student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2023 Dashboard.

John B Ballard

Chronic Absenteeism (3.2, 3.5)

- SED
- Hispanic

Suspension Rate (1.7, 2.8)

- White

Grad Rate (2.6)

- SED

ELA (2.1, 2.4, 2.7)

- SED
- Hispanic

Math (2.2, 2.4, 2.7)

- SED
- Hispanic

CCI (2.3, 2.6, 3.3)

- SED

Petersen Alternative Center

Grad Rate (2.6)

- SED

- Hispanic

Math (2.2, 2.4, 2.7)

- SED

CCI (2.3, 2.6, 3.3)

- SED
- Hispanic

Stanislaus County West

Grad Rate (2.6)

- SED

Stanislaus Military Academy at Teel

Suspension Rate (1.7, 2.8)

- SED
- Hispanic

Through regular and ongoing conversations and collaboration with CSI/DA consultants our program/site needs are annually re-evaluated, and the training and resources shared are tailored to provide targeted and specific supports. Data is constantly analyzed to support training and assess needs. A new Dashboard, Unified Insights or Stan Stats has been developed to provide the program with real time data that allows us to measure a variety of data points that reflect the current student enrollment.

SCOE and Ed Options Leadership feedback overwhelmingly (100%) agreed the program consolidate LCAP goals for the new cycle to provide greater focus. Our student population/enrollment, mobility rate, and real time data available reporting attendance and discipline supports this.

Educational partners were consistent in supporting the new goals and actions established. Consensus among educational partners is that the newly developed goals and actions address identified areas of need and provide appropriate support to all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure excellent and equitable conditions of learning through family engagement and positive school climate within learning environments in good repair.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
--

An explanation of why the LEA has developed this goal.

<p>This goal was developed to focus on Conditions and Climate because in order for students to be successful academically, they also need a positive school climate, to feel safe and secure, and they need social-emotional support. Sites need to partner with parents and families to ensure high levels of engagement and effective partnerships in support of all students.</p> <p>In addition this goal addresses components of the areas identified by the 2023 California Dashboard:</p> <p>Schools within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard, the Goal (G) and and (A) where the LCAP addresses these is identified following G.A format next to each indicator:</p> <p>Stanislaus Military Academy at Teel (EM School)</p> <ul style="list-style-type: none">• Suspension Rate (1.7, 1.8) <p>Petersen Alternative Center (EM School)</p> <ul style="list-style-type: none">• Suspension Rate (1.7, 2.8) <p>Student groups within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:</p> <p>Suspension Rate (1.7, 2.8)</p> <ul style="list-style-type: none">• EL• SED• SWD

- African American
- Hispanic
- White
- Two or More Races

Student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2023 Dashboard.

John B Allard
Suspension Rate (1.7, 2.8)

- White

Stanislaus Special Education
Suspension Rate (1.7, 2.8)

- White

Stanislaus Military Academy at Teel
Suspension Rate (1.7, 2.8)

- SED
- Hispanic

While principally directed to support the above identified low performing student groups, the goal and actions are also provided on a LEA basis to support all 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	Number/percentage of teacher mis-assignments Number/percentage of teacher mis-assignments fo teachers of English learners (1)	2023-24 Results - HR reporting 0/0% 0/0%			0/0% 0/0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (1)	2023-24 Results - Site reporting 0/0%			0/0%	
1.3	Number of identified instances where facilities do not meet the "good repair" standard (1)	2023-24 FIT reports Teel - 0 PACE - 0			Teel - 0 Pace - 0	
1.4	Parent and Family Participation (3)	Opportunities for and parent participation in school/program sponsored events and meetings- 2023-24 = 8			Increase Opportunities for and parent participation in school/program sponsored events and meetings to 12-15	
1.5	Parent and Family Engagement (3)	Local indicator Self Reflection Tool 2022-23 results (Local Indicator Self- Reflection tool): #1 Developing Capacity of Staff: Full Implementation #2 Creating Welcoming Environments for All: Initial Implementation #3 Supporting Staff to Learn about Families: Full Implementation #4 Multiple Opportunities for 2-way			Maintain FULL Implementation rating on areas 1-12 of Local Indicator Self reflection tool	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Communication: Full Implementation</p> <p>#5 Professional learning to improve partnership with families: Full Implementation</p> <p>#6 Providing family with resources to support student learning: Full Implementation</p> <p>#7: Implementing policies for teachers to meet with students and families about academic progress: Full Implementation</p> <p>#8: Supporting families in advocating for their students: Full Implementation</p> <p>#9: Supporting principals and staff in engaging families: Full Implementation</p> <p>#10: Supporting families in engaging in advisory groups: Full Implementation</p> <p>#11: Providing families with opportunities to provide input and engaging underrepresented families: Full Implementation</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		#12: Providing opportunities for all stakeholders to improve the engagement of underrepresented families: Full Implementation				
1.6	Local Climate Survey (6)	CHKS data - Spring 2023 results: Connectedness - 45% of the students report feeling connected to the school Safety - 58% students report feeling safe or very safe at school			Connectedness rating increase to 75% Safety rating - 75% reporting safe or very safe	
1.7	Suspension Rate (6)	Stan Stats/Data Quest/Dashboard Ca Dashboard (Fall 2023) reports that 8% of the students were suspended at least one day, reflecting an increase of 4% 2023-24 Stan Stats (local data) - 9% suspension rate Stanislaus Special Education Suspension Rate by Student Group White - 5.1%			Suspension rate under 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SCOE suspension rate by student group: EL - 8.5% SED - 7.2% SWD - 12% African American - 11.3% Hispanic - 6.9% White - 7.4% Two or More Races: 9.5% Suspension Rate by School - Student Group PACE at John B Allard Hispanic - 5.3% White - 11.8% Stanislaus Military at Teel White - 6.4% Hispanic - 22.2% SED - 20.5%				
1.8	Expulsion Rate (6)	Stan Stats/Data Quest/Dashboard 0 expulsions			0 expulsions	

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	Social Emotional Learning Services	Provide students access to on site counseling, mental health,and mentoring services and support. Provide Student Support Advocates, Mental Health Clinicians and Board Certified Behavior Analysts at each school site to support students and families to improve school climate, attendance, suspensions, and academic outcomes.	\$214,810.00	Yes
1.2	Multi-tiered Systems of Support (MTSS)	Continued support and maintenance of established PbiS practices,procedures and evidence based support, Respectful Ways, and strategies, including UDL.	\$84,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	School Safety	School site safety training, security upgrades, Raptor monitoring on site, and funding of School Resource Officers with the goal to develop positive relationships with students and families and improve safety of all students.	\$740,161.00	Yes
1.4	Parent/Family Engagement	Increase school to home communications. Increase opportunities for parent and family participation in school events, including Back to School Nights, student recognition luncheons, SSC/LCAP advisory, ELAC, DELAC, Orientations, Class Dojo	\$2,500.00	Yes
1.5	Universal Design for Learning (UDL)	UDL professional development, classroom support, and site coaching	\$68,062.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure pupil outcomes reflect access, equity and achievement leading to a high school diploma and post secondary opportunities. Improve the performance of identified, low performing students groups:	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The purpose of this goal is to ensure that all students, including those identified as consistently low performing, are provided full access to high quality educational opportunities. This goal also serves to support all teachers in ongoing curriculum training, the adoption of materials aligned with the standards and evidence-based supports and services that are aligned with CCSS to provide all students, including English Learners, Foster Youth, low-income, and students with disabilities (SWD), access to rigorous and a-g approved curriculum.

Schools within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard, the Goal (G) and and (A) where the LCAP addresses these is identified following G.A format next to each indicator:

John B Allard

- Grad Rate (2.6)
- ELA (2.1, 2.4, 2.7)
- Math (2.2, 2.4, 2.7)
- CCI (2.3, 2.6, 3.3)

Stanislaus County Special Education

- Chronic Absenteeism (3.2, 3.7, 3.6)

Stanislaus County West Campus (EM school)

- Grad Rate (2.6)

Stanislaus Military Academy at Teel (EM School)

- Suspension Rate (1.7, 4.2)
- CCI (2.3, 3.3)

Petersen Alternative Center (EM School)

- Suspension Rate (1.7, 2.8, 4.1)
- Grad Rate (2.6)
- ELA (2.1, 2.4, 2.7)
- Math (2.2, 2.4, 2.7)
- CCI (2.3, 2.6, 3.3)

Student groups within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

English Learner Progress Indicator (2.1, 2.2, 2.5, 4.2)

- EL

Chronic Absenteeism (Sped 2.9, 3.7; AltEd 3.2, 3.5)

- White
- Hispanic
- SED

Suspension Rate (1.7, 1.3, 2.8)

- EL
- SED
- SWD
- African American
- Hispanic
- White
- Two or More Races

Grad Rate (2.6)

- Homeless
- SED
- Hispanic
- White

ELA (2.1, 2.4, 2.7)

- SED
- Hispanic
- White

Math (2.2, 2.4, 2.7)

- SED
- Hispanic
- White

College and Career (2.6, 3.3)

- Homeless
- SED
- Hispanic
- White

Student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2023 Dashboard.

John B Allard

Suspension Rate (1.7, 2.8)

- White

Grad Rate (2.6)

- SED

ELA (2.1, 2.4, 2.7)

- SED Hispanic

Math (2.2, 2.4, 2.7)

- SED
- Hispanic

CCI (2.3, 2.6, 3.3)

- SED

Petersen Alternative Center

Grad Rate (2.6)

- SED
- Hispanic

Math (2.2, 2.4, 2.7)

- SED

CCI (2.3, 2.6, 3.3)

- SED
- Hispanic

Stanislaus Special Education

Chronic Absenteeism (3.2, 3.6)

- SED
- SWD
- Hispanic
- White

Suspension Rate (1.7, 2.8)

- White

Stanislaus County West

Grad Rate (2.6)

- SED

Stanislaus Military Academy at Teel

Suspension Rate (1.7, 2.8)

- SED
- Hispanic

While principally directed to support the low performing student groups identified above, the goal and actions are also provided on an LEA basis to support all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA Dashboard - average distance from standard (4)	<p>Dashboard: ELA - 259.6 Points below standard</p> <p>SCOE - EL Progress Indicator - 11.6% making progress</p> <p>SCOE - EL ELA CAASPP: 259.6 below standard</p> <p>SCOE - ELA CAASPP Student Groups SED - 259.7 - Points Below Standard Hispanic - 259.7 - Points Below Standard White - 232.7 - Points Below Standard</p>			Dashboard: ELA - 30 points below standard	
2.2	Math Dashboard - average distance from average (4)	<p>Dashboard: SCOE Math 299 points below standard</p> <p>SCOE EL Math CAASPP: 299.1 below standard</p> <p>SCOE - Math CAASPP Student Groups SED - 259.7 - Points Below Standard</p>			Dashboard Math less than 100 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic - 259.7 - Points Below Standard White - 232.7 - Points Below Standard</p> <p>Student Groups by School</p> <p>Peterson Alternative Center at John B. Allard SED - 333.6 Points Below Standard</p>				
2.3	College/Career readiness (4)	<p>Dashboard - 0% prepared</p> <p>SCOE College and Career Readiness by Student Group Homeless - Very Low SED - Very Low Hispanic - Very Low White - Very Low</p> <p>Peterson Alternative Center at John B. Allard SED - Very Low Hispanic - Very Low</p>			Dashboard 10% prepared	
2.4	CTE Participation (4)	<p>Local data/Aeries - CTE class enrollment: Culinary Arts - 20 Small Engine - 15 Constr Tech 1 - 32 Constr Tech 2 - 4</p>			<p>Local data/Aeries - CTE class enrollment: Culinary Arts - 50 Small Engine - 30 Constr Tech 1 - 75</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Welding 1 - 18 Welding 2 - 2 Digital Arts Media - 72 CIC participation - 80 Paxton Patterson Lab participation - 40 CTE certifications- 62 Serve Safe Food Handler			Constr Tech 2 -10 Welding 1 - 30 Welding 2 - 10 Digital Arts Media - 200 CIC participation - 150 Paxton Patterson Lab participation - 300 CTE certifications-100 Serve Safe Food Handler	
2.5	English Learner Reclassification (4)	Data Quest - R-FEP 2022-23 EL = 61 R-FEP = 51 Ever EL - 112			Data Quest - EL = 75 R-fep = 25 Ever EL - 75	
2.6	Graduation Rate (8)	Dashboard Grad rate - 33.5% 1 year grad rate (DASS) 44.6% SCOE Student Group Grade Rate: Homeless - 41.2% SED - 32% Hispanic - 34.3% White - 34.4%			Dashboard grad rate - 40% 1 year grad rate(DASS) - 50 %	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Site Specific Student Groups Stanislaus County West Campus - 14.3% Peterson Alternative Center at John B. Allard SED - 11.4% Hispanic - 12.5%				
2.7	Pass rate/credits earned in core academic courses with 3.0 or better (8) (2)	Stan Stats - Pass rate in Core Subjects with 3.0 or better ELA - 73% Math - 70% Science - 73% Social Science - 79%			Stan Stats - Pass rate in Core Subjects with 3.0 or better ELA - 80% Math - 75% Science - 80% Social Science - 85%	
2.8	All students have access to and are enrolled in a broad course of study in common core academic content standards (2) (7)	100% of students are enrolled in coursework through Edmentum or Subject.com			100% of students are enrolled in coursework through Edmentum or Subject.com	

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	Chromebooks for all students	Provide Chromebooks, for all students, provide supplies to support technology implementation	\$50,000.00	Yes
2.2	English Learner Support	Provide additional paraprofessionals to support English learners academically.	\$150,661.00	No
2.3	Supplemental instructional materials	Provide instructional materials to supplement core materials, provide consumable materials as needed, digital materials and necessary training to implement those materials.	\$27,616.00	Yes
2.4	Professional development	Provide professional development focused on teaching and learning strategies, curriculum, CTE, school climate	\$5,541.00	Yes
2.5	Credit Recovery/Graduation rate	Provide opportunities for credit recovery including appropriate student grade placement, regular counseling support to monitor pacing of course completion and credit needs, ILP, and incentives to increase graduation rates.	\$319,728.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	CTE access	Support student enrollment and participation in CTE classes, including CTE elective opportunities. Career Education instructor	\$56,232.00	No
2.7	ELA and Math Academic proficiency	Ensure students are appropriately prepared for assessments, participate in rigorous curriculum; provide intervention/remediation supports as needed		No
2.8	Suspension Rate	Add Behavior Specialist on staff at sites to support behavior management and provide trainings/PD for all site staff to reduce referrals/suspensions and maximize student time in class; continue to find alternatives to suspension		No
2.9	Special Education - Chronic Absenteeism	Team focus on attendance, daily direct calls and automated calls, heightened outreach		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase student engagement for all students by ensuring meaningful connections both inside and outside the classroom	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to focus on academic achievement to ensure that schools are engaging students in their learning so that their outcomes improve. Measures such as attendance and absenteeism rates as well as dropout and graduation rates are essential to ensure high levels of engagement in school. The goal also addresses the identified Dashboard areas for identified student groups and school sites:

Schools within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard, the Goal (G) and (A) where the LCAP addresses these is identified following G.A format next to each indicator:

John B Allard

- Chronic Absenteeism (3.2, 3.6)
- CCI (2.6, 3.3)

Stanislaus County Special Education

- Chronic Absenteeism (2.9, 3.6)

Stanislaus Military Academy at Teel (EM School)

- CCI (2.6, 3.3)

Petersen Alternative Center (EM School)

- CCI (2.6, 3.3)

Student groups within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Chronic Absenteeism (Sped 3.7, 2.9, 3.6; AltEd 3.2, 3.5)

- White
- Hispanic
- SED

College and Career (2.6, 3.3)

- Homeless
- SED
- Hispanic
- White

Student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2023 Dashboard.

John B Ballard

Chronic Absenteeism (3.2, 3.5)

- SED
- Hispanic

CCI (2.3, 2.6, 3.3)

- SED

Petersen Alternative Center

CCI (2.3, 2.6, 3.3)

- SED
- Hispanic

Stanislaus Special Education

Chronic Absenteeism (3.2, 3.6)

- SED
- SWD
- Hispanic
- White

While principally directed to support the above identified low performing student groups, the goal and actions are also provided on an LEA basis to support all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance rate (5)	Attendance rate is 94%			>96%	
3.2	Chronic Absenteeism rate for Alternative Ed	Stan Stats (23-24) 16% SCOE Chronic Absentee Rate by Student Group White: 53.3% Hispanic: 68.7% SED: 63.1% Chronic Absentee Rate by Site John B. Allard Hispanic - 69.4% SED - 68.7%			<10%	
3.3	Ableworks - Financial Literacy	100% of Juniors and Seniors participate in Ableworks curriculum			100% of Juniors and Seniors participate in Ableworks curriculum	
3.4	High School Drop out rate (5)	Stan Stats <1% (14 students out of 480 drops have Unknown exit code)			<1%	
3.5	Graduation rate(5)	Cohort/Dataquest rate 33.5% DASS I year rate 44.6%			Cohort/Dataquest rate 27%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					DASS I year rate 44.6%	
3.6	SEL Art Engagement - Mood measures	2023-24 Internal survey data reflects a 10%-12% improvement in student mood from pre to post art-making activity			20% average increase in student mood from pre to post artmaking activity	
3.7	Chronic Absentism Rate for Special Education (5)	Special Ed Chronic Abs rate 23-24 = 53% Stanislaus Special Education SED - 59.7% SWD - 52.8% Hispanic - 57.8% White - 47.4%			Special Ed Chronic Abs rate <10%	

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	SEL Art education	Provide theraputic trauma informed art education opportunities to improve student mental health and engagement in school	\$89,913.00	No
3.2	Attendance/Behavior incentives	Provide students incentives and rewards for improved attendance and behaviors	\$15,500.00	Yes
3.3	Post grad outcomes/data	Track the post graduate outcomes for students		No
3.4	Ableworks	Flnancial Literacy education	\$4,931.00	Yes
3.5	Chronic Absenteeism - Alternative Ed	Provide greater team effort in heightened out reach to improve attendance,including daily calls, home visits, SRO visits, SARB	\$5,010.00	Yes
3.6	Chronic Absenteeism - Special Education	Provide greater team effort in heightened out reach to improve attendance,including daily calls, home visits, utilize all other available resources to support daily school attendance		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide students with evidence based social skills curriculum, provide students and staff additional supports through a Board Certified Behavior Analyst and mental health clinician.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>The identified Equity Multiplier schools in SCOE, as identified below share student groups identified as performing at the lowest performance levels on one of more state indicators on the Dashboard. In consultation with SCOE educational partners, including the SSC/LCAP advisory, site and COE administration, classified and certificated staff, student, parents and probation staff , this goal, with focused attention on supporting the whole student will provide evidence based strategies aligned to improve outcomes for each identified student group.</p> <p>Schools within SCOE performing in the lowest performance level on one or more state indicators on the 2023 Dashboard, the Goal (G) and (A) where the LCAP addresses these is identified following G.A format next to each indicator:</p> <p>Stanislaus County West Campus (EM school)</p> <ul style="list-style-type: none">• Grad Rate (2.6)• CCI (2.3, 2.6, 3.3) <p>Stanislaus Military Academy at Teel (EM School)</p> <ul style="list-style-type: none">• Suspension Rate (1.3, 2.9, 4.2) <p>Petersen Alternative Center at John B Allard (EM School)</p> <ul style="list-style-type: none">• Grad Rate (2.6)• Math (2.4, 2.7)• CCI (2.6, 3.3)
--

Student groups within schools, within SCOE, performing in the lowest performance level on one or more state indicators on the 2023 Dashboard.

Petersen Alternative Center at John B. Allard (EM School)

Grad Rate (2.6)

- SED
- Hispanic

Math (2.4, 2.7)

- SED

CCI (2.6, 3.3)

- SED
- Hispanic

Stanislaus County West (EM School)

Grad Rate (2.5)

- SED

While principally directed to support the identified low performing student groups identified above, the goal and actions are also provided on a LEA basis to support all students. .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Disciplinary/Incident referrals	2023-24 Stan Stats (ytd) 659 incidents/referrals Suspension Rate (Dashboard): SMA=19.9%			Stan Stats< 300 incidents/referrals Suspension Rate (Dashboard): SMA=>5% Hispanic and SES	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Red- Hispanic (22%)and SES (20%) PACE = 5.4% Orange - Hispanic (5.3%) and SES 5.4%)			PACE <5% Hispanic and SES	
4.2	Mental Health referrals	Clinician referrals/groups 2023-24 Miri Center: Students served =148 Parents Served = 26 Staff served = 21 Total Sessions = 720			Clinician referrals/groups SCOE Mental Health Clinicians Students served =250 Parents Served = 50 Staff served = 40 Total Sessions = 1000	
4.3	Positive Reinforcements	Incidents/Referrals 2023-34 = 659 Chronic Absenteeism Peterson at JBA = 65% Chronically Abs Red- Hispanic 69% and SES 69% Grad Rate: Dashboard PACE =10.9% Hispanic (12.5) and SES (11.4) West =14.3 % Red- Low SES 14.3%			Incidents/referrals <300 Chronic Absenteeism JBA < 15 Chronically Abs Hispanic <15% and SES <15% Grad Rate: Dashboard SMA >90% PACE >90% Hispanic (90%) and SES (90%) West >90 %	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Suspension Rate (Dashboard): SMA=19.9% Red- Hispanic (22%) and SES (20%) PACE = 5.4% Orange - Hispanic (5.3%) and SES 5.4%)			SES <90% Suspension Rate (Dashboard): SMA<5% Hispanic <5% and SES <5% PACE <4% Hispanic (<4%) and SES <4%)	
4.4	UDL/Assistive Technology implementation	Incidents/Referrals 2023-34 = 659 Chronic Absenteeism Peterson at JBA = 65% Chronically Abs Red- Hispanic 69% and SES 69% Grad Rate: Dashboard PACE =10.9% Hispanic (12.5) and SES (11.4) West =14.3 % Red- Low SES 14.3% Suspension Rate (Dashboard): SMA=19.9% Red- Hispanic (22%) and SES (20%) PACE = 5.4% Orange - Hispanic (5.3%) and SES 5.4%)			Incidents/referrals <300 Chronic Absenteeism JBA < 15 Chronically Abs Hispanic <15% and SES <15% Grad Rate: Dashboard SMA >90% PACE >90% Hispanic (90%) and SES (90%) West >90 % SES <90% Suspension Rate (Dashboard): SMA<5% Hispanic <5% and SES <5% PACE <4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic (<4%) and SES <4%)	
4.5	Math Achievement	<p>Dashboard data - Programwide (152 students)</p> <ul style="list-style-type: none"> 299 points below standard - decline of 35 points <p>PACE - 35 students total : SES = 30 students : 334 points below standard -decline of 26 points</p>			<p>Dashboard data - Programwide growth to no greater than 100 points below standard</p> <p>PACE - SES students: no greater than 100 points below standard</p>	
4.6	College and Career Readiness	<p>Dashboard data - Program wide 0% students prepared</p> <p>PACE - 0% Prepared Hispanic 0% Prepared SED 0% Prepared</p> <p>West - 0% Prepared Identified Very low = 0% Prepared</p>			<p>Dashboard data - Programwide 15% students prepared</p> <p>PACE - 15% Prepared overall Hispanic -15 % prepared SED 15% prepared</p> <p>West - 15% prepared overall SED - 15% prepared</p>	

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	Suspension Rate	Utilize Behavior Specialists, Mental Health Clinicians and UDL on staff at sites to support behavior management and provide trainings/PD for all site staff to reduce referrals/suspensions and maximize student time in class; continue to find alternatives to suspension		No
4.2	EL Progress	.Provide additional in class/academic support to EL students through EL Academic Support Specialist		No
4.3	Board Certified Behavior Analysts	Hire Board Certified Behavior Analysts	\$330,152.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Mental Health Clinicians	Mental health clinicians to provide student and families mental health services on campus	\$343,358.00	No
4.5	Math Achievement	Ongoing Professional development with SCOE Instruction Support division and other appropriate agencies for teachers to support students in successfully accessing and achieving at or above standard in Mathematics.		No
4.6	College and Career Readiness	Support students in becoming college and career ready through the measures including a-g completion, CTE Pathway completion, College credit course completion, and any other SBE approved measures.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Countywide support and coordination of plan and services for Expelled Youth and Foster Youth	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.

The LEA is responsible for oversight and coordination of the Countywide Plan for Expelled Youth and serving expelled youth within Stanislaus County. The identified actions ensure that all the mandates of the 922 Plan established by the county office and the local school districts are met for expelled students, including FY, Homeless, EL and Low income.

The LEA is responsible for oversight of the educational services for Foster Youth countywide. The existing actions support the county programs in ensuring that all FY needs in the county are met through a) ongoing and regular communication regarding all mandates for FY and b) a formal MOU that identifies the supports provided by the county in supporting FY students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	100% of students will be served in compliance with the 2024-2027 Stanislaus County Countywide Plan for Expelled for all Stanislaus County Districts (8)	Aeries reports - 100% of the students referred to SCOE were served in compliance with the Plan for all Stanislaus County Districts			Aeries reports - 100% of the students referred to SCOE were served in compliance with the Plan for all Stanislaus County Districts	
5.2	Foster Services needs countywide will be met through ongoing/regular	Ongoing and regular communication, training and support to			Ongoing and regular communication,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	training and a formal MOU that identifies supports for FY provided by SCOE (9)	districts countywide and COE schools by SCOE FY Program Coordinator Formal MOU's for information sharing,minimizing school placement changes in legislation; reviewed annually			training and support to districts countywide and COE schools by SCOE FY Progrtam Coordinator Formal MOU's for information sharing,minimizing school placement changes in legislation; reviewed annually	

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	Services for Expelled Youth	Provide service to all expelled youth, support districts in coordination and implementation of the Countywide Plan for Expelled Youth		No
5.2	Services for Foster Youth	Countywide MOU's are reviewed annually and modified as needed, all staff in districts countywide, including county operated court and community schools receive FY training and have access to Foster Focus to support and facilitate services, enrollment, and educational/case management.	\$155,975.00	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
\$795,925	\$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
3.862%	0.000%	\$0.00	3.862%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Social Emotional Learning Services</p> <p>Need: Referral and suspension rates for low SES and Hispanic students exceed that of the rate for all student by 3-5%. Educational partner feedback indicated the availability of Mental Health clinicians and supports for staff and students provided by the BCBA support</p>	<p>Parent and student feedback reflects that access to Mental Health Clinicians and BCBA professionals provides support to student mental health needs and misbehavior. Ongoing PD/training for staff will be provided to promote and support staff awareness and consistency in utilizing these resources. This will create a focused opportunity to improve school climate, improve attendance, and reduce suspensions for low SES students as they address their identified needs.</p>	<p>Climate survey, local and Dashboard referral/supension data, counselor/clinician data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>improved behaviors and a better school climate.</p> <p>Scope: Schoolwide</p>	These actions will be provided on an LEA basis to maximize the impact for all students.	
1.2	<p>Action: Multi-tiered Systems of Support (MTSS)</p> <p>Need: Referral and suspension rates for low SES and Hispanic students exceed that of the rate for all student by 3-5%. Based on discipline data reviewed, educational partners support the continued LEA site implementation of PBIS to improve school climate. A schoolwide focus and participation in research based PbIS wil provide a tiered framework for improving students' behavioral, social, emotional, and academic outcomes</p> <p>Scope: Schoolwide</p>	Specific and consistent behavior management, intervention and PD to address and improve school climate. This will provide structures to reduce the suspension and referral rate of unduplicated students. These actions are provided on an LEA wide basis to maximize school climate, reduce suspensions and referrals for all students.	Student referrals, suspensions
1.3	<p>Action: School Safety</p> <p>Need: Referral and suspension rates for low SES and Hispanic students exceeds the rate for all student by 3-5%. Based on this discipline data educational partners recommend the continued support of site based School Resource Officers on each school campus. Educational partner feedback indicates the</p>	Student safety is critical to ensure both student success and a positive and healthy school climate. The services of the SRO's focus on the identified student groups with high suspension and discipline referral. While directed at the low income and Hispanic population, contracting with the Sheriff's department for th School Resource officers serves all students at all sites and provides support, school safety and a positive school climate.	Site Referral/Suspension data/SRO contact data, student/parent survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>presence of law enforcement on campus provides students, staff and parents is critical to supporting a safe school climate.</p> <p>Scope: Schoolwide</p>		
1.4	<p>Action: Parent/Family Engagement</p> <p>Need: Parent enagement of our unduplicated parents is under 1%. Staff and administration believe greater and more variety in the site engagement opportunities will increase parent participation in school and in their students' education</p> <p>Scope: Schoolwide</p>	<p>Additional opportunities for parent engagement will be provided for our unduplicated parent poplution. Due to the small school enrollment and high instability rate programwide, these opportunities will will be provided for all parents to maximize enagement and participation.</p>	<p>Event announcements and notices, sign in sheets, parent survey feedback</p>
1.5	<p>Action: Universal Design for Learning (UDL)</p> <p>Need: Suspension,referral and attendance data for low SES and Hispanic students exceeds the rate for all students by 3-5%. Educational partner and staff input recommends the implementation of ongoing and meangingful support in both teaching and learning strategies.</p> <p>Scope: Schoolwide</p>	<p>We will implement UDL, a research based tool that is designed to improve teaching and learning for all, by providing low SES an d Hispanic students an equal opportunity to succeed. This will create an opportunity for unduplicated students reduce suspension and referral data and improve attendance. This will be implemented on an LEA wide basis to maximze supports and impact on attendance and suspension for all students.</p>	<p>Referrals, suspension, attendance rates. staff survey data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Chromebooks for all students</p> <p>Need: The low SES rate programwide is 92%. Dashboard Math and ELA data reports that the low SES students score far below standard in both areas. Access to standards based curriculum through 1:1 chromebook:student provides unduplicated students access to online curricula, technology education and educational and career applications.</p> <p>Scope: LEA-wide</p>	All unduplicated students are provided a Chromebook to provide access to online curriculum, access technology skills and educational, college and career applications. This action is provided on an LEA basis to ensure consistency in the educational program and improve Dashboard data for Math and ELA for all students.	Chromebook checkout/in documentation, course completion, Dashboard data
2.3	<p>Action: Supplemental instructional materials</p> <p>Need: The low SES rate programwide is 92%. Dashboard Math and ELA data reports that the low SES students score far below standard in both areas. Remediation and supplemental materials are critical to support these students in reaching grade level standards and accessing course content.</p> <p>Scope: Schoolwide</p>	Supplemental curriculum will provide unduplicated students support and remediation opportunities to meet ELA and Math standards and graduate. This action will be implemented LEA wide to accomodate all students to impact grad rates and ELA/Math achievement programwide.	Course completion and grades in courses, Grad rate, Dashboard data
2.4	<p>Action: Professional development</p> <p>Need:</p>	Ongoing professional development will lead to increased student enagement, greater student connectedness and increased academic achievement by meeting the needs of the low SES (92%) and other unduplicated student	Teacher participation in PD, Dashboard ELA/Math data,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Low SES and other unduplicated student groups have unique educational needs, academic and socio- emotional. Ongoing and relevant professional development provides staff strategies and tools to better support these students in and out of the classroom.</p> <p>Scope: LEA-wide</p>	<p>populations. The actions are being implemented on an LEA-wide basis to impact the engagement, connectedness and academic achievement of all students.</p>	
2.5	<p>Action: Credit Recovery/Graduation rate</p> <p>Need: The vast majority of the unduplicated student population enters the program credit deficient and performing under grade level in the core subject areas. Access to credit recovery curriculum, credit monitoring and counseling will support these students as they progress towards graduation.</p> <p>Scope: Schoolwide</p>	<p>Access to credit recovery curriculum, credit monitoring and counseling address this need by providing ongoing and consistent support, access and incentives for unduplicated students to complete a high school diploma. These actions will be provided on an LEA wide basis to impact graduation and course/credit completion for all students.</p>	<p>Grad rate, credit completion,</p>
3.2	<p>Action: Attendance/Behavior incentives</p> <p>Need: Suspension, referral and attendance data for low SES and Hispanic students exceeds the rate for all students by 3-5%. Students report that they are motivated by incentives and rewards. Improve student attendance, reduce Chronic absenteeism rate, reduce suspensions and referrals</p>	<p>Providing the identified unduplicated student population incentives for improved student attendance and behavior will leads to greater academic achievement and engagement in school . Incentives will support the identified student groups because they meet the identified needs, however, these actions will be implemented on an LEA wide basis to maximize impact and effect on all students.</p>	<p>Attendance rate, Chronic Absenteeism rate, Suspensions and referrals</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	Action: Ableworks Need: Educational partners, specifically students, indicate a need for greater financial literacy skills. SES students (92%), need to have access to knowledge that empowers them to make informed financial decisions and build healthy financial habits to improve their SES status. Scope: Schoolwide	We will provide identified SES students access to AbleWorks, they will be taught the basics of wise financial practices by local community members. This will create the opportunity to provide and empower students in their financial futures. These actions will be implemented LEA wide to to maximize the impact on all students' financial futures.	Ableworks Course participation and completion data
3.5	Action: Chronic Absenteeism - Alternative Ed Need: 62% of SES and Hispanic students are reported to be Chronically Absent. Educational partner feedback indicates that sites need to deploy all possible strategies to create a positive school climate that promotes daily school attendance. Scope: LEA-wide	School sites will utilize all available resources to improve the attendance of the identified unduplicated population including, home calls and visits, SRO visits, parent/student meetings and incentives to support families and students to attend school daily. These resources will be provided LEA wide to improve attendance among all students.	Attendance rate, Chronic Absenteeism rate

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	20,610,802	795,925	3.862%	0.000%	3.862%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$881,239.00	\$986,453.00	\$0.00	\$797,420.00	\$2,665,112.00	\$1,420,255.00	\$1,244,857.00

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	Social Emotional Learning Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$214,810.00	\$0.00	\$105,620.00	\$27,310.00		\$81,880.00	\$214,810.00	
1	1.2	Multi-tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$84,962.00	\$84,962.00				\$84,962.00	
1	1.3	School Safety	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$740,161.00	\$351,633.00	\$320,268.00		\$68,260.00	\$740,161.00	
1	1.4	Parent/Family Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.5	Universal Design for Learning (UDL)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$68,062.00	\$68,062.00				\$68,062.00	
2	2.1	Chromebooks for all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.2	English Learner Support	EL students	No			All Schools		\$0.00	\$150,661.00				\$150,661.00	\$150,661.00	
2	2.3	Supplemental instructional materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$27,616.00	\$27,616.00				\$27,616.00	

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	2.4	Professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,541.00	\$5,541.00				\$5,541.00	
2	2.5	Credit Recovery/Graduation rate	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$319,728.00	\$0.00	\$159,864.00			\$159,864.00	\$319,728.00	
2	2.6	CTE access	All	No			All Schools		\$56,232.00	\$0.00		\$56,232.00			\$56,232.00	
2	2.7	ELA and Math Academic proficiency	All	No			All Schools									
2	2.8	Suspension Rate	All	No			All Schools									
2	2.9	Special Education - Chronic Absenteeism	Students with Disabilities	No			Specific Schools: Special Ed Schools and programs									
3	3.1	SEL Art education	All	No			All Schools		\$0.00	\$89,913.00		\$89,913.00			\$89,913.00	
3	3.2	Attendance/Behavior incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$15,500.00	\$15,500.00				\$15,500.00	
3	3.3	Post grad outcomes/data	All	No			All Schools									
3	3.4	Ableworks	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$4,931.00	\$4,931.00				\$4,931.00	
3	3.5	Chronic Absenteeism - Alternative Ed	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,010.00	\$5,010.00				\$5,010.00	
3	3.6	Chronic Absenteeism - Special Education	Students with Disabilities	No			Specific Schools: Special Ed schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Suspension Rate	All	No			All Schools									
4	4.2	EL Progress	English Learners	No			All Schools									
4	4.3	Board Certified Behavior Analysts	All	No			All Schools		\$330,152.00	\$0.00		\$165,076.00		\$165,076.00	\$330,152.00	
4	4.4	Mental Health Clinicians	All	No			All Schools		\$343,358.00	\$0.00		\$171,679.00		\$171,679.00	\$343,358.00	
4	4.5	Math Achievement	All	No			All Schools									
4	4.6	College and Career Readiness	All	No			All Schools									
5	5.1	Services for Expelled Youth	All Expelled students	No			All Schools									
5	5.2	Services for Foster Youth	Foster Youth	No			All Schools		\$155,975.00	\$0.00		\$155,975.00			\$155,975.00	

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
20,610,802	795,925	3.862%	0.000%	3.862%	\$881,239.00	0.000%	4.276 %	Total:	\$881,239.00
								LEA-wide Total:	\$76,051.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$805,188.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Social Emotional Learning Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$105,620.00	
1	1.2	Multi-tiered Systems of Support (MTSS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$84,962.00	
1	1.3	School Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$351,633.00	
1	1.4	Parent/Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
1	1.5	Universal Design for Learning (UDL)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$68,062.00	
2	2.1	Chromebooks for all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Supplemental instructional materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$27,616.00	
2	2.4	Professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,541.00	
2	2.5	Credit Recovery/Graduation rate	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$159,864.00	
3	3.2	Attendance/Behavior incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,500.00	
3	3.4	Ableworks	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,931.00	
3	3.5	Chronic Absenteeism - Alternative Ed	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,010.00	
4	4.5	Math Achievement				All Schools		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,233,996.00	\$2,375,692.00

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	Master Schedules	No	\$0.00	0
1	1.2	Bargaining Agreement	No	\$0.00	0
1	1.3	Online Curriculum	Yes	\$291,917.00	276,429
1	1.4	Physical Plant	Yes	\$376,584.00	621,532
2	2.1	Professional Development	Yes	\$4,900.00	5,466
2	2.2	Curriculum Training	Yes	\$3,600.00	0
2	2.3	Student Access	Yes	\$12,299.00	1,880
2	2.4	Classroom Visitations	No	\$738.00	911
2	2.5	Specialized Populations	Yes	\$3,371.00	1,891
2	2.6	Instruction	Yes	\$4,026.00	2,263

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	3.1	GED services	No	\$7,083.00	8,470
3	3.2	Instruction and Communcation	Yes	\$66,730.00	43,231
3	3.3	Academic Intervention/Support	Yes	\$143,493.00	74,134
3	3.4	Data analysis	Yes	\$3,852.00	5,571
4	4.1	CTE	Yes	\$570,857.00	586,750
4	4.2	Character Education	Yes	\$35,927.00	2,787
4	4.3	GED Services	No	\$1,970.00	0
5	5.1	School events with parents	Yes	\$10,309.00	8,082
5	5.2	Web/online presence and access	No	\$0.00	0
5	5.3	SSC role in SPSA and LCAP development	No	\$393.00	111
5	5.4	Parenting Class	No	\$0.00	0
5	5.5	Translation of materials	No	\$5,050.00	5,934
6	6.1	Hands on activities	Yes	\$182.00	316
6	6.2	Safe schools	Yes	\$201,539.00	247,543

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)
6	6.3	Parent Engagement	No	\$0.00	0
6	6.4	Extra Curricular activities	Yes	\$5,410.00	1063
6	6.5	Community Service	No	\$0.00	0
7	7.1	Prevention activities	No	\$500.00	91,689
7	7.2	Support for Expelled Students	No	\$392,568.00	235,323
7	7.3	Alternatives to Suspension	No	\$0.00	0
8	8.1	Foster Youth Services	No	\$90,698.00	154,316
9	9.1	Services for Expelled Youth	No	\$0.00	0
10	10.1	Chronic Absenteeism -	No	0	0
10	10.2	Suspension Rate	No	0	0
10	10.3	EL Progress	No	0	0
10	10.4	Improve graduation rate	No	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
10	10.5	ELA and Math Academic proficiency	No	0	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
723,034	\$844,952.00	\$904,844.00	(\$59,892.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Online Curriculum	Yes	\$113,400.00	28,084		
1	1.4	Physical Plant	Yes	\$308,299.00	590,369		
2	2.1	Professional Development	Yes	\$1,549.00			
2	2.2	Curriculum Training	Yes	\$3,600.00			
2	2.3	Student Access	Yes	\$12,299.00	214		
2	2.5	Specialized Populations	Yes	\$1,322.00			
2	2.6	Instruction	Yes	\$4,026.00	577		
3	3.2	Instruction and Communication	Yes	\$65,530.00	30,796		
3	3.3	Academic Intervention/Support	Yes	\$108,503.00	7,360		
3	3.4	Data analysis	Yes	\$3,852.00	5,571		
4	4.1	CTE	Yes	\$56,428.00	232,329		
4	4.2	Character Education	Yes	\$34,307.00	2,127		

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)
5	5.1	School events with parents	Yes	\$7,671.00	1,871		
6	6.1	Hands on activities	Yes	\$182.00	217		
6	6.2	Safe schools	Yes	\$122,087.00	5,010		
6	6.4	Extra Curricular activities	Yes	\$1,897.00	319		

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)
2,0166,165	723,034	0%	3.585%	\$904,844.00	0.000%	4.487%	\$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).

California Department of Education
November 2023