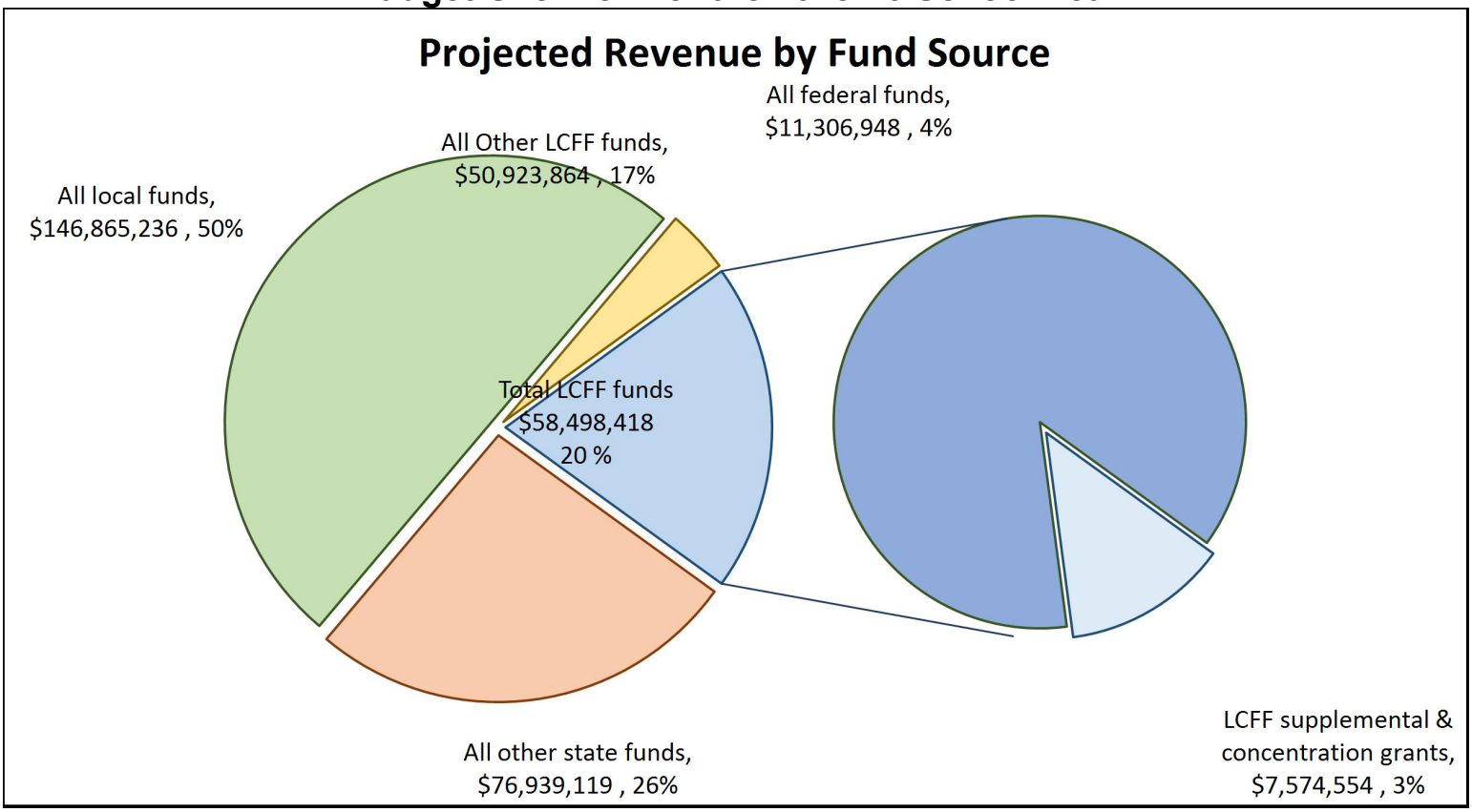
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Joaquin County Office of Education
CDS Code: 3910397-3930468
School Year: 2025-26
LEA contact information:
Doug Silva
Director, San Joaquin County Office of Education

(209) 468-4847

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 2025-26 School Year



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

The text description for the above chart is as follows: The total revenue projected for San Joaquin County Office of Education is $293,609,721, of which $58,498,418 is Local Control Funding Formula (LCFF), $76,939,119 is other state funds, $146,865,236 is local funds, and $11,306,948 is federal funds. Of the $58,498,418 in LCFF

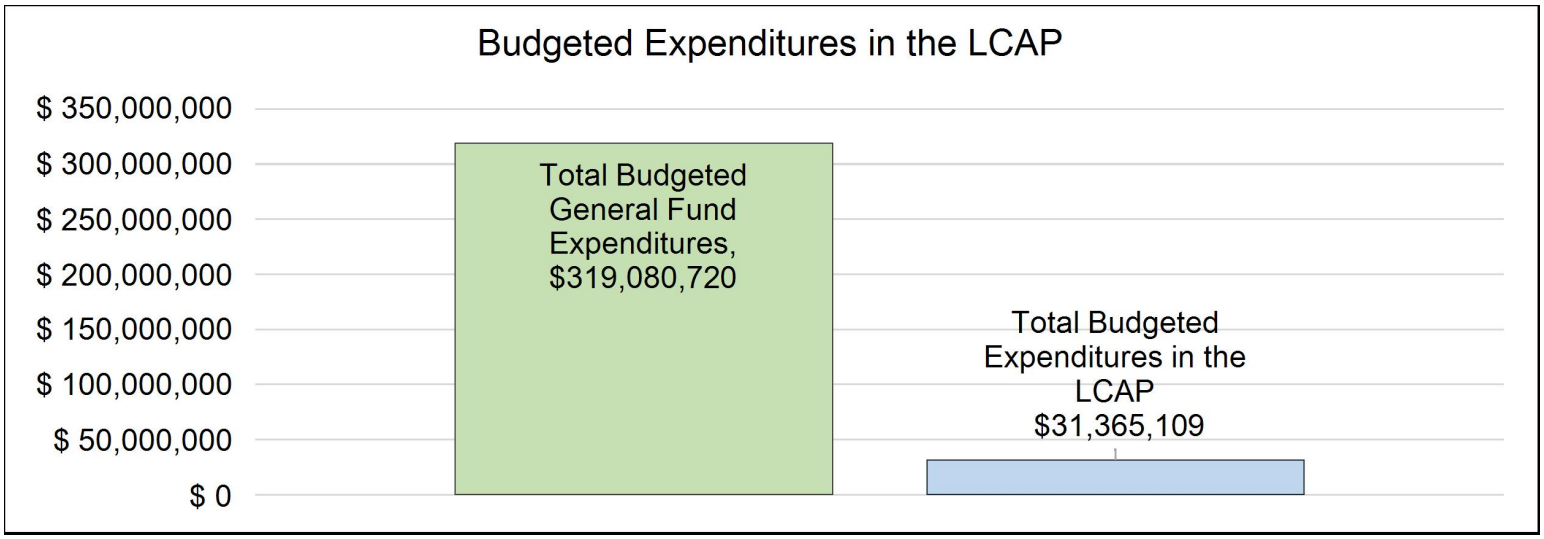
Funds, $7,574,554 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 San Joaquin County Office of Education plans to spend for 2025-26. 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: San Joaquin County Office of Education plans to spend $319,080,720 for the 2025-26 school year. Of that amount, $31,365,109 is tied to actions/services in the LCAP and $287,715,611 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

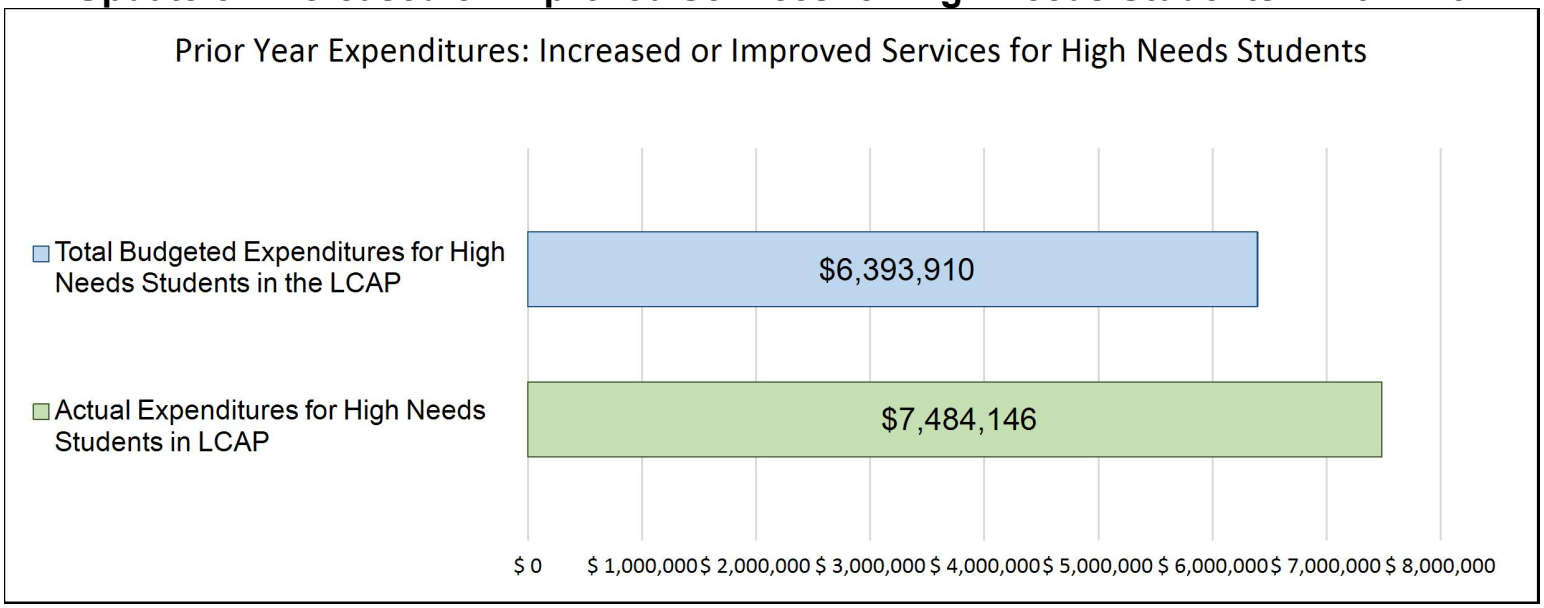
San Joaquin County Office of Education (SJCOE), only includes our instructional programs for Court and Community in our LCAP. Some of the general fund expenditures that are not included in the LCAP are District Fiscal Oversight, Educational Support & Programs, Special Education/SELPA, along with many other departments and programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Joaquin County Office of Education is projecting it will receive $7,574,554 based on the enrollment of foster youth, English learner, and low-income students. San Joaquin County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. San Joaquin County Office of Education plans to spend $7,574,554.00 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, San Joaquin County Office of Education's LCAP budgeted $6,393,910.00 for planned actions to increase or improve services for high needs students. San Joaquin County Office of Education actually spent $7,484,146.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,090,236 had the following impact on San Joaquin County Office of Education’s ability to increase or improve services for high needs students:

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
San Joaquin County Office of Education	Doug Silva Director, San Joaquin County Office of Education	dosilva@sjcoe.net (209) 468-4847

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The San Joaquin County Office of Education (SJCOE) operates the San Joaquin County Special Education programs and the County Operated Schools and Programs (COSP). SJCOE Special Education programs serve approximately 838 students from birth through age 22 with students who have moderate to severe and low incidence needs. Students are served across approximately 100 classrooms throughout San Joaquin County, including two SJCOE operated separate special education only school sites, over 50 general education campuses, and four community-based programs for young adults. SJCOE Special Education programs employ approximately 450 employees, including instructional assistants, special education teachers, related service providers, and special education administrators.

COSP includes John F. Cruikshank Jr. Court School and San Joaquin County Community School, and are collectively referred to as the one.Program. Both of these schools are Equity Multiplier schools and provide differentiated supports for specific student groups who have been identified as performing at the lowest levels on the 2024 CA Dashboard. SJCOE's Court and Community Schools, established in 1991, and serves approximately 1095 K-12 at-promise youth across the county, including those who have been expelled, or need significant attendance and behavior support, referred through the School Attendance Review Board (SARB), are homeless and/or foster youth, referred by local authorities or the juvenile court as an alternative to incarceration, are severely credit deficient, or are experiencing other extenuating circumstances. The schools and programs exist to serve the most marginalized students in San Joaquin County. There are currently a total of more than 40 satellite community school sites in San Joaquin County spanning from the southern region in Tracy to the most northern region in Lodi to John F. Cruikshank, Jr. Court School located in French Camp. The one.Program school sites are located throughout the county in order to serve the students directly within the community in which they live. The largest sites can accommodate approximately 100 students and the smallest site can accommodate up to 25 students. The different education settings within the one.Program range from

“daily” sites where students attend school Monday through Friday, to independent study, where students meet with their teacher either individually or in small groups. John F. Cruikshank Jr. provides classes Monday through Friday in a “daily” setting.

See below for student demographic information:

2023-2024 School Year Data for San Joaquin County Office of Education schools (verified via CA Dashboard)
Race/Ethnicity:
African American: 11.6%
American Indian: 0.8%
Asian: 9.7%
Filipino: 3.2%
Hispanic or Latino: 53.0%
Pacific Islander: 0.5%
White: 13.7%
Two or More Races: 5.2%

Student Groups
English Learners: 23.3%
Foster Youth: 2.0%
Homeless: 6.2%
Socioeconomically Disadvantaged: 67.5%
Students with Disabilities: 48.0%

Reflections: Annual Performance

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

Dashboard Performance Summary

English Language Arts (ELA): Overall ELA performance declined. However, notable growth was observed among several student groups: African American students increased by 23.3 points English Learners by 13.4 points, Long Term English Learners by 16.3 points, and Homeless students by 13.6 points.

Mathematics: Overall performance in mathematics declined. However, Homeless students demonstrated an increase of 13.6 points and Long Term English Learners showed an increase of 16.3 points.

English Learner Progress: The percentage of English learners making progress increased by 6.2%. Additionally, the percentage of students progressing at least one ELPI level increased by 6.6%.

Graduation Rates: Graduation rates improved overall with a 3.8% increase. Notable increases were observed among English Learners (+5.9%), Long Term English Learners (+6.5%), Foster Youth (+12.1%), and White students (+15.7%).

Chronic Absenteeism: Chronic absenteeism rates increased overall. All student groups remain a focus for targeted improvement and intervention.

College/Career Readiness: Overall performance in college and career readiness maintained. Continued support and monitoring are in place to ensure progress in this area.

Suspension Rates: Suspension rates improved overall, with a 1.4% decrease. Significant decreases were seen among Asian students (-5.2%), Students with Disabilities (-9.8%), and Hispanic students (-2.5%).

Local Data Summary

Attendance Rate: Attendance rates demonstrated improvement across several programs. Intervention and Truancy sites each increased by 6.0%, while Daily programs improved by 1.0%. Cruikshank court school saw a 1.0% increase. CARE, Independent Study, and Residential sites remained stable with no change, sustaining already high attendance levels. Biddick's attendance declined by 3.0%, highlighting the need for continued efforts to improve student engagement.

Dropout Rate: Dropout rates declined across one.Program. Community sites saw a 1.0% decrease, while Court schools experienced a 9.0% reduction. These decreases reflect the impact of targeted re-engagement strategies and expanded support services.

School Climate: Student perception of safety and school connectedness improved. The percentage of students reporting feeling safe increased by 13.0%, and those reporting a sense of connectedness increased by 7.0%.

Learning Recovery Emergency Block Grant (LREBG)

San Joaquin County Office of Education has unexpended $1,819,519.30 LREBG funds as of June 30, 2025. These funds are included in Goal 1 Action 1.9.

The SJCOE needs assessment substantiated findings from the 2024 Dashboard related to Chronic Absenteeism, English Language Arts and Math. A review of state and local data indicates significant chronic absenteeism among all student groups and very low or low performance in ELA and Math among all student groups. The SJCOE is choosing to focus LREBG to improve ELA and Math.

Goal 1 Action 1.9 is intended to improve academic performance by expanding summer school and intersession programs, implementing extended learning and credit recovery opportunities, providing high-dosage tutoring, and offering additional academic services to support pupil learning recovery, including counseling, student supports, and postsecondary readiness. This action also includes the use of standards-aligned instructional materials and curriculum tools to help address learning gaps and support academic progress. It aligns with allowable uses of LREBG funds by increasing instructional time, tutoring and small group support, credit recovery, and other academic support services.

Student groups within the LEA that received the lowest performance level on specific state indicators on the 2023 Dashboard are identified below and followed by the action(s) included in the 2024-25 LCAP to address the identified low performance:

Suspension- Asian, Foster Youth (Action 2.6)
English Learner Progress- English Learners (Action 1.2)
Graduation Rate- English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White (Action 1.3)
College/Career- English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White (Action 1.8)
English Language Arts- English Learners, Socioeconomically Disadvantaged, African American, White (Action 1.3)
Mathematics- English Learners, Homeless, Socioeconomically Disadvantaged, African American, White (Action 1.3)

Schools and student groups within schools that received the lowest performance level on specific state indicators on the 2023 Dashboard are identified below and followed by the action(s) included in the 2024-25 LCAP to address the identified low performance.

John F. Cruikshank, Jr.
Suspension- English Learners, African American (Actions 2.6, 4.1, 4.2, 4.3, 4.4, and 4.5)

San Joaquin Community
Suspension- San Joaquin Community, Foster Youth, Homeless, Socioeconomically Disadvantaged (Action 2.6, 3.3)
English Learner Progress- San Joaquin Community, English Learners (Action 1.2, 3.1)
Graduation Rate- San Joaquin Community, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White (Action 1.3, 3.2)
College/Career- San Joaquin Community, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White (Action 1.8, 3.6)
English Language Arts- San Joaquin Community, English Learners, Socioeconomically Disadvantaged, Hispanic, White (Action 1.3, 3.2)
Mathematics- San Joaquin Community, English Learners, Socioeconomically Disadvantaged, Hispanic, White (Action 1.3, 3.2)

Reflections: Technical Assistance

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

Based on the Fall 2024 California School Dashboard, San Joaquin County Office of Education (SJCOE) is eligible for Differentiated Assistance based on a review of student group performance on the California School Dashboard for 2024 per California Education Code Section (EC) 52072.5. Additionally, overall graduation rates improved, with notable increases among English Learners, Long-Term English Learners, Foster Youth, and White students. Suspension rates declined, particularly among Asian students, Students with Disabilities, and Hispanic students. English Learner progress also increased, with more students advancing at least one ELPI level. Based on a review of the 2018, 2019, 2022, and 2023 California School Dashboards it was determined that SJCOE meets the criteria set forth in EC 52072.5 (a). The

criteria are met when three or more pupil subgroups meet the DA criteria for multiple LCFF priorities in three out of four consecutive years (or if a COE has less than three student groups, all of the student groups have met the DA criteria for three out of four consecutive years).

SJCOE is eligible for DA based on the following performance on the CA School Dashboard:
English Learners- Graduation, ELA/Math, College/Career
LTEL- Chronic Absenteeism, Graduation, College/Career
Foster Youth- Graduation, College/Career
Homeless- Graduation, College/Career
Socioeconomically Disadvantaged- Graduation, ELA/Math, College/Career, Chronic Absenteeism
Students with Disabilities- Graduation, College/Career
African American- Graduation, ELA/Math, College/Career, Suspension
Hispanic- Graduation, ELA/Math, College/Career, Chronic Absenteeism
White- Graduation, ELA/Math, College/Career, Suspension

SJCOE participates in the multi-county COE Differentiated Assistance (DA) Consortium, which is coordinated by the SJCOE Education Services department alongside Stanislaus County Office of Education in partnership with the California Department of Education. This consortium includes Merced, Stanislaus, SJCOE, Santa Cruz, and Santa Clara with the goal of COEs with similar programs working together to review data and then share and develop best practices to improve student outcomes to address the growth areas as shown on the CA Dashboard. Multiple Differentiated Assistance Consortium meetings were held during the 2024–25 school year, and based on the CA Dashboard data, the SJCOE team developed a plan to improve performance in English Language Arts that are aligned with Action 1.1 and 1.3. The SJCOE team will be reviewing local assessment data and developing exemplar lessons that address the specific growth areas as indicated on the ELA CAASPP assessments results and aligned with the summative assessment blueprint and scoring rubrics. This SJCOE team will then facilitate professional development with other English teachers so they can improve their lessons to address the student growth areas in ELA. The team will then share these best practices not only with other teachers within SJCOE but also with the participants in the DA Consortium.

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.

San Joaquin County Community School- Low Graduation Rate

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 Continuous Improvement Support (CIS) team in SJCOE's Education Services Department provides guidance and support for the San Joaquin County Community school in developing a comprehensive support and improvement plan to address the growth areas as indicated

on the CA Dashboard. This support includes providing professional development in strategies for academic intervention, MTSS, English learner support, and engaging families and communities as educational partners. The CIS team supports the LEA's school in providing resources to review and analyze data that informs school on how they can effectively develop and implement their SPSA and improve their systems and practices to improve student achievement. The CIS team meets with the staff from the San Joaquin County Community school leadership staff throughout the year to ensure they are supported with the development of their SPSA and other state and federal accountabilities.

A seven-step process will continue to be used in coordination with the SJCOE Continuous Improvement Support team:

Step 1: Establish a school wide planning team & clarify the vision for reform
Step 2: Create the school profile & identify data sources
Step 3: Analyze the data and current performance level
Step 4: Determine the root causes for performance gaps (utilizing Improvement Science tools and root cause analysis)
Step 5: Identify resource inequities
Step 6: Identify evidence based interventions to close the gaps
Step 7: Identify how SJCOE and San Joaquin County Community will monitor the implementation and effectiveness of proposed improvement strategies
Step 8: Review the evaluation outcomes and determine next steps for the following school year

Monitoring and Evaluating Effectiveness

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

San Joaquin County Office of Education will take the following actions to monitor and evaluate the implementation of the Comprehensive Support and Improvement Plan:

1. Identification of students included in the cohort of prospective graduates upon enrollment and ongoing - October and January
2. Graduation and transition plan for each member of the cohort in October and January conducted by counselors, teachers, and site administrators
3. Monthly monitoring of 12th-grade cohort students' attendance, participation, and successful course completions (teachers, counselors, site administrators, and truancy/attendance team)
4. Close monitoring of Graduation By Exploration (GBE) for each student (teachers, counselors, site administrators)
5. Ongoing communication and support provided by Family Engagement team to ensure parents/guardians are aware of student progress throughout the year

Identified data points will be reviewed by leadership teams and staff, and by SSC and ELAC/DELAC to monitor and evaluate the effectiveness of programs and services implemented in the CSI plan as intended for specific student groups.

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
Local Bargaining Units	Goals, actions, and metrics were reviewed with CTA representatives in the monthly bargaining unit meeting in February to obtain feedback.
Students	Online survey was administered to students in February-March of 2025 to solicit feedback. School sites hosted LCAP Educational Partner meetings in March and May of 2025 to review goals, actions, and metrics and to obtain feedback. Student Advisory Council: April 3, 2025 & May 15, 2025
Parents/Caregivers	Online survey was administered to parents/guardians in February-March of 2025 to solicit feedback. School sites hosted LCAP Educational Partners meetings in March and May of 2025 to review goals, actions, and metrics and to obtain feedback. Parent Advisory Council: April 3, 2025 & May 15, 2025
Administrators/Principals	In March - April the administrative team reviewed CA Healthy Kids Survey, CA School Staff Survey, and LCAP survey responses along with the goals, actions and metrics to obtain feedback. Admin meetings: March 31, 2025, April 4 & April 28, 2025
Other School Personnel	Online survey was administered to staff in February-March of 2025 to solicit feedback. School sites hosted LCAP Educational Partner

Educational Partner(s)	Process for Engagement
	meetings for school site staff, including "other school personnel" in March of 2025 to review goals, actions, and metrics and to obtain feedback.
Teachers	Online survey was administered to teachers in February-March of 2025 to solicit feedback. School sites hosted LCAP meetings in March of 2025 to review draft goals, actions, and metrics and to obtain feedback. Teachers participated in Professional Learning Community (PLC) meetings throughout the 24-25 school year reviewing site data and collaborating on action items related to LCAP goals.
Advisory Councils	The School Site Council met in February, March, April, and May, and provided feedback on the LCAP goals, actions, and metrics. ELAC met in April and provided feedback on how the LCAP could include actions to specifically support English learners. The Parent Advisory Council and Student Advisory Council met in April and provided feedback on the general goals, Equity Multiplier goals and actions. School Site Council meetings: March 14, 2025 & May 15, 2025 ELAC: October 24, 2024, November 19, 2024 & May 13, 2025 Admin meetings: March 31, 2025 & April 28, 2025 Parent Advisory Council: April 3, 2025 & May 15, 2025 Student Advisory Council: April 3, 2025 & May 15, 2025
Board and Public	A mid-year report was provided at the SJCOE Board meeting on February 19, 2025. A Public Hearing for the LCAP was held June 18, 2025 and the Board adopted the LCAP on June 20, 2025. The local indicators were presented to the board and public at the June 20, 2025 board meeting.
San Joaquin County Community (Equity Multiplier School)	School site council, administrators, Parent Advisory Council and Student Advisory Council consulted on the Equity multiplier requirements, including the goal, actions, and metrics. School Site Council meetings: March 14, 2025 & May 15, 2025 ELAC: October 24, 2024, November 19, 2024 & May 13, 2025 Admin meetings: March 31, 2025, April 4 & April 28, 2025 Parent Advisory Council: April 3, 2025 & May 15, 2025 Student Advisory Council: April 3, 2025 & May 15, 2025

Educational Partner(s)	Process for Engagement
John F. Cruikshank School (Equity Multiplier School)	School site council, administrators, Parent Advisory Council and Student Advisory Council consulted on the Equity multiplier requirements, including the goal, actions, and metrics. School Site Council meetings: March 14, 2025 & May 15, 2025 ELAC: October 24, 2024, November 19, 2024 & May 13, 2025 Admin meetings: March 31, 2025, April 4 & April 28, 2025 Parent Advisory Council: April 3, 2025 & May 15, 2025 Student Advisory Council: April 3, 2025 & May 15, 2025
Special Education	In March, administrators and staff met with the Special Education team for a consultation meeting to review goals, actions, and metrics and to obtain feedback. SPED meeting: March 20, 2025

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

Based on the feedback from educational partners through surveys and engagement meetings.

Goal 1: Increase student learning through challenging academics, CTE programs, and consistent instructional practices across all school sites.

The feedback from the educational partners reinforced the need to continue implementing strategies to increase student learning through ongoing professional development specific to addressing the needs of English learners to improve language acquisition and access to standards aligned curriculum, academic interventions and supports to address learning gaps. In addition, several requests were made to expand the career technical education opportunities available to students. Based on this feedback, Action 1.8 will be expanded to support and provide these additional opportunities. As a result of the needs assessment and educational partner feedback, Action 1.9 was added to provide targeted academic recovery supports, including extended learning, tutoring, and credit recovery opportunities.

Goal 2: Cultivate positive relationships between staff, students, families, and the community.

The feedback from the educational partners reinforced the need to maintain actions to address truancy, attendance and chronic absenteeism, outreach and supports for families, general social emotional supports for students through the clinician and counseling teams, and increase professional learning in the areas of restorative practices, equity, gang and domestic violence awareness, Social and Emotional Learning (SEL), project-based learning (PBL) and improving PLC practices. In addition, educational partners expressed interest in expanding outdoor and hands-on learning opportunities that connect students and staff with real-world experiences beyond the classroom. Families also

expressed a desire to better understand the Multi-Tiered System of Supports (MTSS) and how it can support their students' academic and social-emotional growth. As a result, Action 2.6 has been revised to incorporate this feedback.

Goal 3: By 2026-27, the graduation rate will improve by 10%, as a result of expanded tiered interventions that address the academic, behavioral, social-emotional, health and well-being needs of English Learners, Long Term English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic and White students.

Feedback from educational partners at San Joaquin Community supported the continued implementation of the equity multiplier goal and actions. Partners also expressed a need for greater consistency across programs and improved communication. While this feedback is not directly captured in the LCAP, it will be acknowledged and addressed through collaboration with our administrative team.

Goal 4: By 2026-27, the suspension rate for African American students, Students with Disabilities, and White students will decrease by 10% as a result of creating a therapeutic and restorative community at John F. Cruikshank Jr. court school, that fosters positive behavior reinforcement, restorative practices, and trauma-informed support for students.

Educational partner feedback at John F. Cruikshank Jr. Court School supported continued expansion of the PBIS model to address student behavioral and social-emotional needs. Partners also expressed a need for greater consistency across programs and improved communication. While this feedback is not directly captured in the LCAP, it will be acknowledged and addressed through collaboration with our administrative team.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student learning through challenging academics, CTE programs, and consistent instructional practices across all school sites.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The actions within this goal are designed to provide students with challenging and engaging educational opportunities. We will monitor and evaluate the actions by collecting and reviewing specific data including state and local assessments, CTE course enrollment, college career preparedness, English learner progress and graduation rates. We will review data and solicit feedback throughout the year that will provide evidence of the impact of the actions on student achievement, access to a broad course of study and engagement.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; EL: English Learner; LTEL: Long Term English Learners; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; HOM: Homeless; FY: Foster Youth; AA: African American; HISP: Hispanic; WH: White; N/A: Not Applicable/Available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A	Teachers Credentialing and Assignments Percentage of teachers appropriately assigned	All: Appropriately Assigned: 100.0% Fully Credentialed: 73.0%	All: Appropriately Assigned: 96.86% Fully Credentialed: 72.86%		All: Appropriately Assigned: 100.0% Fully Credentialed: 80.0%	Appropriately Assigned: -3.14% Fully Credentialed: -0.14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(AA) and fully credentialed (FC) in the subject area and for the students they are teaching.	Special Education: Appropriately Assigned: 100.0% Fully Credentialed: 67.0% Community: Appropriately Assigned: 100.0% Fully Credentialed: 79.0% Court: Appropriately Assigned: 100.0% Fully Credentialed: 86.0% 23/24 Data Local HR Info System	Special Education: Appropriately Assigned: 98.0% Fully Credentialed: 56.0% Community: Appropriately Assigned: 98.0% Fully Credentialed: 45/60: 75.0% Court: Appropriately Assigned: 90.0% Fully Credentialed: 60.0% 24/25 Data Local HR Info System		Special Education: Appropriately Assigned: 100.0% Fully Credentialed: 80.0% Community: Appropriately Assigned: 100.0% Fully Credentialed: 100.0% Court: Appropriately Assigned: 100.0% Fully Credentialed: 100.0%	Special Education: Appropriately Assigned: -2.0% Fully Credentialed: -11.0% Community: Appropriately Assigned: -2.0% Fully Credentialed: 45/60: -4.0% Court: Appropriately Assigned: -10.0% Fully Credentialed: -26.0%
1B	Access to Instructional Materials Percentage of students who have sufficient access to the standards-aligned instructional materials	100.0% 2023-24 Board Resolution Sufficiency of Instructional Materials	100.0% 2024-25 Board Resolution Sufficiency of Instructional Materials		100.0%	0.0%
1C	School Facilities Percentage of school facilities maintained in good repair or exemplary	100.0% 2023-24 FIT	100.0% 2024-25 FIT		100.0%	0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	condition based on evaluation of each school site, using the Facilities Inspection Tool (FIT).					
2A 2B	Implementation of State Standards and services for ELs Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and English Language Development standards. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 3 ELD: 2 Math: 3 NGSS: 3 History: 3 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 3 Math: 5 NGSS: 3 History: 5 Local Indicator Report (Spring of 2024)	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 3 ELD: 2 Math: 3 NGSS: 2 History: 3 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 4 ELD: 3 Math: 4 NGSS: 3 History: 4 Local Indicator Report (Spring of 2025)		Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 4 Math: 5 NGSS: 4 History: 5	Q1: ELA: 0 ELD: 0 Math: 0 NGSS: -1 History: 0 Q2: ELA: -1 ELD: 0 Math: -1 NGSS: 0 History: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A ELA	Statewide Assessments ELA Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment.	ELA Meet or Exceed ALL: 7.5% EL: 0.0% LTEL: 0.0% SED: 6.77% SWD: 4.62% HOM: 21.43% FY: 9.09% AA: 1.67%* HISP: 8.69%* WH: 12.5%* 2023 CAASPP *2024 CAASPP	ELA Meet or Exceed ALL: 7.25% EL: 1.47% LTEL: 1.96% SED: 5.79% SWD: 4.88% HOM: 11.12% FY: NDA AA: N/A HISP: N/A WH: N/A 2024 CAASPP		ELA Meet or Exceed ALL: 10.5% EL: 3.0% LTEL: 3.0% SED: 9.77% SWD: 7.62% HOM: 24.43% FY: 12.09% AA: 3.67% HISP: 10.69% WH: 14.5%	ELA Meet or Exceed ALL: -0.25% EL: +1.47% LTEL: +1.96% SED: -0.98% SWD: +0.26% HOM: -10.31% FY: NDA AA: N/A HISP: N/A WH: N/A
4A Math	Statewide assessment Mathematics Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC Math assessment.	Math Meet or Exceed ALL: 0.82% EL: 0.0% LTEL: 0.0% SED: 1.05% SWD: 1.64% HOM: 0.0% FY: NDA AA: 0.0%* HISP: 1.15%* WH: 4.16%* 2023 CAASPP *2024 CAASPP	Math Meet or Exceed ALL: 1.59% EL: 0.0% LTEL: 0.0% SED: 1.69% SWD: 2.44% HOM: 10.52% FY: NDA AA: N/A HISP: N/A WH: N/A 2024 CAASPP		Math Meet or Exceed ALL: 3.82% EL: 3.0% LTEL: 3.0% SED: 4.05% SWD: 4.64% HOM: 3.0% FY: TBD AA: 2.0% HISP: 3.15% WH: 6.16%	Math Meet or Exceed ALL: +0.77% EL: 0.0% LTEL: 0.0% SED: +0.64% SWD: +0.80% HOM: +10.52% FY: NDA AA: N/A HISP: N/A WH: N/A
4A Sci	Statewide Assessments Science	Science Meet or Exceed	Science Meet or Exceed		Science Meet or Exceed	Science Meet or Exceed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of all students, grades 5, 8, 11 and 12 who meet or exceed standard on the CAST assessment.	ALL: 1.78% EL: 0.0% LTEL: 0.0% SED: 2.07% SWD: 4.35% HOM: 0.0% FY: NDA 2023 CAST	ALL: 4.66% EL: 0.0% LTEL: 0.0% SED: 3.23% SWD: 6.06% HOM: NDA FY: NDA 2024 CAST		ALL: 4.78% EL: 3.0% LTEL: 3.0% SED: 5.07% SWD: 7.35% HOM: 3.0% FY: TBD	ALL: +2.88% EL: 0.0% LTEL: 0.0% SED: +1.16% SWD: +1.71% HOM: NDA FY: NDA
4B	A-G Completion Percentage of students who meet CSU/UC a-g college entrance requirements	ALL: 0.0% EL: 0.0% LTEL: 0.0%* SED: 0.0% SWD: 0.0% HOM: 0.0% FY: 0.0% Fall 2023 CA School Dashboard- Met UC/CSU Requirements and CTE Pathway Completion Report (Class of 2023) *Fall 2024 CA School Dashboard- Met UC/CSU Requirements and CTE Pathway Completion Report (Class of 2024)	ALL: 0.5% EL: 0.0% LTEL: N/A SED: 0.5% SWD: 0.0% HOM: 0.0% FY: 2.9% Fall 2024 CA School Dashboard- Met UC/CSU Requirements and CTE Pathway Completion Report (Class of 2024)		ALL: 0.5% EL: 0.5% LTEL: 0.5% SED: 0.5% SWD: 0.5% HOM: 0.5% FY: 0.5%	ALL: +0.5% EL: 0.0% LTEL: N/A SED: +0.5% SWD: 0.0% HOM: 0.0% FY: +2.9%
4C	Career Technical Education (CTE)	ALL: 0.6% EL: 0.0%	ALL: 1.3% EL: 1.1%		ALL: 3.6% EL: 3.0%	ALL: +0.7% EL: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students who successfully complete a CTE Pathway or program of study aligned with SBE approved CTE Standards and Frameworks	LTEL: 1.1%* SED: 0.4% SWD: 0.0% HOM: 0.0% FY: 0.0% Fall 2023 CA School Dashboard- Met UC/CSU Requirements and CTE Pathway Completion Report (Class of 2023) *Fall 2024 CA School Dashboard- Met UC/CSU Requirements and CTE Pathway Completion Report (Class of 2024)	LTEL: N/A SED: 1.4% SWD: 0.0% HOM: 1.2% FY: 0.0% Fall 2024 CA School Dashboard-Met UC/CSU Requirements and CTE Pathway Completion Report (Class of 2024)		LTEL: 3.0% SED: 3.4% SWD: 3.0% HOM: 3.0% FY: 3.0%	LTEL: N/A SED: +1.0% SWD: 0.0% HOM: +1.2% FY: 0.0%
4D	A-G and CTE Completion Percentage of students who successfully complete both A-G requirements (4B) and a CTE Pathway (4C)	ALL: 0.0% EL: 0.0% LTEL: 0.0%* SED: 0.0% SWD: 0.0% HOM: 0.0% FY: 0.0% Fall 2023 CA School Dashboard- Met UC/CSU Requirements and CTE Pathway Completion Report (Class of 2023)	ALL: 0.3% EL: 0.0% LTEL: N/A SED: 0.3% SWD: 0.0% HOM: 0.0% FY: 0.0% Fall 2024 CA School Dashboard-Met UC/CSU Requirements and CTE Pathway Completion Report		ALL: 0.5% EL: 0.5% LTEL: 0.5% SED: 0.5% SWD: 0.5% HOM: 0.5% FY: 0.5% Fall 2023 CA School Dashboard-College/Career Levels Measures Data & Report (Class of 2023)	ALL: +0.3% EL: 0.0% LTEL: N/A SED: +0.3% SWD: 0.0% HOM: 0.0% FY: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Fall 2024 CA School Dashboard- Met UC/CSU Requirements and CTE Pathway Completion Report (Class of 2024)	(Class of 2024)			
4E	EL progress Percentage of English Learners who make progress toward English proficiency as measured by the ELPAC EL Acquisition Results: The percentage of current EL students who: Progress at least one ELPI level; Maintain ELPI level 4; Maintain lower ELPI levels (1, 2L, 2H, 3L, or 3H); Decrease at least one ELPI Level	EL Progress: 21.4% EL Acquisition: Progress: 28.9% Maintain level 4: DNA Maintain lower level: 32.9% Decrease: 38.2% Fall 2023 CA School Dashboard- English Learner Progress Indicator (ELPI)	EL Progress: 27.6% EL Acquisition Progress: 35.5% Maintain level 4: DNA Maintain lower level: 38.8% Decrease: 25.7% Fall 2024 CA School Dashboard- English Learner Progress Indicator (ELPI)		EL Progress: 24.4% EL Acquisition: Progress: 31.9% Maintain level 4: TBD Maintain lower level: 35.9% Decrease: 32.2%	EL Progress: +6.2% EL Acquisition Progress: +6.6% Maintain level 4: DNA Maintain lower level: +5.9% Decrease: -12.5%
4F	EL Reclassification Rate Percentage of English Learner (EL) students who meet SJCOE standards to be reclassified as Fluent English Proficient.	SJCOE: 21.4% Community: 12.5% Court: 8.9% Local Assessment Data	SJCOE: 14.58% Community: 14.58% Court: 0.0% Local Assessment Data		SJCOE: 25.0% Community: 15.0% Court: 10.0%	SJCOE: -6.82% Community: +2.08% Court: -8.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4G	AP Exams Percent of students who pass at least one Advanced Placement (AP) exam with a score of 3 or higher.	0.0% December 2023, College Board Report	0.0% December 2024, College Board Report		0.5%	0.0%
4H	College Preparedness Percentage of students who demonstrate college preparedness by meeting/exceeding standard on 11th grade CAASPP Early Assessment Program (EAP) exam in English Language Arts and Math	ELA ALL: 8.56% EL: 0.0% LTEL: 0.0% SED: 8.52% SWD: 0.0% HOM: 25.0% FY: NDA Math ALL: 0.76% EL: 0.0% LTEL: 0.0% SED: 1.01% SWD: 0.0% HOM: 6.25%* FY: NDA 2023 11th Grade CAASPP *2024 11th Grade CAASPP	ELA ALL: 8.94% EL: 1.72% LTEL: 2.22% SED: 7.14% SWD: 5.71% HOM: 6.67% FY: NDA Math ALL: 1.32% EL: 0.0% LTEL: 0.0% SED: 1.80% SWD: 0.0% HOM: N/A FY: NDA 2024 11th Grade CAASPP		ELA ALL: 11.56% EL: 3.0% LTEL: 3.0% SED: 11.52% SWD: 3.0% HOM: 28.0% FY: TBD Math ALL: 3.76% EL: 3.0% LTEL: 3.0% SED: 4.01% SWD: 3.0% HOM: 3.0% FY: TBD	ELA ALL: +0.38% EL: +1.72% LTEL: +2.22% SED: -1.38% SWD: +5.71% HOM: -18.33% FY: NDA Math ALL: +0.56% EL: 0.0% LTEL: 0.0% SED: +0.79% SWD: 0.0% HOM: N/A FY: NDA
5E	High School Graduation Rate	ALL: 40.9% EL: 34.3% LTEL: 40.9%*	ALL: 44.6% EL: 40.2% LTEL: N/A		ALL: 43.9% EL: 37.3% LTEL: 42.5%	ALL: +3.7% EL: +5.9% LTEL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students in the four-year cohort who meet the SJCOE graduation requirements	SED: 39.7% SWD: 44.0% HOM: 34.7% FY: 30.8% Fall 2023 CA School Dashboard (Class of 2023) *Fall 2024 CA School Dashboard (Class of 2024)	SED: 43.6% SWD: 30.8% HOM: 37.8% FY: 42.9% Fall 2024 CA School Dashboard (Class of 2024)		SED: 42.7% SWD: 47% HOM: 37.7% FY: 33.8%	SED: +3.9% SWD: -13.2% HOM: +3.1% FY: +12.1%
7A 7B 7C	Broad Course of Study The extent to which students have access to, and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12; programs and services developed and provided to low income, English learner and foster youth students; and programs and. services developed and provided to students with disabilities.	All: 100.0% SED: 100.0% EL: 100.0% FY: 100.0% SWD: 100.0% 23-24 SIS, Master Schedule	All: 100.0% SED: 100.0% EL: 100.0% FY: 100.0% SWD: 100.0% 24-25 SIS, Master Schedule		All: 100.0% SED: 100.0% EL: 100.0% FY: 100.0% SWD: 100.0%	All: 0.0% SED: 0.0% EL: 0.0% FY: 0.0% SWD: 0.0%
7	CTE Course Enrollment	Baseline will be established in 2024-25	Data not available.		TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students who are enrolled in at least one CTE course					
8	College Career Preparedness Percentage of students approaching prepared on the College Career Indicator (CCI) by completing one college credit course.	ALL: 18.2% EL: 0.0% LTEL: 50.0%* SED: 22.2% SWD: 100.0% HOM: 50.0% FY: 100.0% Fall 2023 CA School Dashboard-College/Career Levels Measures Data & Report (Class of 2023) *Fall 2024 CA School Dashboard-College/Career Levels Measures Data & Report (Class of 2024)	ALL: 40.0% EL: 50.0% LTEL: N/A SED: 42.9% SWD: 0.0% HOM: 50.0% FY: 50.0% Fall 2024 CA School Dashboard-College/Career Levels Measures Data & Report (Class of 2024)		ALL: 22.0% EL: 5.0% LTEL: 55.0% SED: 25.0% SWD: 100.0% HOM: 60.0% FY: 100.0%	ALL: +21.8% EL: +50.0% LTEL: N/A SED: +20.7% SWD: -100.0% HOM: 0.0% FY: -50.0%
9	Instruction of Expelled Students How the county superintendent of schools will coordinate instruction of expelled students	1) 5 - Full Implementation and Sustainability 2) 5 - Full Implementation and Sustainability 3) 5 - Full Implementation and Sustainability	1) 5 - Full Implementation and Sustainability 2) 5 - Full Implementation and Sustainability 3) 5 - Full Implementation and Sustainability		1) 5 - Full Implementation and Sustainability 2) 5 - Full Implementation and Sustainability 3) 5 - Full Implementation and Sustainability	1) 5 - Full Implementation and Sustainability 2) 5 - Full Implementation and Sustainability 3) 5 - Full Implementation and Sustainability

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1) Assessing status of a triennial plan for providing educational services to all expelled students in the county, including. a) Review of required outcome data b) Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. c) Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. 2) Coordinating on development and implementation of a triennial plan with all LEAs within the county.	4) 5 - Full Implementation and Sustainability 5) 5 - Full Implementation and Sustainability 6) 5 - Full Implementation and Sustainability 7) 5 - Full Implementation and Sustainability 2023-24 Local Indicators	4) 5 - Full Implementation and Sustainability 5) 5 - Full Implementation and Sustainability 6) 5 - Full Implementation and Sustainability 7) 5 - Full Implementation and Sustainability 2024-25 Local Indicators		4) 5 - Full Implementation and Sustainability 5) 5 - Full Implementation and Sustainability 6) 5 - Full Implementation and Sustainability 7) 5 - Full Implementation and Sustainability	4) 5 - Full Implementation and Sustainability 5) 5 - Full Implementation and Sustainability 6) 5 - Full Implementation and Sustainability 7) 5 - Full Implementation and Sustainability

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3) Establishing ongoing collaboration and policy development for a transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. 4) Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. -Local Indicator Reflection Tool: Rubric: 1 Exploration and Research 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation and Sustainability					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

Planned Action 1.1 (Professional Development) Professional development was fully implemented, with training focused on academic rigor and consistency across school sites. There were no challenges in implementing professional development.

Planned Action 1.2 (English Learner Program) The English Learner program was fully implemented. EL students were placed in support classes, and additional professional development for teachers was offered to support ELPAC preparation. A success was the growth in EL Progress, which was supported through targeted strategies and professional development.

Planned Action 1.3 (Academic Intervention) Academic intervention was fully implemented using a tiered support system. Students accessed personalized math and reading supports through Exact Path. A success was improvement in statewide Math outcomes, reflecting the effectiveness of the intervention system.

Planned Action 1.4 (Instructional Materials) Instructional materials were fully implemented, with all teachers using common curriculum aligned to California standards. A success was ensuring all students had access to instructional materials aligned with the standards.

Planned Action 1.5 (Core Services) Core services were fully implemented to provide a safe and supportive learning environment for all students. A success was maintaining safe and clean facilities for students and ensuring that expelled students received continued instructional support.

Planned Action 1.6 (Technology) Technology was fully implemented, with students receiving Chromebooks and HotSpots as needed. Classrooms were equipped with Promethean Panels to support instruction. This helped expand access to learning tools across programs.

Planned Action 1.7 (Support for Students with Disabilities) fully implemented. Students accessed the core curriculum, and professional development for staff was provided.

Planned Action 1.8 (College and Career Readiness) College and career readiness was fully implemented, with credentialed teachers leading CTE pathways and a designated counselor supporting student transitions. A success was increased access to college preparation supports across programs.

We experienced no challenges in implementing our 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.

The material differences threshold is $100,000. Actions 1.3 and 1.6 were above the material differences threshold; however, they were still fully implemented. The material difference for Action 1.3 is attributed to increased staffing needs and intervention services provided to address rising student support demands. For Action 1.6, the material difference is the result of greater-than-anticipated investments in technology infrastructure (e.g. Chromebooks) and student access. Actions 1.1 and 1.2 were below the material differences threshold due to the use of alternative funding sources; however, they were still fully implemented. Action 1.5 was below the material differences threshold due to staffing delays and the use of alternative funding sources; however, they were still fully implemented.

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

Actions 1.4 (Instructional Materials), 1.5 (Core Services), 1.6 (Technology), and 1.8 (College and Career Readiness) were effective. These actions were designed to increase student learning, improve access to instructional tools, and support postsecondary readiness. Effectiveness was demonstrated through improved outcomes of 0.77% in statewide math (4A Math), increased (Metric 1B didn't see an increase, it maintained at 100%) 100% of students had access to instructional materials (1B), and expanded CTE opportunities supporting college preparedness (8) which increased 21.8% and graduation (5E) which also increased 3.7%.

Actions 1.1 (Professional Development) and 1.3 (Academic Intervention) were effective in improving English Learner and Long Term English Learner performance on the CAASPP ELA assessment (4A ELA) as both groups improved (EL 1.47% and LTEL 1.96%). These actions were aligned to our Differentiated Assistance work and designed to improve instructional consistency and support English learner progress.

Action 1.2 (English Learner Program) was effective in improving language acquisition for English learners. The percentage of ELs who progressed at least one ELPI level (4E) increased 6.2% and the overall ELPI improved.

Action 1.7 (Support for Students with Disabilities) was effective. The percentage of students with disabilities who met or exceed standards on the statewide assessments (4A ELA, 4A Math) improved by 0.26% in ELA and 0.80% in Math.

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.

LREBG Action and Metrics – Action 1.9 was added. Student groups (African American, Hispanic, and White) were added to Metrics 4A ELA and 4A Math to measure Action 1.9.

Action 1.8 – Revised to a contributing action, intended to increase services for unduplicated students.

Metrics 4B, 4C, 4D – Changed the date and data source to "Met UC/CSU Requirements and CTE Pathway Completion Report" as it provides a more accurate measure for our students.

Metrics 4B, 4C, 4D, 5E, 8 – Identified Baseline and Year 3 Outcome targets to include new targets for LTEL students using Fall 2024 CA School Dashboard.

Metric 4H – Identified the Math Baseline and Year 3 Outcome target for HOM students using 2024 11th Grade CAASPP.

N/A: Not Applicable/Available has been added to the abbreviation key in the explanation of why.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Provide ongoing professional learning for staff, focused on developing academic rigor and consistency across all school sites, including Differentiated Assistance professional learning to address the need to the students groups who continue to perform at the lowest level based on the CA Dashboard.	$493,639.00	No
1.2	English Learner Program	Provide ongoing professional development, accurate assessment systems and effective program development to improve language acquisition for EL and LTEL students.	$195,543.00	Yes
1.3	Academic Intervention	Provide academic intervention support (MTSS) staff, resources, and programs for foster youth, low income, and English learners.	$891,526.00	Yes
1.4	Instructional Materials	Provide and utilize common instructional materials and curriculum that meet current California academic standards and follow instructional frameworks.	$476,691.00	No
1.5	Core Services	Core services provided to support student education in a safe learning environment.	$12,996,311.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Technology	Provide a variety of technology to enhance the learning options of all students so they can earn or recover credits for graduation.	$384,454.00	No
1.7	Support for Students with Disabilities	Provide ongoing training for teachers and staff to ensure students with disabilities are able to access the core curriculum and be successful in their courses.	$19,350.00	No
1.8	College and Career Readiness	Provide career technical education (CTE) and college-readiness programs and staff to ensure students have skills and resources to successfully transition to college and/or a career.	$2,112,048.00	Yes
1.9	Expanded Learning and Academic Recovery Supports	LREBG Action Support students in improving academic outcomes by expanding access to summer school and intersession programs, implementing extended learning and credit recovery opportunities, and offering high-dosage tutoring. This action also includes counseling, student support services, and college and career readiness activities to help students recover learning time and stay on track for graduation. Funding may also support standards-aligned instructional materials and curriculum tools used to address learning gaps and provide academic intervention. Research shows that academic supports such as extended and expanded learning time and high dosage tutoring are successful in mitigating student learning gaps. Additionally, students who are provided counseling are more likely to graduate. Metric being used to monitor the action: Metrics 4A ELA and 4A Math LREBG Funds supporting this action: Approximately $606,507 per year through 2027–28.	$606,507.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Cultivate positive relationships between staff, students, families, and the community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The actions within this goal are designed to build positive relationships between students, staff, and families so as to increase student engagement and supports for students so they can be at school consistently and engaged in the learning. We will monitor and evaluate the actions by collecting and reviewing specific data on attendance, chronic absenteeism, participation in engagement activities, parent engagement, and survey responses on school connectedness. We will review data and solicit feedback throughout the year that will provide evidence of the impact of the actions on suspensions, attendance, and parent engagement participation.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learners; SED: Socioeconomically Disadvantaged; HOM: Homeless; SWD: Students with Disabilities; N/A: Not Applicable/Available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3A 3B 3C	Parent Involvement Self reflection on Parent and Family Engagement: Building Relationships (Question #4)	Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using	Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way		Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way	Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Seeking Input for Decision Making (Question #9 and #11) Local Indicator, Priority 3 Reflection Tool Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	language that is understandable and accessible to families 3 - Initial Implementation Q9 - Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 3 - Initial Implementation Q11- Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 3 - Initial Implementation Local Indicator, Priority 3 Self Reflection Tool	communication between families and educators using language that is understandable and to families 4 - Full Implementation Q9 - Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 3 - Initial Implementation Q11- Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any		communication between families and educators using language that is understandable and accessible to families 5 - Full Implementation and Sustainability Q9 - Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 5 - Full Implementation and Sustainability Q11- Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing	communication between families and educators using language that is understandable and to families +1 - Full Implementation Q9 - Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 0- Initial Implementation Q11- Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			underrepresented groups in the school community. 4 - Full Implementation Local Indicator, Priority 3 Self Reflection Tool		strategies to reach and seek input from any underrepresented groups in the school community. 5 - Full Implementation and Sustainability	underrepresented groups in the school community. +1 - Full Implementation
5A	School Attendance Rate The percentage of students attending school daily on average by site/program CARE sites: CARE Intervention sites: Intervention Truancy sites: Truancy Daily sites: Daily Independent Study sites: IS Residential sites: Residential	Community: CARE: 89.0% Intervention: 77.0% Truancy: 77.0% Daily: 74.0% Independent study: 93.0% Residential: 100.0% Court: Biddick K-6: 22.0% Cruikshank: 95.0% 2023-24 P2 Attendance percentages Local SIS	Community: CARE: 89.0% Intervention: 83.0% Truancy: 83.0% Daily: 75.0% Independent Study: 93.0% Residential: 100.0% Court: Biddick: 19.0% Cruikshank: 96.0% 2024-25 P2 Attendance percentages Local SIS		Community: CARE: 95.0% Intervention: 83.0% Truancy: 83.0% Daily: 80.0% IS: 95.0% Residential: 100.0% Court: Biddick K-6: 28.0% Cruikshank: 95.0%	Community: CARE: 0.0% Intervention: +6.0% Truancy: +6.0% Daily: +1.0% Independent Study: 0.0% Residential: 0.0% Court: Biddick: -3.0% Cruikshank: +1.0%
5B	Chronic Absenteeism Rate Percentage of students K-12 who are absent from school 10% or	ALL: 44.1% EL: 49.0% LTEL: NDA SED: 43.9% SWD: 54.0% HOM: 52.0%	ALL: 43.6% EL: 45.1% LTEL: NDA SED: 44.6% SWD: 49.0% HOM: 51.6%		ALL: 35.0% EL: 35.0% LTEL: TBD SED: 35.0% SWD: 35.0% HOM: 35.0%	ALL: -0.5% EL: -3.9% LTEL: NDA SED: +0.7% SWD: -5.0% HOM: -0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	more for the total number of days that they are enrolled in school.	FY: 61.9% 2022- 2023 DataQuest	FY: 56.8% 2023- 2024 DataQuest		FY: 35.0%	FY: -5.1%
5C	Middle School Dropout Rate Percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school.	Community: 0.0% Court: 0.0% 2022-23 CALPADS Report 1.12	Community: 0.0% Court: 0.0% 2023-24 CALPADS Report 1.12		Community: 0.0% Court: 0.0%	Community: 0.0% Court: 0.0%
5D	High School Dropout Rate Percentage of students in grades 9-12 who stop coming to school and who do not enroll in another school.	Community: 46% Court: 45% 2022-23 CALPADS Report 15.1	Community: 45% Court: 36% 2023-24 CALPADS Report 15.1		Community: 35% Court: 35%	Community: -1.0% Court: -9.0%
6A	Suspension Rate Percentage of students who are suspended at least once during the academic year.	ALL: 9.9% EL: 7.7% LTEL: 6.7%* SED: 10.4% SWD: 19.9% HOM: 10.9% FY: 17.1% Fall 2023 CA School Dashboard *Fall 2024 CA School Dashboard	ALL: 8.5% EL: 6.8% LTEL: N/A SED: 9.0% SWD: 10.1% HOM: 10.1% FY: 16.7% Fall 2024 CA School Dashboard		ALL: 6.9% EL: 4.7% LTEL: 3.7% SED: 7.4% SWD: 16.9% HOM: 7.9% FY: 14.1%	ALL: -1.4% EL: -0.9% LTEL: N/A SED: -1.4% SWD: -9.8% HOM: -0.8% FY: -0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6B	Expulsion Rate Percentage of students who are expelled from the district during the academic year.	ALL: 0.0% EL: 0.0% LTEL: NDA SED: 0.0% SWD: 0.0% HOM: 0.0% FY: 0.0% 2023 DataQuest	ALL: 0.0% EL: 0.0% LTEL: 0.0% SED: 0.0% SWD: 0.0% HOM: 0.0% FY: 0.0% 2024 DataQuest		ALL: 0.0% EL: 0.0% LTEL: TBD SED: 0.0% SWD: 0.0% HOM: 0.0% FY: 0.0%	ALL: 0.0% EL: 0.0% LTEL: 0.0% SED: 0.0% SWD: 0.0% HOM: 0.0% FY: 0.0%
6C	Safety & School Connectedness Percentage of students and staff who feel the school is safe. Percentage of students and staff who feel connected to the school. 1) Students responding on average they "Agree" or "Strongly Agree" to their school having "school connectedness" 2) Students who perceive their school as "safe" or "very safe" 3) Staff who perceive their school as "safe or "very safe" for staff	Feel Safe at School: Students: 56.0% Staff: 54.0% Feel Connected to School: Students: 49.0% Staff: 46.0% 2023-24 CHKS/CSSS Results	Feel Safe at School: Students: 69.0% Staff: 50.0% Feel Connected to School: Students: 56.0% Staff: 52.0% 2024-25 CHKS/CSSS Results		Feel Safe at School: Students: 65.0% Staff: 65.0% Feel Connected to School: Students: 60.0% Staff: 60.0%	Feel Safe at School: Students: +13.0% Staff: -4.0% Feel Connected to School: Students: +7.0% Staff: +6.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4) Staff who perceive their school as "safe or "very safe" for students (CA Healthy Kids Survey/CA School Staff Survey)					
10A 10B 10C 10D	Services for Foster Youth How the county superintendent of schools will coordinate services for foster children working with the county child welfare agency to minimize changes in school placement 10A 1) Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current	10A- Q1) 5 - Full Implementation and Sustainability 10B & 10D- Q5) 5 - Full Implementation and Sustainability 10C- Q7) 5 - Full Implementation and Sustainability 2023-24 Local Indicators	10A- Q1) 5 - Full Implementation and Sustainability 10B & 10D- Q5) 5 - Full Implementation and Sustainability 10C- Q7) 5 - Full Implementation and Sustainability 2024-25 Local Indicators		10A- Q1) 5 - Full Implementation and Sustainability 10B & 10D- Q5) 5 - Full Implementation and Sustainability 10C- Q7) 5 - Full Implementation and Sustainability	10A- Q1) No change - Full Implementation and Sustainability 10B & 10D- Q5) No change - Full Implementation and Sustainability 10C- Q7) No change - Full Implementation and Sustainability

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	residence, comprehensive versus alternative school, and regular versus special education). 10B & 10D 5) Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information 10C 7) Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group geographical area, and identification of highest needs students based on academic needs and placement type. Local Indicator Reflection Tool: Rubric: 1 Exploration and Research 2 Beginning					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation and Sustainability					

Goal Analysis [2024-25]

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.

Action 2.1 (Educational Partner Communication) This action was fully implemented. Educational partners were engaged through surveys, site councils, advisory meetings, and community outreach. While there has been extensive outreach, there has been a challenge in parents participating in advisory groups.

Action 2.2 (Supporting At-Promise Youth) This action was fully implemented. Staff engaged in ongoing collaboration with neighboring COEs and local partners to share best practices and review student attendance data. Partnerships with community-based organizations supported outreach to at-promise youth. Monthly meetings with probation and attendance boards continued. These efforts contributed to positive outcomes in services for foster youth. We experienced no challenges in implementing this action.

Action 2.3 (Parent and Community Engagement) This action was fully implemented. PAC, SAC, and SSC meetings occurred regularly and met membership requirements. However, ELAC meetings have not been successful due to low parent participation, despite multiple outreach attempts. Parental involvement continues to be a focus.

Action 2.4 (Student Engagement) This action was fully implemented. Quests and monthly activities have been offered to students. These efforts support relationship-building and overall student engagement. We experienced no challenges in implementing this action.

Action 2.5 (Truancy Intervention) This action was fully implemented. Home visits, truancy sweeps, and outreach efforts were conducted by intervention and prevention specialists. The 6th Annual Chronic Absenteeism Summit was successfully held. We experienced no challenges in implementing this action.

Action 2.6 (Multi-Tiered System of Supports - MTSS) This action was fully implemented. All of our PBIS trainings were conducted for staff, and partnerships with SJCOE supported implementation at school sites. Restorative Practices teams provided site-based support and professional development. We experienced no challenges in implementing this action.

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.

The material differences threshold is $100,000. Actions 2.1, 2.2, and 2.5 were above the material differences threshold; however, they were fully implemented. For Action 2.1, the material difference is attributed to expanded outreach efforts and staffing investments to strengthen education partner communication and engagement. For Action 2.2, the higher estimated is due to the increased need for intervention services and staff supports for at-promise youth. The material difference for Action 2.5 is due to expanded personnel costs related to increased truancy intervention efforts. Actions 2.4 and 2.6 were below the material differences threshold; however, they were fully implemented. The lower actual costs are due to overbudgeting and the use of other available funding to support community-building activities and MTSS-related work.

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

Actions 2.2 (Supporting At-Promise Youth) and 2.4 (Student Engagement) were effective. These actions contributed to a reduction in suspension rates (6A) for multiple student groups: ELs decreased by 0.9%, SWD by 9.8%, FY by 0.4%, and SED by 1.4%. These improvements reflect efforts in outreach, engagement activities, and ongoing student support initiatives.

Actions 2.5 (Truancy Intervention) and 2.6 (Multi-Tiered System of Supports - MTSS) were effective. They contributed to a reduction in the chronic absenteeism rate (5B), particularly for SWD (down by 5.0%), EL (down by 3.9%), and FY (down by 5.1%). The actions also supported improvements in attendance monitoring and interventions that increased school connection and attendance awareness among high-needs students.

Action 2.1 (Educational Partner Communication) was effective. The action supported the LEA’s shift from "3 – Initial Implementation" to "4 – Full Implementation" in the self-reflection tool for Local Indicator Priority 3B. Improvements in two-way communication using accessible language were demonstrated through feedback and stakeholder survey outcomes.

Action 2.3 (Parent and Community Engagement) was partially effective. While the LEA made progress in outreach and convened required advisory groups (PAC, SAC, SSC), the Local Indicator (3B) remained at “3 – Initial Implementation” due to persistent challenges in increasing ELAC participation and engaging underrepresented families.

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.

Action 2.4 – Expanded to include outdoor learning opportunities for students and staff to support hands-on, real-world experiences.

Action 2.6 – Revised the description to clearly communicate our MTSS program in response to educational partner feedback.

Metric 6A – Identified Baseline and Year 3 Outcome targets to include new targets for LTEL students using Fall 2024 CA School Dashboard.

N/A: Not Applicable/Available has been added to the abbreviation key in the explanation of why.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Educational Partner Communication	Enhance communication with educational partners using a range of technologies, tools and strategies.	$242,044.00	No
2.2	Supporting At-Promise Youth	Build and strengthen relationships with neighboring counties and community partners to serve at-promise students including foster and homeless youth, low income, and English learners. Maintain effective relationships and staff that directly support foster and homeless students.	$3,191,952.00	Yes
2.3	Parent and Community Engagement	Increase parent and community participation in the advisory councils, including the Parent Advisory (PAC) and English Learner Advisory (ELAC) committees, with an emphasis on having representation from foster youth, low income, English learners and reclassified English learner families.	$409,544.00	No
2.4	Student Engagement	Provide Quest (field trips) and Concept of One (community building) activities for all students, including foster youth, low-income students, and English learners, to foster positive relationships among students, staff, and the community. These activities will also include expanded outdoor and hands-on learning opportunities that connect students with real-world experiences beyond the classroom.	$181,138.00	Yes
2.5	Truancy Intervention	Provide truancy intervention that includes staffing and partnerships with community agencies and organizations, as well as providing attendance incentives, transportation, and other supports to ensure students are able to consistently attend school.	$3,185,282.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Multi-Tiered System of Supports (MTSS)	Provide an effective multi-tiered system of supports (MTSS) that addresses student behavioral, social-emotional, health, and well-being needs through a continuum of services supported by clear and timely communication with students, families, and staff.	$3,687,794.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By 2026-27, San Joaquin County Community School's graduation rate will improve by 10%, as a result of expanded tiered interventions that address the academic, behavioural, social-emotional, health and well-being needs of English Learners, Long Term English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic and White students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The actions within this goal are designed to expand MTSS supports for struggling students, specifically English Learners, Long Term English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic and White students who were identified as performing in the lowest performance level on the 2024 CA Dashboard indicators for San Joaquin County Community School. Feedback from the educational partners, including advisory councils (SSC, ELAC, PAC, SAC) affirmed the need for expanded supports for struggling students in the areas of academics, behavior and attendance to improve graduation rates. Progress will be monitored and the actions evaluated by collecting and reviewing specific data on attendance, chronic absenteeism, proficiency on ELA and math state assessments, graduation rate, and EL progress, college/career preparedness. Data will be reviewed and feedback solicited from the educational partners throughout the year that will provide evidence of the impact of the actions of providing MTSS tiered intervention support.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; EL: English Learner; LTEL; Long Term English Learners; FY: Foster Youth; HOM: Homeless; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; HISP: Hispanic; WH: White; N/A: Not Applicable/Available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A ELA	Statewide Assessment ELA	ALL: 7.43% EL: 0.0%	ALL: 7.91% EL: 1.67%		ALL: 10.0% EL: 3.0%	ALL: +0.48% EL: +1.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of all students, grades 3–8 and 11 who meet or exceed standard on the SBAC ELA assessment. San Joaquin Community School student data	LTEL: 2.17%* HOM: 21.43% SED: 6.96% SWD: 0.0% AA: 2.38% HISP: 6.1% WH: 10.64% 2022-23 CAASPP *2023-24 CAASPP	LTEL: N/A HOM: 6.25% SED: 6.33% SWD: 6.25% AA: 1.92% HISP: 9.32% WH: 16.66% 2023-24 CAASPP		LTEL: 5.0% HOM: 24.0% SED: 10.0% SWD: 3.0% AA: 5.0% HISP: 9.0% WH: 13.0%	LTEL: N/A HOM: -15.18% SED: -0.63% SWD: +6.25% AA: -0.46% HISP: +3.22% WH: +6.02%
4A Math	Statewide Assessment Mathematics Percentage of all students, grades 3–8 and 11 who meet or exceed standard on the SBAC Math assessment.	ALL: 0.62% EL: 0.0% LTEL: 0.0%* HOM: 0.0% SED: 0.79% SWD: 0.0% AA: 0.0% HISP: 1.01% WH: 0.0% 2022-23 CAASPP *2023-24 CAASPP	ALL: 1.15% EL: 0.0% LTEL: N/A HOM: 6.25% SED: 1.51% SWD: 0.0% AA: 0.0% HISP: 1.33% WH: 0.0% 2023-24 CAASPP		ALL: 3.0% EL: 3.0% LTEL: 3.0% HOM: 3.0% SED: 3.0% SWD: 3.0% AA: 3.0% HISP:4.0% WH: 3.0%	ALL: +0.53% EL: 0.0% LTEL: N/A HOM: +6.25% SED: +0.72% SWD: 0.0% AA: 0.0% HISP: +0.32% WH: 0.0%
4E	EL Progress Percentage of English Learners who make progress toward English proficiency as measured by the ELPAC. EL Acquisition Results: The percentage of current EL students who:	21.8% EL Acquisition-Progress: 29.7% Maintain level 4: 0.0% Maintain lower level: 32.4% Decrease: 37.9% Fall 2023 CA School Dashboard- English	27.1% EL Acquisition-Progress: 35.1% Maintain level 4: 0.0% Maintain lower level: 38.5% Decrease: 26.4%		25.0% EL Acquisition-Progress: 32.7% Maintain level 4: 3.0% Maintain lower level: 35.4% Decrease: 28.9%	+5.3% EL Acquisition-Progress: +5.4% Maintain level: 0.0% Maintain lower level: +6.1% Decrease: -11.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Progress at least one ELPI level; Maintain ELPI Level 4; Maintain lower ELPI levels (1, 2L, 2H, 3L, or 3H); Decrease at least one ELPI Level increasing one ELPI level	Learner Progress Indicator (ELPI)	Fall 2024 CA School Dashboard-English Learner Progress Indicator (ELPI)			
8	College/Career Preparedness Percentage of students approaching prepared on the College Career Indicator (CCI) by completing one college credit course.	ALL: 40.0% EL: 50.0% LTEL: 50.0% HOM: 50.0% SED: 42.9% SWD: 0.0% AA: 50.0% HISP: 62.5% WH: 0.0% Fall 2024 CA School Dashboard-College/Career Levels Measures Data & Report (Class of 2024)	ALL: N/A EL: N/A LTEL: N/A HOM: N/A SED: N/A SWD: N/A AA: N/A HISP: N/A WH: N/A		ALL: 45.0% EL: 55.0% LTEL: 55.0% HOM: 55.0% SED: 48.0% SWD: 50.0% AA: 55.0% HISP: 68.0% WH: 50.0%	ALL: N/A EL: N/A LTEL: N/A HOM: N/A SED: N/A SWD: N/A AA: N/A HISP: N/A WH: N/A
5B	Chronic Absenteeism Rate Percentage of students K-12 who are absent from school 10% or more for the total number of days that they are enrolled in school.	ALL: 36.2% EL: 37.5% LTEL: 37.5% HOM: N/A SED: 37.3% SWD: 36.4% AA: 46.9% HISP: 32.3% WH: N/A	ALL: N/A EL: N/A LTEL: N/A HOM: N/A SED: N/A SWD: N/A AA: N/A HISP: N/A WH: N/A		ALL: 30.0% EL: 30.0% LTEL: 30.0% HOM: 30.0% SED: 30.0% SWD: 30.0% AA: 35.0% HISP: 30.0% WH: 30.0%	ALL: N/A EL: N/A LTEL: N/A HOM: N/A SED: N/A SWD: N/A AA: N/A HISP: N/A WH: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall 2024 CA School Dashboard				
5A	School Attendance Rate The percentage of students attending school daily on average by program.	CARE sites: 89.0% Intervention sites: 77.0% Truancy sites: 77.0% Daily sites: 74.0% Independent study sites: 93.0% Residential sites: 100.0% 2023-24 P2 Attendance percentages Local SIS	CARE: 89.0% Intervention: 83.0% Truancy: 83.0% Daily: 75.0% Independent Study: 93.0% Residential: 100.0% 2024-25 P2 Attendance percentages Local SIS		CARE sites: 95.0% Intervention sites: 83.0% Truancy sites: 83.0% Daily sites: 80.0% Independent study sites: 95.0% Residential sites: 100.0%	CARE: 0.0% Intervention: +6.0% Truancy: +6.0% Daily: +1.0% Independent Study: 0.0% Residential: 0.0%
5E	High School Graduation Rate Percentage of students in the four-year cohort who meet SJCOE graduation requirements	ALL: 41.0% EL: 33.3% LTEL: 40%* HOM: 35.1% SED: 39.7% SWD: 45.0% AA: 44.4% HISP: 42.1% WH: 45.8% Fall 2023 CA School Dashboard *Fall 2024 CA School Dashboard	ALL: 43.7% EL: 39.3% LTEL: N/A HOM: 38.2% SED: 42.6% SWD: 26.5% AA: 29.8% HISP: 42.7% WH: 60.0% Fall 2024 CA School Dashboard		ALL: 44.0% EL: 37.0% LTEL: 43.0% HOM: 38.0% SED: 43.0% SWD: 48.0% AA: 47.0% HISP: 45.0% WH: 49.0%	ALL: +2.7% EL: +6.0% LTEL: N/A HOM: +3.1% SED: +2.9% SWD: -18.5% AA: -14.6% HISP: +0.6% WH: +14.2% FY: N/A
6A	Student Suspension Rates	ALL: 8.9% EL: 6.0%	ALL: 8.0% EL: 6.8%		ALL: 4.0% or Less EL: 4.0% or Less	ALL: -0.9% EL: +0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students who are suspended at least once during the academic year.	LTEL: 6.7%* HOM: 10.3% SED: 9.3% SWD: 15.9% AA: 13.7% HISP: 8.2% WH: 8.0% FY: 21.5%* Fall 2023 CA School Dashboard *Fall 2024 CA School Dashboard	LTEL: N/A HOM: 7.3% SED: 8.5% SWD: 10.0% AA: 18.0% HISP: 6.0% WH: 9.1% FY: N/A Fall 2024 CA School Dashboard		LTEL: 4.0% or Less HOM: 4.0% or Less SED: 4.0% or Less SWD: 4.0% or Less AA: 4.0% or Less HISP: 4.0% or Less WH: 4.0% or Less FY: 4.0% or Less	LTEL: N/A HOM: -3.0% SED: -0.8% SWD: -5.9% AA: +4.3% HISP: -2.2% WH: +7.4% FY: N/A

Goal Analysis [2024-25]

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.

Action 3.1 (English Learner Intervention) was fully implemented. Tiered supports enhanced English language development, and professional development deepened teacher understanding of ELPAC-aligned skills. A notable success was the increased instructional alignment and focused intervention strategies observed in classrooms supporting EL students. We experienced no challenges in implementing this action.

Action 3.2 (Academic Intervention and Counseling) was fully implemented. Targeted academic interventions and expanded counseling services effectively addressed both academic and socioemotional needs. A notable success was the observed increase in student engagement and participation in support services, especially among historically disengaged student groups. This action was fully implemented despite staffing challenges.

Action 3.3 (Socioemotional and Well-being Support) was fully implemented. Mental health clinicians provided ongoing services and the MTSS-focused Intervention and Prevention Specialist strengthened systems for conflict resolution and student connectedness. Feedback from school sites highlighted improved collaboration and earlier identification of student needs as a success. We experienced no challenges in implementing this action.

Action 3.4 (Family Engagement Support) was fully implemented. A Campus Connection Technician (CCT) was hired to lead outreach efforts, which helped strengthen home-school relationships. However, a key challenge was staffing: the LEA faced difficulties hiring and retaining CCTs consistently across sites, which temporarily limited the scale of implementation in some schools.

Action 3.5 (Factory Institute of Training [FIT] Program) was fully implemented. A notable success was the increase in PE grades and student participation in team sports, as well as strengthened mentoring relationships with staff. Students reported feeling more connected and confident, reinforcing the impact of this program on their socioemotional and physical well-being. We experienced no challenges in implementing this action.

Action 3.6 (Academic, Career, and College-Related Activities) was fully implemented. Students accessed diverse CTE pathways such as Logistics, Culinary Arts, Green Energy, Construction, and Coding. These hands-on programs provided real-world experiences and built connections with community partners. A success was the increase in student participation in career expos and community-led projects. We experienced no challenges in implementing this action.

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.

The material differences threshold is $100,000. Actions 3.2, 3.3, 3.4, and 3.5 under Goal 3 were below the material differences threshold; however, they have been fully implemented. Action 3.2 was under budget due to staffing challenges. Actions 3.3 and 3.4 were under budget due to the use of alternative funding sources, which reduced the need for Equity Multiplier funds. Action 3.5 came in under budget due to delays and lower-than-anticipated program costs.

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

Actions 3.3 (Socioemotional and Well-being Support), 3.5 (Factory Institute of Training), and 3.6 (Academic, Career, and College-Related Activities) were effective. These actions supported student well-being and contributed to a reduction in suspension rates (6A), particularly for Homeless (-3.0%), Socioeconomically Disadvantaged (-0.8%), Students with Disabilities (-5.9%), and Hispanic (-2.2%) student groups. The FIT Program demonstrated strong implementation with high student participation and engagement. Additionally, students benefited from expanded CTE opportunities and college visits, which improved motivation and postsecondary awareness.

Action 3.2 (Academic Intervention and Counseling) was effective in improving student performance on the CAASPP ELA assessment (4A ELA). English Learners improved by 1.67%, Students with Disabilities by 6.25%, Hispanic students by 3.22%, and White students by 6.02%. These results reflect increased access to academic interventions and counseling supports tailored to student needs.

Action 3.4 (Family Engagement Support) was effective in contributing to increased graduation rates (5E), including gains for English Learners (6.0%), Homeless students (3.1%), Socioeconomically Disadvantaged students (2.9%), Hispanic students (0.6%), and White students (14.2%). While staffing challenges impacted full implementation, participating sites reported stronger home-school partnerships and improved family outreach.

Action 3.1 (English Learner Intervention) was effective in improving language acquisition for English learners. The percentage of students progressing at least one ELPI level (4E) increased by 5.4%, while the percentage declining by one level decreased by 11.5%. These gains reflect improved instructional alignment and tiered supports targeted to English learner needs.

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.

Review of the 2024 Dashboard showed changes in the student groups performing in red on dashboard indicators. To address the student groups performing in red on specific metrics, the goal, why statement and metrics have been updated.

Goal Description – Updated to include the name of the school, and Priority 8 was added.

Metrics:

6A Baseline data for WH students was reported incorrectly and has been updated.
4A ELA, 4A Math, 5E Graduation Rate, and 6A Suspension Rate- LTEL student group was added.
5B Chronic Absenteeism was added.
6A Suspension Rate- FY. Student group was added.
8 College/Career Preparedness was added.

FY: Foster Youth and N/A: Not Applicable/Available has been added to the abbreviation key in the explanation of why.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Learner Intervention	Expand support for English learners by providing the staffing and resources to facilitate EL professional development and tiered intervention for EL students	$291,978.00	No
3.2	Academic Intervention and Counseling	Provide additional tiered academic intervention and counseling for the student groups that received the lowest performance level on the 2023 CA Dashboard.	$436,865.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Socioemotional and Well-being Support	Expand tiered socioemotional, health and well-being support for the student groups that received the lowest performance level on the 2023 CA Dashboard.	$444,706.00	No
3.4	Family Engagement Support	Enhance the Family Engagement Team to provide additional support and programs for families of the identified student groups that received the lowest performance level on the 2023 CA Dashboard.	$228,368.00	No
3.5	Factory Institute of Training (FIT) Program	Expand the FIT Program to provide more student access to tier 2 academic and behavior intervention and team-building activities.	$169,284.00	No
3.6	Academic, Career and College-Related Activities	Expand academic, career, and college-related programs, activities and field trips for the identified student groups beyond the school site.	$351,039.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2026-27, the suspension rate for African American students, Students with Disabilities, and White students will decrease by 10% as a result of creating a therapeutic and restorative community at John F. Cruikshank Jr. Court School, that fosters positive behavior reinforcement, restorative practices, and trauma-informed support for students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on our analysis of the 2024 CA Dashboard for John F. Cruikshank Jr. Court School, data showed improvements for English Learners in Suspension Rates; these improvements were significant enough that the student groups no longer perform in the lowest performance level. However, there is a need to provide services specific to the needs of African American students, Students with Disabilities, and White students to reduce suspension.

The actions within this goal are designed to support African American students, Students with Disabilities, and White students at John F. Cruikshank Jr. school in decreasing their student suspension rate, by expanding PBIS, restorative practices, and wellness supports to ensure students at Cruikshank have the resources to succeed in their classes. Feedback from the educational partners, including advisory councils (SSC, ELAC, PAC, SAC) affirmed the need for expanded supports to address social emotional, health, and academic needs. Progress will be monitored and the actions evaluated by collecting and reviewing specific data on student suspension and attendance rates. Data will be reviewed and feedback solicited from the educational partners throughout the year that will provide evidence of the impact of the actions of providing these tiered intervention support.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; EL: English Learner; AA: African American; SWD: Students with Disabilities; WH: White; N/A: Not Applicable/Available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5A	School Attendance Rate	Biddick K-6: 22.0% Cruikshank: 95.0%	Biddick: 19.0% Cruikshank: 96.0%		Biddick K-6: 28.0% Cruikshank: 95.0%	Biddick: -3.0% Cruikshank: +1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The percentage of students attending school daily on average	2023-24 P2 Attendance percentages Local SIS	2024-25 P2 Attendance percentages Local SIS			
6A	Student suspension rates Percentage of students who are suspended at least once during the academic year.	ALL: 12.3% AA: 15.2% SWD: 12.5%* WH: 6.8%* Fall 2023 CA School Dashboard *Fall 2024 CA School Dashboard	ALL: 9.4% AA: 8.8% SWD: N/A WH: N/A Fall 2024 CA School Dashboard		ALL: 2.3% AA: 5.2% SWD: 2.5% WH: < 2.0%	ALL: -2.9% AA: -6.4% SWD: N/A WH: N/A

Goal Analysis [2024-25]

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.

Action 4.1 (English Learner Intervention) This action was fully implemented. Tiered academic interventions and counseling supports were provided for students with the lowest performance levels on the 2024 CA Dashboard. Learning labs were made available after school, offering targeted academic and social emotional support. We experienced no challenges in implementing this action.

Action 4.2 (Academic and Counseling Intervention) This action was partially implemented. Two of the three planned Campus Connection Technicians was hired to provide site-based support for academic interventions and schoolwide initiatives. The integration of this role supports the ongoing alignment of academic counseling, PBIS, and restorative practices. We experienced staffing challenges in implementing this action.

Action 4.3 (MTSS and Wellness) This action was partially implemented. Although the planned Wellness Center was not implemented, Cruikshank staff incorporated MTSS strategies through scheduled art therapy and social-emotional learning lessons every Monday and Friday. Daily access to Behavioral Health Services ensured that student emotional and mental health needs were addressed immediately. These supports contributed to successful SEL implementation and positive behavior outcomes.

Action 4.4 (PBIS and Restorative Practices) This action was partially implemented. PBIS professional development and a collaborative model with Probation and Behavioral Health Services are in progress. A PBIS tracking system was developed, though full implementation of incentive systems is still underway. A Campus Connection Technician was added to reinforce PBIS and restorative strategies. Art therapy continued weekly and was a key success in building student engagement and supporting behavior goals. Full PBIS implementation remains a challenge.

Action 4.5 (Academic, Career, and College-Readiness Activities) This action was partially implemented. Two contracted artists led students in community service projects designed to connect students with their local communities. College readiness activities, including field trips for incarcerated youth, are still in development.

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.

The material differences threshold is $100,000. Action 4.2 was below the material differences threshold; however, it was partially implemented. The variance is attributed to staffing challenges and an initial over-allocation of funds to Action 4.2. A portion of the funds should have been allocated to Action 4.3, which, although not originally budgeted, required implementation support during the year.

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

Action 4.1 (English Learner Intervention) has shown to be effective. The EL student groups improved from red to green with a significant improve of 10.4%.

Actions 4.2 (Academic and Counseling Intervention), 4.3 (MTSS and Wellness), 4.4 (PBIS and Restorative Practices), and 4.5 (Academic, Career, and College-Readiness Activities) were effective. These actions were designed to foster a restorative and therapeutic school climate which was demonstrated through a reduction in the overall suspension rate (6A) by 2.9%, with a notable 6.4% decrease for AA students. While full implementation of all planned activities (e.g., the Wellness Center and PBIS incentive system) is still in progress, ongoing MTSS strategies, behavioral health services, and restorative practices contributed to improved student behavior and engagement. The integration of a Campus Connection Technician and scheduled SEL sessions further reinforced the impact of these supports.

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.

The 2024 CA Dashboard showed significant improvement for the EL student group, which moved from the red to the green performance level. As a result, the EL student group is no longer identified for targeted support under this goal and has been removed from Metric 6A. In response to current performance data, both SWD and WH student groups perform in the orange performance level and have been added to this goal. The goal statement, explanation of why, and Metric 6A have been updated accordingly to reflect this change.

Action 4.1 has been removed because English Learners are no longer included in this goal. The remaining actions will continue and have been renumbered.

N/A: Not Applicable/Available has been added to the abbreviation key in the explanation of why.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Academic and Counseling Intervention	Provide additional tiered academic intervention and counseling for the identified student groups.	$79,308.00	No
4.2	MTSS and Wellness	Develop and maintain an effective school-based Wellness Center that provides timely access to MTSS-based social emotional, mental health, and academic support services.	$126,915.00	No
4.3	PBIS and Restorative Practices	Develop and maintain a PBIS and restorative practice program that is based on trauma-informed practices, art-based therapy, and encourages all students to maintain positive behavior, and supports students who need additional social-emotional and behavior intervention.	$126,915.00	No
4.4	Academic, Career, and College-Readiness Activities	Provide additional academic, career, and college-readiness activities at Cruikshank to increase student engagement for the identified student groups.	$35,908.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,574,554.00	$0.00

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
18.282%	0.000%	$0.00	18.282%

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
1.3	**Action:** Academic Intervention **Need:** Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment: ALL: 7.25% EL: 1.47% LTEL: 1.96% SED: 5.79%	Action 1.3 will include MTSS supports, staffing and resources to these student groups so they can improve their proficiency in ELA and math. This action is being provided on a LEA-wide basis to ensure all students have the opportunity to access these resources so they can also improve their proficiency in ELA and math.	Metric 4A - Statewide Assessments

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
	FY: NDA Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC Math assessment: ALL: 1.59% EL: 0% LTEL: 0% SED: 1.69% FY: NDA Educational partner feedback and review of data indicated we need more opportunities for students to receive targeted intervention and support meeting students at their current academic level to improve academic performance in ELA and Math. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics Sections. **Scope:** LEA-wide		
1.8	**Action:** College and Career Readiness **Need:** Percentage of students who successfully complete a CTE Pathway or program of study aligned with SBE approved CTE Standards and Frameworks: ALL: 1.3%	Action 1.8 will include staffing, programs, and resources to expand Career Technical Education (CTE) pathways and provide structured college guidance services, including academic and transition counseling. These supports are designed to directly address readiness gaps among unduplicated students. This action is provided on a LEA-wide basis to ensure equitable access across all school sites	Metric 4C – Career Technical Education (CTE)

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
	EL: 1.1% LTEL: N/A SED: 1.4% SWD: 0.0% HOM: 1.2% FY: 0.0% Educational partner feedback and review of Dashboard data indicated we need to provide greater access to career and college preparation services to ensure students are equipped with the skills, experiences, and guidance necessary for postsecondary success. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics Sections. **Scope:** LEA-wide	while prioritizing the specific needs of English Learners, Foster Youth, and Low-Income students.	
2.2	**Action:** Supporting At-Promise Youth **Need:** Suspension Rate ALL: 8.5% EL: 6.8% LTEL: 6.7% SED: 9.0% FY: 16.7%	Action 2.2 will include staffing and resources to provide tiered support for foster youth and homeless youth, low income, EL and LTEL students, to build relationships among students and staff and increase engagement in the school setting. This action is being provided on a LEA-wide basis to ensure all students have the opportunity to access these resources so they can also increase engagement in the school setting.	Metric 6A - Suspension Rate (CA Dashboard)

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
	Educational partner feedback and review of data indicated we need to create a positive culture by providing supports and build relationships with students and families throughout the LEA. By building a positive climate and culture, student engagement will increase, thus reducing discipline incidents, reducing suspension rates. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics Sections. **Scope:** LEA-wide		
2.4	**Action:** Student Engagement **Need:** Suspension Rate ALL: 8.5% EL: 6.8% LTEL: 6.7% SED: 9.0% FY: 16.7% Educational partner feedback and review of data indicated we need to increase student engagement by providing opportunities to extend student learning through educational excursions and concept of one. activities which focus on problem solving and team building. By building a positive climate and	Action 2.4 will include engaging students, with a focus on foster youth and socio-economically disadvantaged students, in academic and enrichment field trips and activities to building relationships among students and staff and to minimize behavior issues that arises from when students do not have positive relationships with each other or with staff. This action is being provided on a LEA-wide basis to ensure all students have the opportunity to access these field trips and activities so they can build relationships with other students and staff.	Metric 6A - Suspension Rate (CA Dashboard)

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
	culture, student engagement will increase, thus reducing discipline incidents which will reduce suspension rates. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics Sections. **Scope:** LEA-wide		
2.5	**Action:** Truancy Intervention **Need:** Chronic Absenteeism ALL: 43.6% EL: 45.1% LTEL: NDA SED: 44.6% FY: 56.8% Educational partner feedback indicated we need to create a positive culture regarding attendance throughout the LEA and make transportation more accessible for Foster Youth students. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.	We will provide additional transportation, with a focus on areas foster youth students live in, and implement an incentive-based program that emphasizes the importance of attendance and builds community to reduce chronic absenteeism. These services will create an opportunity to reduce chronic absenteeism by increasing attendance for foster youth students because they are designed to address their identified needs. However, these service are being provided on an LEA-wide basis to maximize the impact in decreasing overall chronic absenteeism rates for all students.	5B - Chronic Absenteeism (DataQuest)

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		
2.6	**Action:** Multi-Tiered System of Supports (MTSS) **Need:** Suspension Rate ALL: 8.5% EL: 6.8% LTEL: 6.7% SED: 9.0% FY: 16.7% Educational partner feedback and review of data indicate needed expanded multi-tiered system of supports for students that addressed student behavior, social emotional, health, and well-being needs in order to reduce the suspension rate. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics Sections. **Scope:** LEA-wide	We will provide additional behavior supports as well (Restorative Practices and PBIS) as well as health and social emotional services to students, with a focus on foster youth and socio-economically disadvantaged students. By providing these tiered supports, student engagement will increase, thus reducing discipline incidents which will reduce suspension rates. These service are being provided on an LEA-wide basis to maximize the impact in decreasing overall suspension rates for all students	Metric 6A - Suspension Rate (CA Dashboard)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** English Learner Program **Need:** 27.6% of English learners in the LEA made progress towards English language proficiency in 2023-24, which was a 6.2% increase from 2022-23. Educational partner feedback and review of data indicated we need to provide services focused specifically on professional learning and the language acquisition program to address the needs of English learners. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics. Sections. **Scope:** Limited to Unduplicated Student Group(s)	Based on the identified needs as indicated on the CA Dashboard for LEA, professional development to improve EL instructional strategies is needed for all the schools in the LEA as well as improved systems to monitor, assess and reclassify EL students.	Metric 4E - EL Progress (CA Dashboard)

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 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	41,430,755	7,574,554.00	18.282%	0.000%	18.282%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$19,908,004.00	$8,473,994.00	$644,641.00	$2,338,470.00	$31,365,109.00	$22,225,579.00	$9,139,530.00

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	Professional Development	All	No			All Schools	July 2024 - June 2027	$324,592.00	$169,047.00	$215,505.00	$229,440.00	$0.00	$48,694.00	$493,639.00	
1	1.2	English Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024 - June 2027	$137,837.00	$57,706.00	$118,069.00	$30,875.00	$0.00	$46,599.00	$195,543.00	
1	1.3	Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$774,929.00	$116,597.00	$312,403.00	$249,454.00	$0.00	$329,669.00	$891,526.00	
1	1.4	Instructional Materials	All	No			All Schools	July 2024 - June 2027	$132,857.00	$343,834.00	$169,299.00	$304,184.00	$0.00	$3,208.00	$476,691.00	
1	1.5	Core Services	All	No			All Schools	July 2024 - June 2027	$10,061,068.00	$2,935,243.00	$11,701,074.00	$245,369.00	$583,063.00	$466,805.00	$12,996,311.00	
1	1.6	Technology	All	No			All Schools	July 2024 - June 2027	$0.00	$384,454.00	$145,004.00	$174,295.00	$0.00	$65,155.00	$384,454.00	
1	1.7	Support for Students with Disabilities	Students with Disabilities	No			All Schools	July 2024 - June 2027	$0.00	$19,350.00	$183.00	$19,167.00	$0.00	$0.00	$19,350.00	
1	1.8	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,128,951.00	$983,097.00	$956,183.00	$1,107,307.00	$48,558.00	$0.00	$2,112,048.00	
1	1.9	Expanded Learning and Academic Recovery Supports	All	No			All Schools	3 Years	$245,276.00	$361,231.00	$0.00	$606,507.00	$0.00	$0.00	$606,507.00	
2	2.1	Educational Partner Communication	All	No			All Schools	July 2024 - June 2027	$19,401.00	$222,643.00	$65,028.00	$174,506.00	$0.00	$2,510.00	$242,044.00	

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	2.2	Supporting At-Promise Youth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$2,299,664.00	$892,288.00	$2,032,111.00	$679,396.00	$574.00	$479,871.00	$3,191,952.00	
2	2.3	Parent and Community Engagement	All	No			All Schools	July 2024 - June 2027	$389,500.00	$20,044.00	$37,357.00	$12,858.00	$7,186.00	$352,143.00	$409,544.00	
2	2.4	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$43,331.00	$137,807.00	$117,525.00	$63,613.00	$0.00	$0.00	$181,138.00	
2	2.5	Truancy Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$2,515,302.00	$669,980.00	$2,059,715.00	$769,396.00	$0.00	$356,171.00	$3,185,282.00	
2	2.6	Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$2,934,980.00	$752,814.00	$1,978,548.00	$1,516,341.00	$5,260.00	$187,645.00	$3,687,794.00	
3	3.1	English Learner Intervention	English Learners	No			Specific Schools: San Joaquin County Community School	July 2024 - June 2027	$178,007.00	$113,971.00	$0.00	$291,978.00	$0.00	$0.00	$291,978.00	
3	3.2	Academic Intervention and Counseling	All	No			Specific Schools: San Joaquin County Community School	July 2024 - June 2027	$329,086.00	$107,779.00	$0.00	$436,865.00	$0.00	$0.00	$436,865.00	
3	3.3	Socioemotional and Well-being Support	All	No			Specific Schools: San Joaquin County Community School	July 2024 - June 2027	$329,086.00	$115,620.00	$0.00	$444,706.00	$0.00	$0.00	$444,706.00	
3	3.4	Family Engagement Support	All	No			All Schools Specific Schools: San Joaquin County Communi	July 2024 - June 2027	$158,890.00	$69,478.00	$0.00	$228,368.00	$0.00	$0.00	$228,368.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ty School									
3	3.5	Factory Institute of Training (FIT) Program	All	No			Specific Schools: San Joaquin County Community School	July 2024 - June 2027	$0.00	$169,284.00	$0.00	$169,284.00	$0.00	$0.00	$169,284.00	
3	3.6	Academic, Career and College-Related Activities	All	No			Specific Schools: San Joaquin County Community School	July 2024 - June 2027	$72,604.00	$278,435.00	$0.00	$351,039.00	$0.00	$0.00	$351,039.00	
4	4.1	Academic and Counseling Intervention	Students with Disabilities, White and African American students	No			Specific Schools: John F. Cruikshank Jr. School	July 2024 - June 2027	$63,903.00	$15,405.00	$0.00	$79,308.00	$0.00	$0.00	$79,308.00	
4	4.2	MTSS and Wellness	Students with Disabilities, White and African American students	No			Specific Schools: John F. Cruikshank Jr. School	July 2024 - June 2027	$0.00	$126,915.00	$0.00	$126,915.00	$0.00	$0.00	$126,915.00	
4	4.3	PBIS and Restorative Practices	Students with Disabilities, White and African American students	No			Specific Schools: John F. Cruikshank Jr. School	July 2024 - June 2027	$50,407.00	$76,508.00	$0.00	$126,915.00	$0.00	$0.00	$126,915.00	
4	4.4	Academic, Career, and College-Readiness Activities	All Students with Disabilities, White and African American students	No			Specific Schools: John F. Cruikshank Jr. School	July 2024 - June 2027	$35,908.00	$0.00	$0.00	$35,908.00	$0.00	$0.00	$35,908.00	

2025-26 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
41,430,755	7,574,554.00	18.282%	0.000%	18.282%	$7,574,554.00	0.000%	18.282 %	**Total:**	$7,574,554.00
								LEA-wide Total:	$7,456,485.00
								Limited Total:	$118,069.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$118,069.00	
1	1.3	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$312,403.00	
1	1.8	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$956,183.00	
2	2.2	Supporting At-Promise Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,032,111.00	
2	2.4	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,525.00	
2	2.5	Truancy Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,059,715.00	
2	2.6	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,978,548.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$28,158,428.00	$26,160,562.72

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**	Professional Development	No	$543,903.00	$273,175.76
1	**1.2**	English Learner Program	Yes	$383,460.00	$211,284.11
1	**1.3**	Academic Intervention	Yes	$365,731.00	$541,424.08
1	**1.4**	Instructional Materials	No	$328,680.00	$283,952.90
1	**1.5**	Core Services	No	$14,922,501.00	$12,620,730.64
1	**1.6**	Technology	No	$219,120.00	$367,376.12
1	**1.7**	Support for Students with Disabilities	No	$54,780.00	$18,496.77
1	**1.8**	College and Career Readiness	No	$1,130,444.00	$1,127,090.92
2	**2.1**	Educational Partner Communication	No	$81,182.00	$234,488.54
2	**2.2**	Supporting At-Promise Youth	Yes	$1,378,745.00	$3,366,263.01
2	**2.3**	Parent and Community Engagement	No	$431,622.00	$368,263.37

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Student Engagement	Yes	$383,460.00	$147,124.17
2	2.5	Truancy Intervention	Yes	$1,814,070.00	$2,324,418.62
2	2.6	Multi-Tiered System of Supports (MTSS)	Yes	$3,618,675.00	$2,914,706.59
3	3.1	English Learner Intervention	No	$315,079.00	$316,284.79
3	3.2	Academic Intervention and Counseling	No	$451,139.00	$147,284.12
3	3.3	Socioemotional and Well-being Support	No	$328,680.00	$215,608.14
3	3.4	Family Engagement Support	No	$405,682.00	$125,375.95
3	3.5	Factory Institute of Training (FIT) Program	No	$328,680.00	$109,450.44
3	3.6	Academic, Career and College-Related Activities	No	$219,120.00	$226,049.87
4	4.1	English Learner Intervention	No	$18,890.00	$16,865.69
4	4.2	Academic and Counseling Intervention	No	$325,225.00	$48,831.13
4	4.3	MTSS and Wellness	No	$0.00	$77,787.42
4	4.4	PBIS and Restorative Practices	No	$54,780.00	$72,686.97

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.5**	Academic, Career, and College-Readiness Activities	No	$54,780.00	$5,542.60

2024-25 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)
7,484,146.00	$6,393,910.00	$7,484,146.00	($1,090,236.00)	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	1.2	English Learner Program	Yes	$383,460.00	$137,867.31		
1	1.3	Academic Intervention	Yes	$354,671.00	$409,495.54		
2	2.2	Supporting At-Promise Youth	Yes	$292,764.00	$2,203,555.33		
2	2.4	Student Engagement	Yes	$383,460.00	$86,417.64		
2	2.5	Truancy Intervention	Yes	$1,529,578.00	$2,008,630.71		
2	2.6	Multi-Tiered System of Supports (MTSS)	Yes	$3,449,977.00	$2,638,179.47		

2024-25 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)
40,709,305	7,484,146.00	0%	18.384%	$7,484,146.00	0.000%	18.384%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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 2024