

Descripción general del presupuesto de LCFF para padres

Nombre de la Agencia Educativa Local (LEA): Oficina de Educación del Condado de San Luis Obispo

Código CDS: 40104050000000

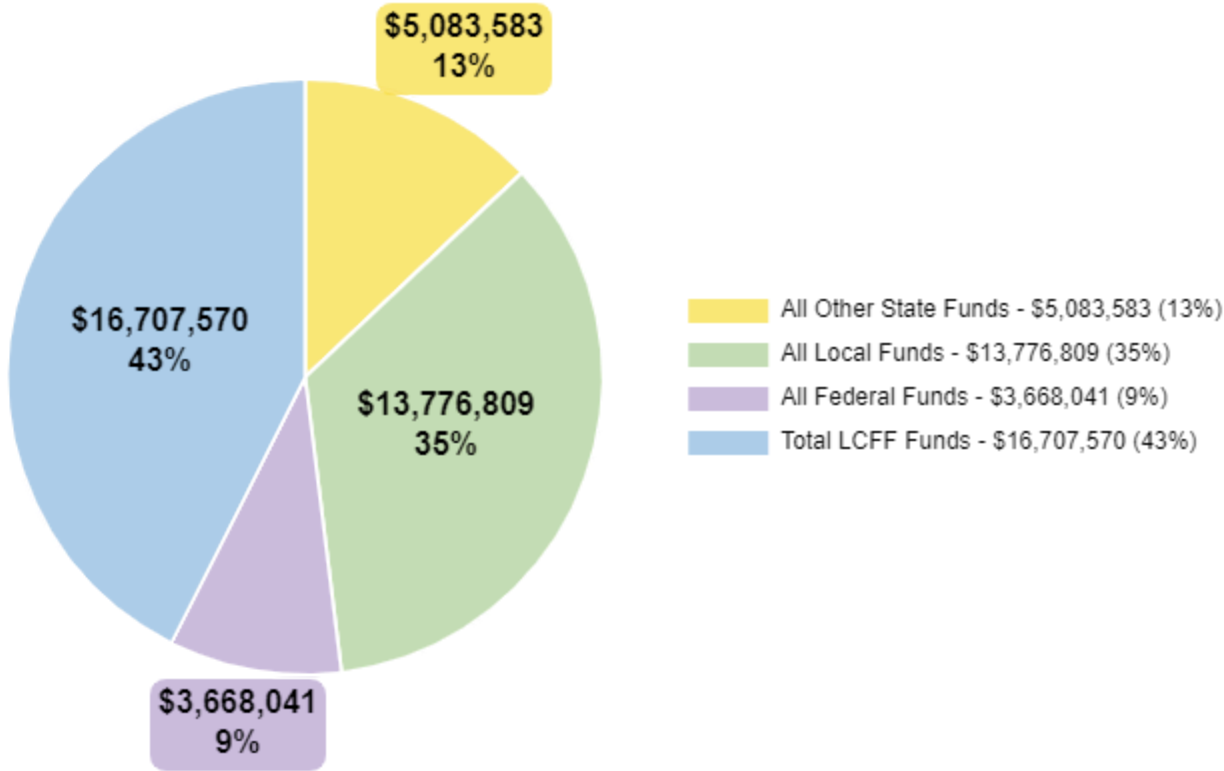
Año escolar: 2024-25

Información de contacto de LEA: Katherine Aaron | kaaron@slocoe.org | 805-782-7321

Los distritos escolares reciben fondos de diferentes fuentes: fondos estatales bajo la Fórmula de Financiamiento de Control de Estudiantes con Grandes Necesidades (LCFF, por sus siglas en inglés), otros fondos estatales, fondos locales y fondos federales. Los fondos LCFF incluyen un nivel base de financiamiento para todas las LEA y fondos adicionales, llamados subvenciones "suplementarias y de concentración", para las LEA en función de la inscripción de estudiantes con altas necesidades (jóvenes en hogares de crianza, estudiantes de inglés y estudiantes de bajos ingresos).

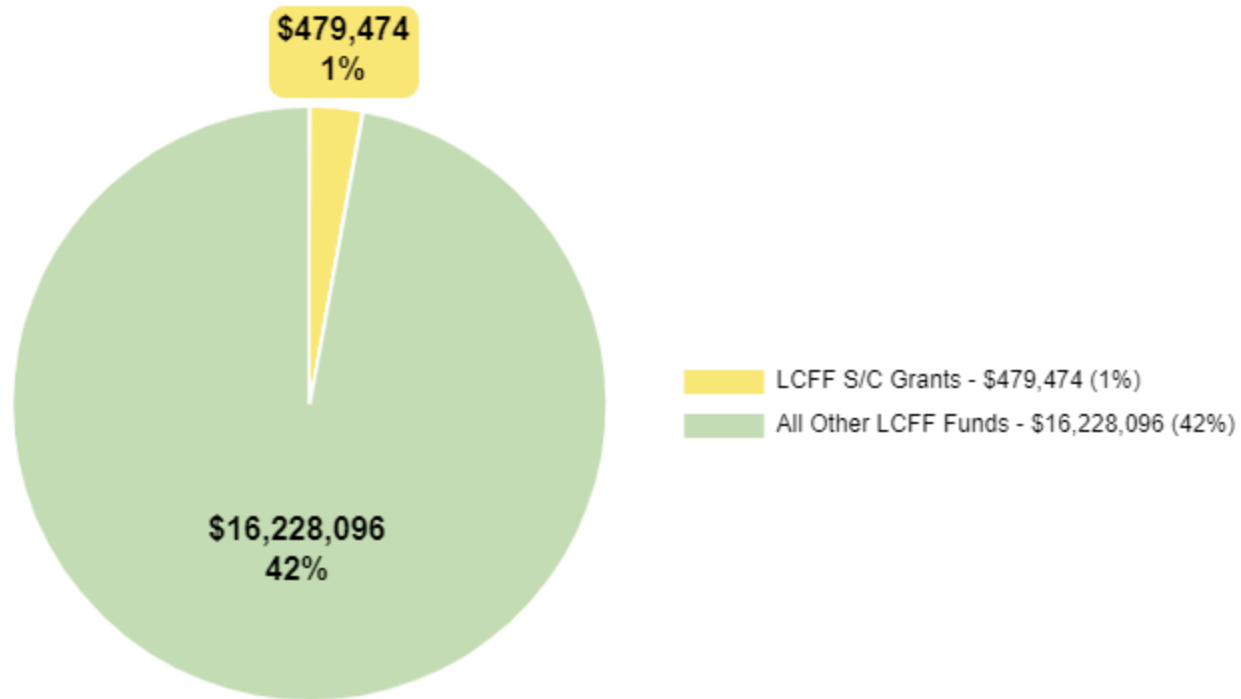
Resumen del presupuesto para el año escolar 2024-25

Ingresos proyectados por fuente de fondos



Fuente	Fondos	Porcentaje
Todos los demás fondos estatales	\$5,083,583	13%
Todos los fondos locales	\$13,776,809	35%
Todos los fondos federales	\$3,668,041	9%
Fondos totales LCFF	\$16,707,570	43%

Desglose del total de fondos LCFF



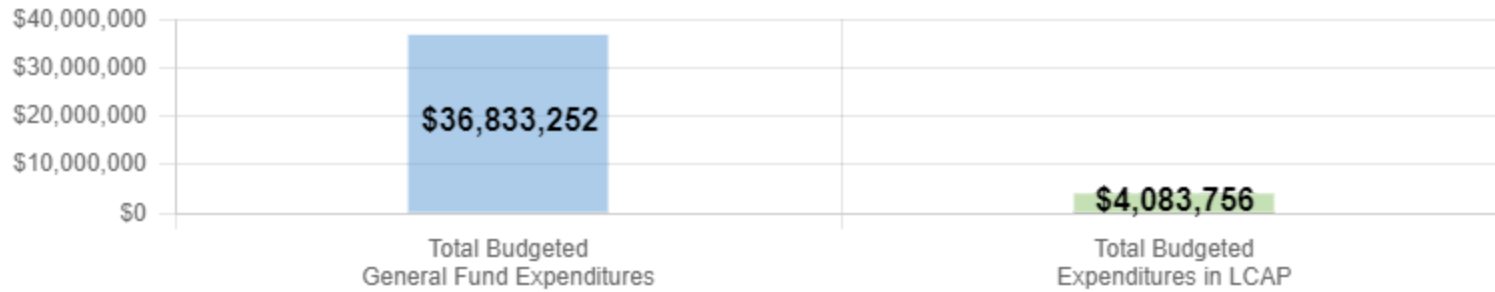
Fuente	Fondos	Porcentaje
Subvenciones LCFF S/C	\$479,474	1%
Todos los demás fondos LCFF	\$16,228,096	41%

Estos gráficos muestran los ingresos totales de propósito general que la Oficina de Educación del Condado de San Luis Obispo espera recibir el próximo año de todas las fuentes.

Los ingresos totales proyectados para la Oficina de Educación del Condado de San Luis Obispo son \$39,236,003, de los cuales \$16,707,570 son fondos de la Fórmula de Financiamiento de Control Local (LCFF), \$5,083,583 son otros fondos estatales, \$13,776,809 son fondos locales y \$3,668,041 son fondos federales. De los \$16,707,570 en fondos de la LCFF, \$479,474 se generan en función de la inscripción de estudiantes con necesidades especiales (jóvenes en hogares de acogida, estudiantes de inglés y estudiantes de bajos ingresos).

La LCFF brinda a los distritos escolares más flexibilidad para decidir cómo utilizar los fondos estatales. A cambio, los distritos escolares deben trabajar con los padres, educadores, estudiantes y la comunidad para desarrollar un Plan de Responsabilidad y Control Local (LCAP) que muestre cómo utilizarán los fondos para atender a los estudiantes.

Gastos presupuestados en el LCAP



Este gráfico ofrece un resumen rápido de cuánto planea gastar la Oficina de Educación del Condado de San Luis Obispo para el año 2024-25. Muestra qué parte del total está vinculada a las acciones y servicios planificados en el LCAP.

La Oficina de Educación del Condado de San Luis Obispo planea gastar \$36,833,252 para el año escolar 2024-25. De esa cantidad, \$4,083,756 están vinculados a acciones/servicios en el LCAP y \$32,749,496 no están incluidos en el LCAP. Los gastos presupuestados que no están incluidos en el LCAP se utilizarán para lo siguiente:

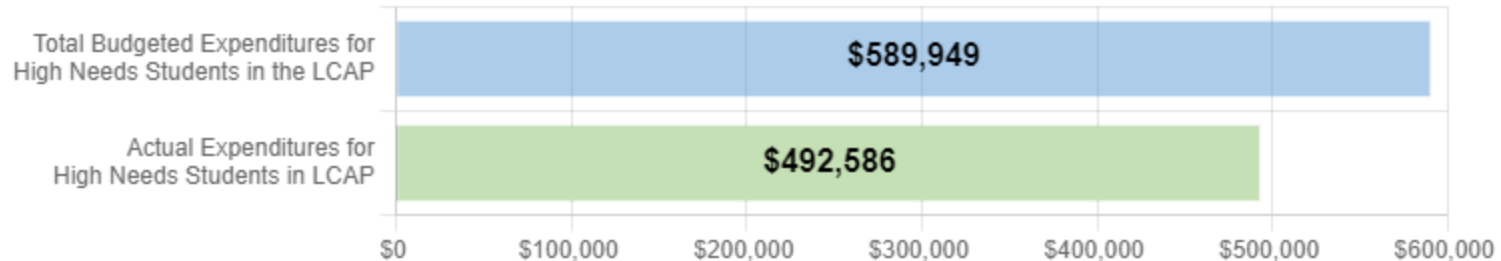
The San Luis Obispo County Office of Education plans to spend \$36,833,252 for the 2024-25 school year. Of that amount, \$4,083,756 is tied to actions/services in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for other mandated and basic services such as human resources services, education support services, fiscal support services, early childhood programs, special education programs and infant programs.

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

In 2024-25, San Luis Obispo County Office of Education is projecting it will receive \$479,474 based on the enrollment of foster youth, English learner, and low-income students. San Luis Obispo County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. San Luis Obispo County Office of Education plans to spend \$929,505 towards meeting this requirement, as described in the LCAP.

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what San Luis Obispo 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 Luis Obispo 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.

In 2023-24, San Luis Obispo County Office of Education's LCAP budgeted \$589,949 for planned actions to increase or improve services for high needs students. San Luis Obispo County Office of Education actually spent \$492,586 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$97,363 had the following impact on San Luis Obispo County Office of Education's ability to increase or improve services for high needs students:

While the actual expenditures to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures, the total amount of LCFF supplemental and concentration grants received were expended towards those planned actions and services. The difference did not impact the actions and services as they were all fully implemented; costs were less for Actions 2.1 and 2.6 and a 3 month open position for Action 2.3.

Actualización anual del Plan de Rendición de Cuentas y Control Local 2023-24

Las instrucciones para completar el Plan de Control y Responsabilidad Local (LCAP) siguen la plantilla.

Nombre de la Agencia Educativa Local (LEA)	Nombre y cargo del contacto	Correo electrónico y teléfono
Oficina de Educación del Condado de San Luis Obispo	Katherine Aaron Superintendente Asistente	kaaron@slococoe.org 805-782-7321

Metas y acciones

Meta

Meta #	Descripción
Objetivo 1	SLOCOE se compromete a brindar a los estudiantes acceso a una experiencia académica rigurosa, preparándolos para su próxima colocación. La rigurosa experiencia académica ayudará a aumentar las tasas de graduación, aumentar el cumplimiento de los estándares por parte de los estudiantes, aumentar la preparación universitaria y profesional, aumentar el dominio y la reclasificación de los estudiantes de inglés, aumentar la asistencia, disminuir las suspensiones, disminuir el ausentismo crónico y disminuir la tasa de deserción escolar. (Prioridad 1, Prioridad 2, Prioridad 4, Prioridad 5, Prioridad 7, Prioridad 8)

Medición y presentación de informes de resultados

Métrica #	Métrico	Base	Resultado del año 1	Resultado del año 2	Resultado del tercer año	Resultado deseado para 2023-24
1	Relación entre estudiantes y personal medida según los datos del tamaño de las clases	Datos locales 2020-21: tamaño de clase = 23:1 o menos	Datos locales 2021-22: Tamaño de la clase = 23:1 o menos	Datos locales 2022-23: tamaño de clase = 23:1 o menos	Datos locales 2023-24: Tamaño de la clase = 23:1 o menos	Tamaño de la clase = 23:1 o menos

2	Implementación del MTSS medida por el Inventario de fidelidad escalonado ("TFI") de PBIS	Datos locales de 2020-21: TFI comunitario Nivel 1 - 77 % Nivel 2 - 77 % Nivel 3 - 88 % TFI judicial Nivel 1 - 77 % Nivel 2 - 35 % Nivel 3 - 35 %	Datos locales de 2021-22: TFI comunitario Nivel 1 - 83 % Nivel 2 - 85 % Nivel 3 - 82 % TFI judicial Nivel 1 - 87 % Nivel 2 - 54 % Nivel 3 - 59 %	Datos locales de 2022-23: TFI comunitario Nivel 1 - 87% Nivel 2 - 69% Nivel 3 - 71% TFI judicial Nivel 1 - 87% Nivel 2 - 77% Nivel 3 - 68%	Datos locales de 2023-24: TFI comunitario Nivel 1 - 90 % Nivel 2 - 88 % Nivel 3 - 74 % TFI judicial Nivel 1 - 87 % Nivel 2 - 46 % Nivel 3 - 15 %	TFI comunitario: Nivel 1 = 70% o más Nivel 2 = 70% o más Nivel 3 = 70% o más TFI judicial Nivel 1 = 70% o más Nivel 2 = 70% o más Nivel 3 = 70% o más
3	Aumentar el número de estudiantes que cumplen con el estándar en la CAASPP en lengua y literatura inglesa y matemáticas	Sistema de gestión de operaciones de pruebas 2018-19: Comunidad: 0 estudiantes cumplieron con el estándar en lengua y literatura inglesa y 0 estudiantes cumplieron con el estándar en matemáticas. Tribunal: 0 estudiantes cumplieron con el estándar en lengua y literatura inglesa y 0 estudiantes cumplieron con el estándar en matemáticas.	Sistema de gestión de operaciones de pruebas 2020-21: Comunidad: 0 estudiantes cumplieron con el estándar en lengua y literatura inglesa y 0 estudiantes cumplieron con el estándar en matemáticas. Tribunal: 1 estudiante cumplió con el estándar en lengua y literatura inglesa y 0 estudiantes cumplieron con el estándar en matemáticas.	Sistema de gestión de operaciones de prueba 2021-22: Comunidad - 0 estudiantes cumplieron con el estándar en Artes del Lenguaje Inglés y 1 estudiante cumplieron con el estándar en Matemáticas Corte - 0 estudiantes cumplieron con el estándar en Artes del Lenguaje Inglés y 0 estudiantes cumplieron con el estándar en Matemáticas	2022-23 DataQuest: Comunidad: 0 estudiantes cumplieron con el estándar en lengua y literatura inglesa y 0 estudiantes cumplieron con el estándar en matemáticas 2022-23 Sistema de gestión de operaciones de pruebas: Tribunal: 0 estudiantes cumplieron con el estándar en lengua y literatura inglesa y 0 estudiantes cumplieron con el estándar en matemáticas	Comunidad - 5 estudiantes cumplirán con el estándar en lengua y literatura inglesa y 5 estudiantes cumplirán con el estándar en matemáticas. Tribunal - 2 estudiantes cumplirán con el estándar en lengua y literatura inglesa y 2 estudiantes cumplirán con el estándar en matemáticas.
4	Aumentar la tasa de graduación	Panel de CA 2020: SLOCOE - 61,1 %	Panel de CA 2021: SLOCOE - 42,3 %	Panel de CA 2022: SLOCOE - 81,1 %	Panel de control de CA 2023: SLOCOE	Comunidad - aumento del 9%

	según lo medido por el Indicador de tasa de graduación en el Tablero de California	Comunidad - 47,1 % DataQuest 2019-20: Tribunal - 68,8 %	Comunidad - 41,2 % Datos locales 2020-21: Tribunal - 75 % Datos locales 2021-22: Comunidad - 24 graduados Tribunal - 7 graduados	Comunidad - 81,5 % Datos locales 2021-22: Tribunal - 80 % Datos locales 2022-23: Comunidad - 25 graduados Tribunal - 4 graduados	- 75 % 2022-23 DataQuest: Comunidad – 81,8 % 2022-23 Datos locales: Tribunal – 42,8 %	Tribunal - aumento del 9%
5	Aumentar el progreso de los estudiantes de inglés hacia la competencia, según lo mide el Indicador de progreso de los estudiantes de inglés en el Panel de California	Panel de CA 2019: SLOCOE - 33,3 % Comunidad - 13,3 % Tribunal - Debido a la pequeña cantidad de estudiantes inscritos, no hay datos disponibles.	Debido al COVID, no hay datos del Tablero de CA de 2021 disponibles sobre el progreso de los estudiantes de inglés.	Panel de control de CA 2022: SLOCOE - 45,5 % de la comunidad - Debido al pequeño número de estudiantes matriculados, no hay datos disponibles. Tribunal - Debido al pequeño número de estudiantes matriculados, no hay datos disponibles.	Panel de control de CA de 2023: SLOCOE - 33,3 % Comunidad – 27,3 % Tribunal – Debido al pequeño número de estudiantes matriculados, no hay datos disponibles.	Comunidad - 45% o más Tribunal - 45% o más
6	Aumentar la tasa de asistencia medida por el CALPADS 14.1 Recuento de ausentismo estudiantil	2020-21 CALPADS 14.1 Ausentismo estudiantil: recuento Comunidad: ausentes: <5 % = 5,88 %; <10 % = 3,53 %; <20 % = 12,94 %; >20 % =	Datos locales 2021-22: Comunidad - Estudiantes ausentes: <5%=14%; <10%=2%; <20%=18%; >20%=66% Tribunal - Estudiantes	2022-23 Datos locales: al 7/6/23: Comunidad - Estudiantes ausentes: <5 % = 15 %; <10%=13%; <20%=12%; >20%=60% Tribunal - Estudiantes ausentes: <5=87%;	2023-24 Datos locales: Comunidad: <5%=22%; <10%=19%; <20%=16%; >20%=53% Tribunal: <5%=77%; <10%=5%;	Comunidad - Estudiantes ausentes >20%=68% o menos Tribunal - Estudiantes ausentes <5%=95% o más

		77,65 % Tribunal: estudiantes ausentes <5 % = 92 %; <10 % = 8 %; <20 % = 0 %; >20 % = 0 %	ausentes - Al 6/9/22: <5=81%; <10=6%; <20%=3%; >20=10%	<10=4%; <20%=4%; >20=5%	<20%=3%; >20%=15%	
7	Disminuir la tasa de deserción escolar según lo medido por el resultado de la cohorte CALPADS 15.1 por condado y tasas	Recuento y tasas de resultados de la cohorte CALPADS 15.1 2020-21 Abandonos comunitarios: 7,41 % Abandonos judiciales: 0 % *Cabe señalar que SLOCOE no realiza un seguimiento de las tasas de abandono escolar de la escuela secundaria, ya que no hay un número numéricamente significativo de estudiantes de escuela secundaria inscritos en los programas de SLOCOE.	2021-22 CALPADS 1.24 - Abandonos por subgrupo Abandonos comunitarios: 3 estudiantes Abandonos judiciales: 0 estudiantes *Cabe señalar que SLOCOE no realiza un seguimiento de las tasas de abandono de la escuela secundaria, ya que no hay un número numéricamente significativo de estudiantes de escuela secundaria inscritos en los programas de SLOCOE.	2022-23 CALPADS 1.24 - Abandonos por subgrupo Abandonos de la comunidad - 3 estudiantes Abandonos de la corte - 1 estudiantes * Cabe señalar que SLOCOE no realiza un seguimiento de las tasas de deserción de la escuela intermedia ya que no hay un número numéricamente significativo de estudiantes de escuela intermedia inscritos en programas SLOCOE.	2023-24 CALPADS 1.24 - Abandono escolar por subgrupo Comunidad: 18,18 % Tribunal: 0 % *Cabe señalar que SLOCOE no realiza un seguimiento de las tasas de abandono escolar de la escuela secundaria, ya que no hay un número numéricamente significativo de estudiantes de escuela secundaria inscritos en los programas de SLOCOE.	Abandonos de la comunidad: 10% o menos Tribunal: 10% o menos
8	Aumentar el número de estudiantes de inglés que se	CALPADS 2020-2021 - Estado de adquisición del idioma inglés	CALPADS 2021-2022 - Estado de adquisición del idioma inglés	CALPADS 2022-23 - Estado de adquisición del idioma inglés	CALPADS 2023-24 - Estado de adquisición del idioma inglés	Comunidad - 3 estudiantes reclasificados como fluidos

	reclasifican como competentes en inglés con fluidez.	(otoño 1) Comunidad: 0 estudiantes reclasificados como fluidos Tribunal: 0 estudiantes reclasificados como fluidos	(otoño 1) Comunidad - 1 estudiante reclasificado como fluido Tribunal - 0 estudiantes reclasificados como fluidos	(otoño 1) Comunidad - 0 estudiantes reclasificados como fluidos Tribunal - 0 estudiantes reclasificados como fluidos	(otoño 1) Comunidad – 1 estudiante reclasificado como fluido Tribunal – 0 estudiantes reclasificados como fluido	Tribunal - 3 estudiantes reclasificados como fluidos
9	Maestros totalmente acreditados y asignados apropiadamente	2019-20 SARC: 100%	Tasa de mortalidad por enfermedad 2020-21: 100 %	SARC 2021-22: Comunidad: 25,06 % de asignaciones incorrectas según ESSA y 74,94 % fuera de campo según ESSA Tribunal: 15 % asignado correctamente según ESSA y 84,50 % fuera de campo según ESSA	2022-23 SARC: Comunidad (2021-22) – 100% Corte (2021-22) – 100%	Maestros 100% completamente acreditados y asignados apropiadamente
10	Acceso suficiente a materiales didácticos alineados con los estándares	Indicador local 2021, SARC y datos locales: 100%	Indicador Local 2022, SARC y Datos Locales: 100%	Indicador local 2023, SARC y datos locales: 100%	2023-24 Datos locales: 100%	El 100% de los estudiantes tienen acceso a materiales alineados con los estándares
11	Implementation of state board adopted academic content and performance	2021 Local Indicator: ELA - Full implementation ELD - Full implementation Mathematics - Full	2022 Local Indicator: ELA - Full implementation ELD - Full implementation Mathematics - Full	2023 Local Indicator: ELA - Full implementation ELD - Full implementation Mathematics - Full	2024 Local Indicator: ELA – Full implementation ELD – Initial implementation Mathematics – Full	ELA - Full Implementation and Sustainability ELD - Full Implementation and Sustainability

	standards for all students	implementation Science - Initial implementation History-Social Science - Initial implementation CTE - Full implementation Health - Full implementation and sustainability PE - Full implementation Visual and Performing Arts - Full implementation World Language - Not applicable	implementation Science - Full implementation History-Social Science - Beginning development CTE - Full implementation Health - Full implementation PE - Beginning development Visual and Performing Arts - Initial implementation World Language - Not applicable	implementation Science - Full implementation History-Social Science - Beginning development CTE - Full implementation Health - Full implementation PE - Beginning development Visual and Performing Arts - Initial implementation World Language - Not applicable	implementation Science – Full implementation History – Full Implementation CTE – Full Sustainability Health – Full implementation and Sustainability PE – Full Implementation Visual and Performing Arts – Full Implementation World Language – Initial Implementation	Mathematics - Full Implementation and Sustainability Science - Full Implementation and Sustainability History-Social Science - Full Implementation and Sustainability CTE - Full Implementation and Sustainability Health - Full Implementation and Sustainability PE - Full Implementation and Sustainability Visual and Performing Arts - Full Implementation and Sustainability World Language - Not applicable
12	Increase the number of students successfully completing college courses	2021 Local Data: Community - 1 students Court - 0 students	2022 Local Data: Community - 6 students Court - 0 students	2023 Local Data: Community - 0 students Court - 0 students	2022-23 Local Data: Community – 3 students Court – 1 student	Community - 10 students or more Court - 1 student or more

Goal Analysis

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

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

Action #1: All actions were implemented. Action #2: All actions were implemented. Action #3: All actions were implemented.

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

Action #1: No material differences. Action #2: Estimated actual expenditures are less than the budget expenditures due to unfilled positions. Action #3: No material differences.

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

SLOCOE was able to exit Differentiated Assistance as of the 2022 California Dashboard. For most of our students, they have a history of academic failure. The data outlined in the Year 3 outcomes show that our students are demonstrating academic success as there has been an increase in the overall graduation rate, an increase in English learner proficiency at the Community school and an increase in attendance at Community school. The student academic success can also be directly correlated to the 23:1 staff to student ratio, the sustainable Tier 1 interventions provided with fidelity, having access to fully credentialed teachers and having access to all needed instructional materials.

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

No planned material changes.

Goal

Goal #	Description
Goal 2	SLOCOE will provide additional opportunities and supports for students to become engaged in school, in their learning and in the development and attainment of goals for their successful future. Increased student engagement will help to decrease chronic absenteeism, increase graduation rate, increase participation rate in statewide assessments; increase students meeting standards, increase attendance rate, decrease suspension rate and decrease the dropout rate. (Priority 1, Priority 2, Priority 4, Priority 5, Priority 6)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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1	Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism-Count	2020-21 CALPADS 14.1 Student Absenteeism-Count Community - Students Absent: <5%=5.88%; <10%=3.53%; <20%=12.94%; >20%=77.65% Court - Students Absent <5%=92%; <10%=8%; <20%=0%; >20%=0%	2021-22 Local Data: Community - Students Absent: <5%=14%; <10%=2%; <20%=18%; >20%=66% Court - Students Absent-As of 6/9/22: <5=81%; <10=6%; <20%=3%; >20=10%	2022-23 Local Data-as of 6/7/23: Community - Students Absent: <5%=15%; <10%=13%; <20%=12%; >20=60% Court - Students Absent: <5=87%; <10=4%; <20%=4%; >20=5%	2023-24 Local Data: Community: <5%=22%; <10%=19%; <20%=16%; >20%=53% Court: <5%=77%; <10%=5%; <20%=3%; >20%=15%	Community - Students Absent >20%=68% or less Court - Students Absent <5%=95% or greater
2	Decrease dropout rate as measured by the CALPADS 15.1 Cohort Outcome County and Rates	2020-21 CALPADS 15.1 Cohort Outcome Count and Rates Community Dropouts - 7.41% Court Dropouts - 0% *It should be noted that SLOCOE does not track middle school dropout rates as there are not a numerically significant number of middle school students enrolled in SLOCOE programs.	2021-22 CALPADS 1.24 - Dropouts by Subgroup Community Dropouts - 3 students Court Dropouts - 0 students *It should be noted that SLOCOE does not track middle school dropout rates as there are not a numerically significant number of middle school students enrolled in SLOCOE programs.	2022-23 CALPADS 1.24 - Dropouts by Subgroup Community Dropouts - 3 students Court Dropouts - 1 students *It should be noted that SLOCOE does not track middle school dropout rates as there are not a numerically significant number of middle school students enrolled in SLOCOE programs.	2023-24 CALPADS 1.24 – Dropouts by Subgroup Community – 18.18% Court - 0% *It should be noted that SLOCOE does not track middle school dropout rates as there are not a numerically significant number of middle school students enrolled in SLOCOE programs.	Community Dropouts - 10% or less Court - 10% or less
3	Decrease suspension rate as measured by the Suspension Rate Indicator on the	2019-20 DataQuest: Community - 5.2% Court - 0%	2020-21 DataQuest: Community - 0% Court - 0% 2021-22 Local Data:	2021-22 DataQuest: Community - 1% Court - 0%	2023 CA Dashboard: Community – 7.8% Court – 0%	Community - 1.5% or less Court - 0%

	California Dashboard		Community - 1 student suspended for 1 day Court - 0%			
4	Probation support data as measured by probation staffing at campuses	2020-2021 Local Data: 100% of campuses have on-site support from probation	2021-22 Local Data: 100% of campuses have on-site support from probation	2022-23 Local Data: 100% of campuses have on-site support from probation	2023-24 Local Data: 100% of campuses have on-site support from probation	100% of campuses will have on-site support from probation
5	MTSS implementation as measured by the PBIS Tiered Fidelity Inventory ("TFI")	2020-21 Local Data: Community TFI Tier 1 - 77% Tier 2 - 77% Tier 3 - 88% Court TFI Tier 1 - 77% Tier 2 - 35% Tier 3 - 35%	2021-22 Local Data: Community TFI Tier 1 - 83% Tier 2 - 85% Tier 3 - 82% Court TFI Tier 1 - 87% Tier 2 - 54% Tier 3 - 59%	2022-23 Local Data: Community TFI Tier 1 - 87% Tier 2 - 69% Tier 3 - 71% Court TFI Tier 1 - 87% Tier 2 - 77% Tier 3 - 68%	2023-24 Local Data: Community TFI Tier 1 - 90% Tier 2 - 88% Tier 3 - 74% Court TFI Tier 1 - 87% Tier 2 - 46% Tier 3 - 15%	Community TFI: Tier 1 = 70% or above Tier 2 = 70% or above Tier 3 = 70% or above Court TFI Tier 1 = 70% or above Tier 2 = 70% or above Tier 3 = 70% or above
6	Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard	2019 CA Dashboard: SLOCOE - 45.7% 2018-19 DataQuest: Community - 78.1% Court - 6.7%	2020-21 DataQuest: SLOCOE - 31.1% Community - 90.6% Court - 0% 2021-22 Local Data: Community - 86% Court - 0%	2021-22 DataQuest: SLOCOE - 64.7% Community - 77% Court - 0%	2023 CA Dashboard: SLOCOE - 47.1% 2022-23 DataQuest: Community - 71.3% Court - 0.0%	Community - declined by 1.5% Court - declined by 1.5%
7	Mental health counseling data as measured by mental health staffing at campuses	2020-2021 Local Data: 100% of students have access to on-site mental counseling	2021-22 Local Data: 100% of students have access to on-site mental counseling	2022-23 Local Data: 100% of students have access to on-site mental counseling	2023-24 Local Data: 100% of students have access to onsite mental counseling	100% of students will have access to on-site mental counseling
8	Transportation data as measured by published SLOCOE bus routes	2020-2021 Local Data: 100% of students have access to	2021-22 Local Data: 100% of students have access to	2022-23 Local Data: 100% of students have access to	2023-24 Local Data: 100% of students have access to	100% of students will have access to countywide

		countywide transportation to and from school	countywide transportation to and from school	countywide transportation to and from school	countywide transportation to and from school	transportation to and from school
9	Facilities repair data as measured by the Facilities Inspection Tool	2020-21 School Facility Good Repair Status: Community - Fair Court - Exemplary	2021-22 School Facility Good Repair Status: Community - Good Court - Exemplary	2022-23 School Facility Good Repair Status: Community - Good Court - Good	2023-24 School Facility Good Repair Status: Community - Good Court - Good	Community - Good or above Court - Good or above
10	Increase in positive rating on the School Climate Survey as measured by the PBISApps.org School Climate Survey	2020-2021 Local Data: School Climate Survey Community school: Personnel - 3.21 Student - 3.26 Families - 3.58 Court school: Personnel - 3.13 Student - 2.48 Families - Not enough respondents	2021-22 Local Data: School Climate Survey Community school: Personnel - 2.96 Student - 3.33 Families - 3.66 Court school: Personnel - 3.15 Student - 2.86 Families - Not enough respondents	2022-23 Local Data: School Climate Survey Community school: Personnel - 3.01 Student - 3.25 Families - 3.84 Court school: Personnel - 3.09 Student - 3.17 Families - Not enough respondents	2023-24 Local Data: School Climate Survey Community school: Personnel - 3.00 Student - 3.07 Families - 3.63 Court school: Personnel - 3.12 Student - 2.92 Families - No respondents	School Climate Survey Community school: Personnel - 3.49 or above Student - 3.49 or above Families - 3.49 or above Court school: Personnel - 3.49 or above Student - 3.49 or above Families - 3.49 or above
11	Increase graduation rate as measured by the Graduation Rate Indicator on the California Dashboard	2020 CA Dashboard: SLOCOE - 61.1% Community - 47.1% 2019-20 DataQuest: Court - 68.8%	2021 CA Dashboard: SLOCOE - 42.3% Community - 41.2% 2020-21 Local Data: Court - 75% 2021-22 Local Data: Community - 24 graduates Court - 7 graduates	2022 CA Dashboard: SLOCOE - 81.1% Community - 81.5% 2021-22 Local Data: Court - 80% 2022-23 Local Data: Community - 25 graduates Court - 4 graduates	2023 CA Dashboard: SLOCOE - 75% 2022-23 DataQuest: Community - 81.8% 2022-23 Local Data: Court - 42.8%	Community - increase by 9% Court - increase by 9%
12	Increase participation rate on CAASPP as measured by the Participation Rate Report on the	2019 CA Dashboard: Community - 68% Court - 75%	2020-21 Test Operations Management System: Community - 24% Court - 83%	2021-22 Test Operations Management System: Community - 88% Court - 80%	2023 CA Dashboard: Community - 87% Court - 100%	Community - 95% or above Court - 95% or above

	California Dashboard					
13	Increase the number of students meeting standard on the CAASPP in English Language Arts and Math	2018-19 Test Operations Management System: Community - 0 students met standard in English Language Arts and 0 students met standard in Math Court - 0 students in met standard in English Language Arts and 0 students met standard in Math	2020-21 Test Operations Management System: Community - 0 students met standard in English Language Arts and 0 students met standard in Math Court - 1 student met standard in English Language Arts and 0 students met standard in Math	2021-22 Test Operations Management System: Community - 0 students met standard in English Language Arts and 1 students met standard in Math Court - 0 student met standard in English Language Arts and 0 students met standard in Math	2022-23 DataQuest: Community – 0 students met standard in English Language Arts and 0 students met standard in Math 2022-23 Test Operations Management System: Court – 0 students met standard in English Language Arts and 0 students met standard in Math	Community - 5 students will meet standard in English Language Arts and 5 students will meet standard in Math Court - 2 students will meet standard in English Language Arts and 2 students meet standard in Math

Goal Analysis

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

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

Action #1: All actions were implemented. Action #2: All actions were implemented. Action #3: All actions were implemented. Action #4: All actions were implemented. Action #5: All actions were implemented. Action #6: All actions were implemented.

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

Action #1: The estimated actual expenditures was less than the budgeted expenditure due to a change in personnel. Action #2: No material differences. Action #3: The estimated actual expenditures was less than the budgeted expenditure due to a change in personnel. Action #4: The estimated actual expenditures are more than the budgeted expenditure due to the addition of a probation

officer to support transportation, increased personnel costs and payment on a bus loan. Action #5: No material differences. Action #6: No material differences.

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

SLOCOE was able to exit Differentiated Assistance as of the 2022 California Dashboard. For most of our students, they have a history of school disengagement. The data outlined in the Year 3 outcomes show that our students are demonstrating school engagement as there has been an increase in the overall graduation rate, an increase in the CAASPP participation rate, a decrease in chronic absenteeism and an increase in attendance at Community school. The student academic success can also be directly correlated to the probation support, the mental health counseling, the nursing case management, the PBIS Tier 1 interventions implemented with fidelity, access to facilities in good repair and having individualized transportation options.

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

The PBIS action will change to MTSS implementation, which will continue to include PBIS implementation, but will now include other means of correction in order to address the Red Dashboard Suspension Indicator for the following subgroups: foster youth, homeless, white and socioeconomically disadvantaged.

Goal

Goal #	Description
Goal 3	SLOCOE will offer increased support to the highly mobile at-promise student populations enrolled at the Court and Community schools that experience multiple transitions, including, but not limited to foster placements, between school districts, and into college and/or career. This increased support will help to increase graduation rate, decrease chronic absenteeism, decrease suspension rate, increase students meeting standards and increase number of students prepared on College and Career Indicator. (Priority 4, Priority 5, Priority 7, Priority 9, Priority 10)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Expelled Plan data as measured by the Alternative	2020-21 Local Data: The Expelled Plan is monitored	2021-22 Local Data: The Expelled Plan is monitored	2022-23 Local Data: The Expelled Plan is monitored	2023-24 Local Data: The Expelled Plan is monitored	The Expelled Plan will be monitored yearly and updated

	Education Oversight Committee (AEOC) meeting minutes	yearly and updated every three years as required by Education Code.	yearly and updated every three years as required by Education Code.	yearly and updated every three years as required by Education Code.	yearly and updated every three years as required by Education Code.	every three years as required by Education Code
2	Foster youth coordination data as measured by the weekly foster youth coordination meeting minutes	2020-21 Local Data: 100% of foster youth received coordination of services to support transitions	2021-22 Local Data: 100% of foster youth received coordination of services to support transitions	2022-23 Local Data: 100% of foster youth received coordination of services to support transitions	2023-24 Local Data: 100% of foster youth received coordination of services to support transitions	100% of foster youth received coordination of services to support transitions
3	Increase graduation rate as measured by the Graduation Rate Indicator on the California Dashboard	2020 CA Dashboard: SLOCOE - 61.1% Community - 47.1% 2019-20 DataQuest: Court - 68.8%	2021 CA Dashboard: SLOCOE - 42.3% Community - 41.2% 2020-21 Local Data: Court - 75% 2021-22 Local Data: Community - 24 graduates Court - 7 graduates	2022 CA Dashboard: SLOCOE - 81.1% Community - 81.5% 2021-22 Local Data: Court - 80% 2022-23 Local Data: Community - 25 graduates Court - 4 graduates	2023 CA Dashboard: SLOCOE - 75% 2022-23 DataQuest: Community - 81.8% 2022-23 Local Data: Court - 42.8%	Community - increase by 9% Court - increase by 9%
4	Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard	2019 CA Dashboard: SLOCOE - 45.7% 2018-19 DataQuest: Community - 78.1% Court - 6.7%	2020-21 DataQuest: SLOCOE - 31.1% Community - 90.6% Court - 0% 2021-22 Local Data: Community - 86% Court - 0%	2021-22 DataQuest: SLOCOE - 64.7% Community - 77% Court - 0%	2023 CA Dashboard: SLOCOE - 47.1% 2022-23 DataQuest: Community - 71.3% Court - 0.0%	Community - declined by 1.5% Court - declined by 1.5%
5	Decrease suspension rate as measured by the Suspension Rate Indicator on the California Dashboard	2019-20 DataQuest: Community - 5.2% Court - 0%	2020-21 DataQuest: Community - 0% Court - 0% 2021-22 Local Data: Community - 1 student suspended	2021-22 DataQuest: Community - 1% Court - 0%	2023 CA Dashboard: Community - 7.8% Court - 0%	Community - 1.5% or less Court - 0%

			for 1 day Court - 0%			
6	Transition goals and services for every student with an IEP as measured by Annual Performance Report	2020-21 Local Data: 100% of students age 16 years or older have transition goals and services on their IEP	2021-22 Local Data: 100% of students age 16 years or older have transition goals and services on their IEP	2022-23 Local Data: 100% of students age 16 years or older have transition goals and services on their IEP	2023-24 Local Data: 100% of students age 16 years or older have transition goals and services on their IEP	100% of students age 16 years or older have transition goals and services on their IEP
7	Individualized Transition Plans for every student with an IEP as measured by the Annual Performance Report	2020-21 Local Data: 100% of students age 16 years or older have an Individualized Transition Plan on their IEP	2021-22 Local Data: 100% of students age 16 years or older have an Individualized Transition Plan on their IEP	2022-23 Local Data: 100% of students age 16 years or older have an Individualized Transition Plan on their IEP	2023-24 Local Data: 100% of students age 16 years or older have an Individualized Transition Plan on their IEP	100% of students age 16 years or older have an Individualized Transition Plan on their IEP
8	Increase the number of students meeting standard on the CAASPP in English Language Arts and Math	2018-19 Test Operations Management System: Community - 0 students met standard in English Language Arts and 0 students met standard in Math Court - 0 students in met standard in English Language Arts and 0 students met standard in Math	2020-21 Test Operations Management System: Community - 0 students met standard in English Language Arts and 0 students met standard in Math Court - 1 student met standard in English Language Arts and 0 students met standard in Math	2021-22 Test Operations Management System: Community - 0 students met standard in English Language Arts and 1 student met standard in Math Court - 0 student met standard in English Language Arts and 0 students met standard in Math	2022-23 DataQuest: Community – 0 students met standard in English Language Arts and 0 students met standard in Math 2022-23 Test Operations Management System: Court – 0 students met standard in English Language Arts and 0 students met standard in Math	Community - 5 students will meet standard in English Language Arts and 5 students will meet standard in Math Court - 2 students will meet standard in English Language Arts and 2 students meet standard in Math
9	Increase the number of students	2020 CA Dashboard:	2021 CA Dashboard:	2022 CA Dashboard:	2023 CA Dashboard:	Community - increase by 6%

prepared for college and career as measured by the College and Career Indicator on the California Dashboard	Community - 0% Court - 0%	Community - 1 student completed a college credit course Court - 0%	Community - not reported in 2022 Court - not reported in 2022	Community - 9.1% Court – No Data	Court - increase by 6%
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Goal Analysis

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

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

Action #1: All actions were implemented. Action #2: All actions were implemented. Action #3: All actions were implemented

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

Action #1: No material differences. Action #2: No material differences. Action #3: No material differences.

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

SLOCOE was able to exit Differentiated Assistance as of the 2022 California Dashboard. For most of our students, they have experienced multiple transitions during their school history. The data outlined in the Year 3 outcomes show that our students are demonstrating academic success despite these transitions as there has been an increase in the overall graduation rate, a decrease in chronic absenteeism and 100% of our students with disabilities having individualized transition plans, goals and services. The student academic success can also be directly correlated to access to career technical education, the coordination of services of foster youth and the implementation of the Countywide Expelled Plan.

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

No planned material changes.

Goal

Goal #	Description
Goal 4	SLOCOE will increase caregiver/family involvement to support the success of students. This increased involvement will help to increase graduation rate, decrease chronic absenteeism, decrease suspensions and increase parent involvement. (Priority 3, Priority 5, Priority 6)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Student information system access data as measured by parent/guardian login data	2020-21 Local Data: 100% of families/caregivers have online access to a student information system, with less than 50% participation	2021-22 Local Data: 100% of families/caregivers have online access to a student information system, with less than 50% participation	2022-23 Local Data: 100% of families/caregivers have online access to a student information system, with less than 50% participation *In February of 2023, SLOCOE implemented the communication tool ParentSquare. Through this tool, SLOCOE has increased its ability to regularly implement 2-way communication to 98.5%.	2023-24 Local Data: 100% of families/caregivers have online access to a student information system, with less than 50% participation *In February of 2023, SLOCOE implemented the communication tool ParentSquare. Through this tool, SLOCOE has increased its ability to regularly implement 2-way communication to 99.2%.	100% of families/caregivers have online access to a student information system, with more than 50% participation
2	Parent engagement data as measured by the Local Indicators Parent and Family Engagement Self-Reflection Survey	2021 Local Indicator: Parent and Family Engagement Self-Reflection Survey Tool Building Relationships	2022 Local Indicator: Parent and Family Engagement Self-Reflection Survey Tool Building Relationships	2023 Local Indicator: Parent and Family Engagement Self-Reflection Survey Tool Building Relationships	2024 Local Indicator: Parent and Family Engagement Self-Reflection Survey Tool Building Relationships	Building Relationships between School Staff and Families - 5.0 out of 5.0 Building Partnerships for

	Reflection Survey Tool	between School Staff and Families - 4.25 out of 5.0 Building Partnerships for Student Outcomes - 3.75 out of 5.0 Seeking Input for Decision-making - 3.0 out of 5.0	between School Staff and Families - 4.5 out of 5.0 Building Partnerships for Student Outcomes - 3.5 out of 5.0 Seeking Input for Decision-making - 3.25 out of 5.0	between School Staff and Families - 5.0 out of 5.0 Building Partnerships for Student Outcomes - 3.8 out of 5.0 Seeking Input for Decision-making - 3.3 out of 5.0	between School Staff and Families - 5.0 out of 5.0 Building Partnerships for Student Outcomes - 5.0 out of 5.0 Seeking Input for Decision-making - 3.5 out of 5.0	Student Outcomes - 4.5 out of 5.0 Seeking Input for Decision-making - 4.0 out of 5.0
3	Communication data as measured by translator/interpreter staffing	2020-21 Local Data: 100% of families/caregivers are communicated to in their home language	2021-22 Local Data: 100% of families/caregivers are communicated to in their home language	2022-23 Local Data: 100% of families/caregivers are communicated to in their home language	2023-24 Local Data: 100% of families/caregivers are communicated to in their home language	100% of families are communicated to in their home language
4	Parent involvement in IEP process as measured by the Annual Performance Report	2020-21 Local Data: 100% parent involvement in the IEP process	2021-22 Local Data: 100% parent involvement in the IEP process	2022-23 Local Data: 100% parent involvement in the IEP process	2023-24 Local Data: 100% parent involvement in the IEP process	100% parent involvement in the IEP process
5	Increase graduation rate as measured by the Graduation Rate Indicator on the California Dashboard	2020 CA Dashboard: SLOCOE - 61.1% Community - 47.1% 2019-20 DataQuest: Court - 68.8%	2021 CA Dashboard: SLOCOE - 42.3% Community - 41.2% 2020-21 Local Data: Court - 75% 2021-22 Local Data: Community - 24 graduates Court - 7 graduates	2022 CA Dashboard: SLOCOE - 81.1% Community - 81.5% 2021-22 Local Data: Court - 80% 2022-23 Local Data: Community - 25 graduates Court - 4 graduates	2023 CA Dashboard: SLOCOE - 75% 2022-23 DataQuest: Community - 81.8% 2022-23 Local Data: Court - 42.8%	Community - increase by 9% Court - increase by 9%
6	Decrease chronic absenteeism rate as measured by the Chronic Absenteeism	2019 CA Dashboard: SLOCOE - 45.7% 2018-19 DataQuest:	2020-21 DataQuest: SLOCOE - 31.1% Community - 90.6% Court - 0%	2021-22 DataQuest: SLOCOE - 64.7% Community - 77% Court - 0%	2023 CA Dashboard: SLOCOE - 47.1% 2022-23 DataQuest:	Community - declined by 1.5% Court - declined by 1.5%

	Indicator on the California Dashboard	Community - 78.1% Court - 6.7%	2021-22 Local Data: Community - 86% Court - 0%		Community – 71.3% Court – 0.0%	
7	Decrease suspension rate as measured by the Suspension Rate Indicator on the California Dashboard	2019-20 DataQuest: Community - 5.2% Court - 0%	2020-21 DataQuest: Community - 0% Court - 0% 2021-22 Local Data: Community - 1 student suspended for 1 day Court - 0%	2021-22 DataQuest: Community - 1% Court - 0%	2022-23 DataQuest: Community - 7.8% Court - 0%	Community - 1.5% or less Court - 0%

Goal Analysis

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

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

Action #1: All actions were implemented. Action #2: All actions were implemented. Action #3: All actions were implemented.

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

Action #1: No material differences. Action #2: No material differences. Action #3: No material differences.

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

SLOCOE was able to exit Differentiated Assistance as of the 2022 California Dashboard. For most of our students, they have a history of a lack of parent involvement in school. The data outlined in the Year 3 outcomes show that our students are demonstrating academic success due to increased parent involvement as there has been an increase in the overall graduation rate, a decrease in chronic absenteeism, 100% parent involvement in the IEP process, 100% of our families are communicated with in their home language and 99.2% participate in 2-way communication.

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

Action #1 will change to add communication tools to work in collaboration with the student information system.

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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 Luis Obispo County Office of Education	Katherine Aaron Assistant Superintendent	kaaron@slocoe.org 805-782-7321

Plan Summary 2024-25

General Information

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

San Luis Obispo County covers 3,616 square miles and has approximately 32,500 students enrolled in our public schools. Students in the county are enrolled in ten local school districts, the San Luis Obispo County Office of Education (SLOCOE), or three district authorized charter schools. The Alternative Education department, located in the Student Programs and Services division of SLOCOE, operates two schools, San Luis Obispo County Community school and San Luis Obispo County Juvenile Court school for which we receive Local Control Funding Formula (LCFF) funds. The Court school consists of one custody unit classroom and one camp classroom, Coastal Valley Academy, serving incarcerated youth. The Community school serves students referred by the local school districts and/or charter schools due to expulsion from their regular school or referred by the School Attendance Review Board (SARB). Many of our students have been affected by one or more significant traumas, including drug and alcohol abuse, homelessness, criminal activity, truancy, expulsion, poverty, academic failure, parental incarceration and, more recently, the effects of the COVID-19 pandemic. As a result of our changing enrollment, we are continually making adjustments in our program. It is our goal to remain fiscally responsible, while keeping our campuses safe and continuing to support the programs that are showing positive results for the students who are enrolled. The Special Education department, located in the Student Programs and Services division of SLOCOE, operates one school, San Luis County Special Education school, which is a fee based program that does not receive LCFF funds. The Special Education school consists of four classrooms; one Preschool-6th grade deaf and hard of hearing classroom, one 7th grade-8th grade deaf and hard of hearing classroom, one 3rd grade-8th grade intensive therapeutic learning classroom and one 8th grade-12th grade intensive therapeutic learning classroom. All four of these classrooms are co-located on district campuses throughout the county. The Special Education school currently qualifies as needing Comprehensive Support and Improvement. The following SLOCOE schools receive Equity Multiplier funding: San Luis Obispo County Community school; San Luis Obispo County Juvenile Court school; and San Luis County Special Education school. 2023-24 CALPADS-Fall 1: -Student Enrollment: -Community - 73 (African American-less than 10; Hispanic or Latino-49; White-17; Two or More Races-less than 10) -Court - 16 (Hispanic or Latino-12; White-less than 10) -Subgroups -Community - English Learners-13*; Foster Youth-less than 10*; Homeless Youth-22; Students with Disabilities-27; Socioeconomically Disadvantaged-61 -Court - English Learners-less than 10*; Foster Youth-less than 10*; Homeless Youth-less than

10; Students with Disabilities-10; Socioeconomically Disadvantaged-less than 16 *It should be noted that the Community and Court schools do not have the following numerically significant subgroups as they are at less than 30 students: English Learners and Foster Youth. In the goals and actions section, we have identified goals to support student learning in our schools. All goals align to the goals identified in the School Plan for Student Achievement (SPSA) and the plan required for accreditation from the Western Association of Schools and Colleges (WASC). The following state-required metrics do not apply to SLOCOE schools for the reasons indicated below:

- Our students are not enrolled long enough to satisfy UC or CSU requirements and/or EAP requirements.
- While our students are offered the opportunity to enroll in AP courses, they are not enrolled long enough to complete said courses that would lead to AP credits.
- Students are not expelled from SLOCOE schools.
- While our students are offered the opportunity to access a broad course of study, because of the nature of the students we serve, many students are credit deficient and/or receive a credit reduction as well as they are not enrolled long enough to enroll in or complete a broad course of study.

Reflections: Annual Performance

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

The staff, students and educational partners should be commended for the following successes and progress: The continued implementation of PBIS which included state level recognition at the Community school and at the Court school in 2023 and the ability to reapply in 2024. The continued implementation of the Dialectical Behavior Therapy (DBT) social emotional curriculum along with a designated daily class period for instruction. The support offered to students in transition, including, but not limited to foster youth, homeless youth and incarcerated youth. Countywide support offered to foster, homeless and expelled youth. Increased parent engagement as evidenced by 100% parent involvement in IEP meetings. The continued implementation of the communication tool ParentSquare which is able to connect with 99.2% of families. Continued offering and expansion of CTE programming. A decrease in chronic absenteeism. 100% of all students have access to technology and WiFi. 100% of families are communicated to in their home language. 0% suspension rate at the Court school. A decrease in chronic absenteeism. An increase in the graduation rate, in English learner proficiency, and in attendance. In March 2022, the Court and Community schools had a Western Association of Schools and Colleges (WASC) accreditation virtual visit; that visit resulted in the Commission reaffirming accreditation status. The accreditation status continues through June 30, 2025. The mobility of our student population continues to present a challenge. Our schools serve the most at-risk youth in our county. The continual needs of students are ever changing and individual. From the 2019 California Dashboard, SLOCOE was identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. While SLOCOE has exited Differentiated Assistance as of the 2022 California Dashboard, based on an analysis of the 2023 Dashboard data, local data and educational partner input, college and career readiness, English learner progress/reclassification, meeting standards, attendance and chronic absenteeism continue to be a challenge for our students. On the 2023 California Dashboard, SLOCOE was identified as having a Red Suspension Rate for the following subgroups: foster youth, homeless, white and socioeconomically disadvantaged. SLOCOE is utilizing our community and court schools base grant to increase health case management, academic supports, and college and career readiness services to support the academic, behavioral, and social-emotional well-being of our students. These funds will also be used for the enhancement and continuation of career technical education and increased academic intervention services. The Student Enrichment and Support Block Grant will ensure an increase in career

technical education opportunities, access to A-G course offerings, implementation of PBIS with fidelity, increased college and career counseling and increased access to dual enrollment programs. We are committed to transparently utilizing these resources to promote student success and expand access to educational opportunities.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

San Luis County Special Education school

Support for Identified Schools

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

Areas of significant need and improvement for the San Luis County Special Education school were identified due to low performance and significant gaps observed in the 2023 California Dashboard indicators and local data that includes math, English Language Arts (ELA), and chronic absenteeism. Due to the “very low” status in math and ELA as well as a chronic absenteeism status equal to or greater than 20.1%, the San Luis County Special Education school met the low performing small school criteria for Comprehensive Support and Improvement. Through the School Plan for Student Achievement planning process, which now includes the development and monitoring of the CSI plan, the LEA was able to conduct a school level needs assessment which led to the identification of evidence based interventions and assured all state indicators were addressed, including student performance against state determined long term goals. These interventions will allow the LEA to build capacity, select and implement evidence-based strategies that are aligned with and address the goals and actions of the School Plan for Student Achievement and the CSI plan and use data and outcomes to monitor and evaluate improvement efforts. This will include the ongoing efforts in reorganizing the school to implement a new instructional model which includes building capacity of staff to fully implement MTSS including PBIS implementation and other

means of correction, academic and behavior interventions, social emotional learning, increased college and career readiness and increased parent engagement, all to combat chronic absenteeism and low ELA and math scores. The School Plan for Student Achievement and the CSI plan will coordinate with the San Luis County Special Education school Literacy Plan, for which the school received funds to address literacy. At the San Luis County Special Education school, while enrollment changes frequently, approximately 90% of our students are identified as socioeconomically disadvantaged and 100% of the students are identified as students with disabilities. Because of this, all resources are allocated to all students. The San Luis County Special Education school does not have any resource inequities.

Monitoring and Evaluating Effectiveness

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

The LEA plans to collect data on an ongoing basis, including outcomes from the CA Dashboard along with local data, to monitor and evaluate the implementation and effectiveness of the CSI plan. The LEA is partnering with all educational partners to build capacity and monitor implementation. This includes, but is not limited to, participation and inclusion of educational partners in regular data review, monitoring of implementation and School Plan review at weekly SPS Leadership team meetings, quarterly SSC meetings, monthly Board of Trustee meetings and other monthly educational partner meetings. The data to be reviewed will include, but not be limited to: Aeries data regarding attendance, credit accrual and suspensions; CAASPP and ELPAC results; PBIS data; CA Dashboard data; and the School Climate survey results. The overall CA Dashboard data will be reviewed upon receipt as well as on an ongoing basis to make decisions about the reorganization of the school. The CAASPP and ELPAC results will be reviewed upon receipt as well as on an ongoing basis for individual students in the planning of individualized instruction. PBIS and School Climate survey will be reviewed at least twice yearly (fall and spring) to assist in the full implementation of the MTSS model. The Aeries data will be reviewed on a monthly basis to ensure student engagement.

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
1. Teachers	<p>July 2023-June 2024 Presentations were made reminding all educational partners of the LCAP process, their opportunities to provide input, and the progress made toward the LCAP goals. During each of these presentations, updated information was provided regarding the goals, the metric data, and the budget information connected to the progress of the goals. SLOCOE Staff and Onsite Agency Representatives - This group includes, teachers, support staff, principal, school administration*, and Probation staff. Presentations were made at monthly staff meetings and staff development throughout the school year. In Fall 2023 and Spring 2024, SLOCOE staff and onsite agency representatives were surveyed using the PBIS School Climate Survey. *It should be noted that during the 2023-24 school year, the Director of Alternative Education acted as the Principal of Court school. Advisory Committee - The existing School Site Council (SSC) is used as the LCAP Parent Advisory Committee. The composition of the SSC includes elected members parents, teachers, students, staff, and agency partners as well as school administration. The LCAP information is regularly presented at the five SSC meetings. It should be noted, because SLOCOE has less than 20 English learners, it is not required to have a District English Learner Advisory Committee. On March 8, 2024, a survey was emailed, in both English and Spanish, to all educational partners to solicit feedback as to the LCAP goals and actions, including the equity multiplier goal and actions. There was a public hearing along with the opportunity for public comment was held on June 13, 2024. The County Board of Education approved this plan after entertaining public comment on June 20, 2024.</p>
2. Principals	<p>July 2023-June 2024 Presentations were made reminding all educational partners of the LCAP process, their opportunities to provide input, and the progress made toward the LCAP goals. During each of these presentations, updated information was provided regarding the goals, the metric data, and the budget information connected to the progress of the goals. SLOCOE Staff and Onsite Agency Representatives - This group includes, teachers, support staff, principal, school administration*, and Probation staff. Presentations were made at monthly staff meetings and staff development throughout the school year. In</p>

	<p>Fall 2023 and Spring 2024, SLOCOE staff and onsite agency representatives were surveyed using the PBIS School Climate Survey. *It should be noted that during the 2023-24 school year, the Director of Alternative Education acted as the Principal of Court school. Advisory Committee - The existing School Site Council (SSC) is used as the LCAP Parent Advisory Committee. The composition of the SSC includes elected members parents, teachers, students, staff, and agency partners as well as school administration. The LCAP information is regularly presented at the five SSC meetings. It should be noted, because SLOCOE has less than 20 English learners, it is not required to have a District English Learner Advisory Committee. On March 8, 2024, a survey was emailed, in both English and Spanish, to all educational partners to solicit feedback as to the LCAP goals and actions, including the equity multiplier goal and actions. There was a public hearing along with the opportunity for public comment was held on June 13, 2024. The County Board of Education approved this plan after entertaining public comment on June 20, 2024.</p>
<p>3. Administrators</p>	<p>July 2023-June 2024 Presentations were made reminding all educational partners of the LCAP process, their opportunities to provide input, and the progress made toward the LCAP goals. During each of these presentations, updated information was provided regarding the goals, the metric data, and the budget information connected to the progress of the goals. SLOCOE Staff and Onsite Agency Representatives - This group includes, teachers, support staff, principal, school administration*, and Probation staff. Presentations were made at monthly staff meetings and staff development throughout the school year. In Fall 2023 and Spring 2024, SLOCOE staff and onsite agency representatives were surveyed using the PBIS School Climate Survey. *It should be noted that during the 2023-24 school year, the Director of Alternative Education acted as the Principal of Court school. Student Programs and Services (SPS) Leadership Team - This team consists of all managers and administrators, as well as teacher and classified representatives, who work for the SPS Department. The team meets weekly. LCAP updates are presented at least quarterly, and there is opportunity for questions and feedback On March 8, 2024, a survey was emailed, in both English and Spanish, to all educational partners to solicit feedback as to the LCAP goals and actions, including the equity multiplier goal and actions. There was a public hearing along with the opportunity for public comment was held on June 13, 2024. The County Board of Education approved this plan after entertaining public comment on June 20, 2024.</p>
<p>4. Other school personnel</p>	<p>July 2023-June 2024 Presentations were made reminding all educational partners of the LCAP process, their opportunities to provide input, and the progress made toward the LCAP goals. During each of these presentations, updated information was provided regarding the goals, the metric data, and the budget information connected to the progress of the goals. SLOCOE Staff and Onsite Agency Representatives - This group includes, teachers, support staff, principal, school administration*, and Probation staff. Presentations were made at monthly staff meetings and staff development throughout the school year. In Fall 2023 and Spring 2024, SLOCOE staff and onsite agency representatives were surveyed using the PBIS School Climate Survey. *It should be noted that during the 2023-24 school year, the Director of Alternative Education acted as the Principal of Court school. Advisory Committee - The existing School Site Council (SSC) is used as the LCAP Parent Advisory Committee. The composition of the SSC includes</p>

	<p>elected members parents, teachers, students, staff, and agency partners as well as school administration. The LCAP information is regularly presented at the five SSC meetings. It should be noted, because SLOCOE has less than 20 English learners, it is not required to have a District English Learner Advisory Committee. On March 8, 2024, a survey was emailed, in both English and Spanish, to all educational partners to solicit feedback as to the LCAP goals and actions, including the equity multiplier goal and actions. There was a public hearing along with the opportunity for public comment was held on June 13, 2024. The County Board of Education approved this plan after entertaining public comment on June 20, 2024.</p>
<p>5. Local bargaining units of the LEA - CTA and CSEA</p>	<p>July 2023-June 2024 Presentations were made reminding all educational partners of the LCAP process, their opportunities to provide input, and the progress made toward the LCAP goals. During each of these presentations, updated information was provided regarding the goals, the metric data, and the budget information connected to the progress of the goals. Bargaining units - California Teachers Association (CTA) and California School Employees Association (CSEA) were notified of meetings where they could provide input and support the development of the LCAP. Members have been involved in meetings throughout the year that have involved the budget process and planning that affects staffing and other relevant issues. Members of both bargaining units have been involved in committee meetings. The presidents of both associations were personally contacted prior to the Public Hearing to seek input. On March 8, 2024, a survey was emailed, in both English and Spanish, to all educational partners to solicit feedback as to the LCAP goals and actions, including the equity multiplier goal and actions. There was a public hearing along with the opportunity for public comment was held on June 13, 2024. The County Board of Education approved this plan after entertaining public comment on June 20, 2024.</p>
<p>6. Parents</p>	<p>July 2023-June 2024 Presentations were made reminding all educational partners of the LCAP process, their opportunities to provide input, and the progress made toward the LCAP goals. During each of these presentations, updated information was provided regarding the goals, the metric data, and the budget information connected to the progress of the goals. Families/Caregivers - This year, in a continued effort to involve more families/caregivers, we have incorporated information regarding the LCAP into other meetings that parents attend regarding their child's education such as enrollment meetings, student study team meetings, parent conferences and School Site Council. In Fall 2023 and Spring 2024, parents were also surveyed using the PBIS School Climate Survey. Advisory Committee - The existing School Site Council (SSC) is used as the LCAP Parent Advisory Committee. The composition of the SSC includes elected members parents, teachers, students, staff, and agency partners as well as school administration. The LCAP information is regularly presented at the five SSC meetings. It should be noted, because SLOCOE has less than 20 English learners, it is not required to have a District English Learner Advisory Committee. On March 8, 2024, a survey was emailed, in both English and Spanish, to all educational partners to solicit feedback as to the LCAP goals and actions, including the equity multiplier goal and actions. There was a public hearing along with the opportunity for public comment was held on June 13, 2024. The County Board of Education approved this plan after entertaining public comment on June 20, 2024.</p>

7. Students	<p>July 2023-June 2024 Presentations were made reminding all educational partners of the LCAP process, their opportunities to provide input, and the progress made toward the LCAP goals. During each of these presentations, updated information was provided regarding the goals, the metric data, and the budget information connected to the progress of the goals. Students - The student voice is heard throughout the year. Ongoing data is collected by site staff and administration. In Fall 2023 and Spring 2024, students were surveyed using the PBIS School Climate Survey. Advisory Committee - The existing School Site Council (SSC) is used as the LCAP Parent Advisory Committee. The composition of the SSC includes elected members parents, teachers, students, staff, and agency partners as well as school administration. The LCAP information is regularly presented at the five SSC meetings. It should be noted, because SLOCOE has less than 20 English learners, it is not required to have a District English Learner Advisory Committee. On March 8, 2024, a survey was emailed, in both English and Spanish, to all educational partners to solicit feedback as to the LCAP goals and actions, including the equity multiplier goal and actions. There was a public hearing along with the opportunity for public comment was held on June 13, 2024. The County Board of Education approved this plan after entertaining public comment on June 20, 2024.</p>
8. SELPA	<p>SELPA - On May 13, 2024, SELPA, along with a representative from the Education Support Services department and the homeless and foster liaison, met with the LCAP team to review and provide input into the LCAP process and document to ensure the needs of students with disabilities were being addressed. There was a public hearing along with the opportunity for public comment was held on June 13, 2024. The County Board of Education approved this plan after entertaining public comment on June 20, 2024.</p>
9. Other educational partners	<p>July 2023-June 2024 Presentations were made reminding all educational partners of the LCAP process, their opportunities to provide input, and the progress made toward the LCAP goals. During each of these presentations, updated information was provided regarding the goals, the metric data, and the budget information connected to the progress of the goals. Juvenile Justice Commission (JJC) - The JJC is mandated by the California Welfare and Institutions Code (WIC) 225 and made up of 7 to 14 citizens living in the county. Commissioners are appointed by the Presiding Judge of the Superior Court of San Luis Obispo County with concurrence from the Juvenile Court Judge and serve a term of 4 years. JJC has been informed of the LCAP process and as well as the LCAP goals progress. The Commission meets monthly and SLOCOE is on each month's agenda. Official LCAP information is reported at least quarterly, and there is opportunity for questions and feedback. Juvenile Services Advisory Committee - This committee is made up of managers and representatives from Probation, Behavioral Health, Superior Court, County Office of Education, District Attorney's Office, Court Appointed Special Advocates (CASA), Public Defenders, Attorneys, Foster and Homeless Youth Services, local law enforcement, and the Juvenile Court. LCAP updates have been provided and input has been requested at the regularly scheduled meetings. Alternative Education Operations Committee (AEOC) - This team is made up of representatives from the districts in the county, SLOCOE personnel, Probation and SELPA. Regular updates are provided and input is requested at the quarterly meetings. On March 8, 2024, a survey was emailed, in both English and Spanish, to all educational partners to solicit feedback as to the LCAP goals</p>

and actions, including the equity multiplier goal and actions. There was a public hearing along with the opportunity for public comment was held on June 13, 2024. The County Board of Education approved this plan after entertaining public comment on June 20, 2024.

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

All stakeholders believed the current LCAP goals and actions were still valid and needed to continue for the 2024-25 through 2026-27. They also believed that it was important to continue the work addressed through the WASC and needed to be incorporated into the LCAP as well as they provided input with regarding to the Equity Multiplier goal and actions. From the March 8, 2024 survey, we received 28 responses from SLOCOE staff and educational partners. The results indicated the following: -the need for an academic program that is hands-on, relevant (life skills), rigorous, individualized and engaging; -the need to engage students through increased academic interventions, transportation, staff training, college and career readiness curriculum, increased life skills curriculum, mental health supports/counseling, and a safe school environment; -the need to address the many transitions students experience by increased instruction around college and career readiness, increased instruction around life skills, staff trainings, increased supports from districts of residence, access to community resources and increased supports for students with IEPs; and -the need to increase family engagement by increased opportunities for family get-togethers at school, increased communication from school staff (e.g. 2-way communication tools), parent education information sent home, family incentives, and parent education nights. From the May 13, 2024 consultation with SELPA and other staff, it was determined that the LCAP process and Plan was addressing the needs of students with disabilities as well as foster youth, English learners and socioeconomically disadvantaged students. The LCAP was influenced and revised as a result of the input and comments received from all educational partners. The information was shared at school sites, stakeholder group meetings, cabinet and board meetings. The collective data provided direction into areas for improvement and for the Equity Multiplier goal and actions. The LCAP is aligned with the WASC action plan and the SPSA; updates were provided and information was presented during all of these processes. SLOCOE participated in a WASC virtual mid-cycle visit in March 2022. The goals and actions of the LCAP were incorporated into the Action Plan. Based on the data collected and the consultations with our educational partners, it was determined that our current LCAP goals were still valid and need to continue for the 2024-25 through 2026-27 LCAP. The educational partners all believed that it was important to continue the work addressed through the WASC processes in the following areas: 1. Continue providing students with access to rigorous academic experiences, preparing them for their next placement, including dual enrollment and additional CTE options. 2. Continue to provide additional opportunities and support for students to become engaged in school, in their learning and in the development and attainment of goals for their successful future. 3. Continue to offer a range of support for a highly mobile, “at-promise” population (including foster and non-foster youth) experiencing multiple transitions including to and from Court School, Community School, district schools, college, career and foster placements. There is a recognized need to better understand how to better support students as they experience these varied transitions so they continue moving toward increased success. 4. Continue to implement and monitor strategies to increase parent/caregiver involvement to support the success of students. All educational partners involved in the schools receiving Equity Multiplier funds, expressed the need to address chronic absenteeism as it directly impacts the progress made towards the other goals in the LCAP. Feedback stated that to combat chronic absenteeism and make education accessible to all, actions must be in place to address alternative means of transportation, flexible scheduling and alternative ways to participate, and support from districts of residence. School administration used the survey results and educational partner input to develop supplemental instructional supports

and strategies to meet the needs of the targeted populations, which include, but are noted limited to, low-income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect or exploitation, disengaged students, and students who are below grade level, including those that are credit-deficient or high school students at risk of not graduating. Given the students who the San Luis Obispo County Office of Education serves, enrolled students fall into one or more of these targeted populations. Additionally, the PBIS Tier II/III implementation teams, under the Multi-Tiered System of Supports, reviewed student data to determine the needed supplemental instructional supports and strategies. These supplemental instructional supports and strategies have been incorporated into the LCAP. There was a public hearing along with the opportunity for public comment was held on June 13, 2024. The County Board of Education approved this plan after entertaining public comment on June 20, 2024.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	SLOCOE is committed to providing students with access to a rigorous academic experience, preparing them for their next placement. The rigorous academic experience will help to increase graduation rates, increase students meeting standards, increase college and career readiness, increase English learner proficiency and reclassification, increase attendance, decrease suspensions, decrease chronic absenteeism and decrease the dropout rate.	Broad Goal

State Priorities addressed by this goal.

Priority 1, Priority 2, Priority 4, Priority 5, Priority 7, Priority 8

An explanation of why the LEA has developed this goal.

From the 2019 California Dashboard, SLOCOE was identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. While SLOCOE has exited Differentiated Assistance as of the 2022 California Dashboard, based on an analysis of the Dashboard data, local data and educational partner input, meeting standards in English language arts and math, college career readiness, English learner progress, attendance, dropouts and chronic absenteeism continue to be a challenge for our students. SLOCOE developed this goal to address barriers to accessing a rigorous academic experience that prepares students for their next placement. In order to make progress towards this goal, SLOCOE has chosen to implement actions that focus on providing greater 1:1 support as well as tiered academic, social emotional and behavioral interventions to meet students' unique needs and to provide students with the opportunity to meet these increased targets resulting in more students showing progress in continued increased graduation rates, in meeting standards, in increased college and career readiness, in increased English learner proficiency and reclassification, in increased attendance, in decreased chronic absenteeism and in decreased dropout rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Ratio of student to staff as measured by class size data	2023-24 Local Data: Class size = 23:1 or less			Class size = 23:1 or less	
2	MTSS implementation as measured by the PBIS Tiered Fidelity Inventory ("TFI")	2023-24 Local Data: Community TFI Tier 1 - 90% Tier 2 - 88% Tier 3 - 74% Court TFI Tier 1 - 87% Tier 2 - 46% Tier 3 - 15%			Community TFI: Tier 1 = 70% or above Tier 2 = 70% or above Tier 3 = 70% or above Court TFI Tier 1 = 70% or above Tier 2 = 70% or above Tier 3 = 70% or above	
3	Increase the number of students meeting standard on the CAASPP in English Language Arts, Math and Science	2022-23 DataQuest: Community – 0 students met standard in English Language Arts; 0 students met standard in Math; and 0 students met standard in Science 2022-23 Test Operations Management System: Court – 0 students met standard in English Language Arts; 0 students met standard in Math; and 0 students met			Community - 5 students will meet standard in English Language Arts; 5 students will meet standard in Math; and 5 students will meet standard in Science Court - 2 students will meet standard in English Language Arts; 2 students will meet standard in Math; and 2 students will meet standard in Science	

		standard in Science				
4	Increase graduation rate as measured by the Graduation Rate Indicator on the California Dashboard	2023 CA Dashboard: SLOCOE - 75% 2022-23 DataQuest: Community – 81.8% 2022-23 Local Data: Court – 42.8%			Community - increase to 85% Court - increase to 85%%	
5	Increase English learner progress towards proficiency as measured by the English Learner Progress Indicator on the California Dashboard	2023 CA Dashboard: SLOCOE - 33.3% Community – 27.3% Court – Because of small number of students enrolled, no data available.			Community - 55% or above Court - 55% or above	
6	Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism-Count	2023-24 Local Data: Community: <5%=22%; <10%=19%; <20%=16%; >20%=53% Court: <5%=77%; <10%=5%; <20%=3%; >20%=15%			Community - Students Absent <5%=50% or less Court - Students Absent <5%=95% or greater	
7	Decrease dropout rate as measured by the CALPADS 15.1 Cohort Outcome County and Rates	2023-24 CALPADS 1.24 - Dropouts by Subgroup Community – 18.18% Court - 0% *It should be noted that SLOCOE does			Community Dropouts - 10% or less Court - 10% or less	

		not track middle school dropout rates as there are not a numerically significant number of middle school students enrolled in SLOCOE programs.				
8	Increase the number of English learners that reclassify as fluent English proficient.	2023-24 CALPADS – English Language Acquisition Status (Fall 1) Community – 1 student reclassified as fluent Court – 0 students reclassified as fluent			Community - 3 student reclassified as fluent Court - 1 students reclassified as fluent	
9	Fully credentialed and appropriately assigned teachers	2022-23 SARC: Community (2021-22) – 100% Court (2021-22) – 100%			100% fully credentialed and appropriately assigned teachers	
10	Sufficient access to standards-aligned instructional materials	2023-24 Local Data: 100%			100% of students have access to standards-aligned materials	
11	Implementation of state board adopted academic content and performance standards for all students	2024 Local Indicator: ELA – Full implementation ELD – Initial implementation Mathematics – Full implementation Science – Full implementation			ELA - Full Implementation and Sustainability ELD - Full Implementation and Sustainability Mathematics - Full Implementation and Sustainability	

		History – Full Implementation CTE – Full implementation and Sustainability Health – Full implementation and Sustainability PE – Full Implementation Visual and Performing Arts – Full Implementation World Language – Initial Implementation			Science - Full Implementation and Sustainability History-Social Science - Full Implementation and Sustainability CTE - Full Implementation and Sustainability Health - Full Implementation and Sustainability PE - Full Implementation and Sustainability Visual and Performing Arts - Full Implementation and Sustainability World Language - Full Implementation	
12	Increase the number of students successfully completing college courses	2022-23 Local Data: Community – 3 students Court – 1 student			Community - 10 students or more Court - 1 student or more	

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.

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Small Class Sizes	SLOCOE will maintain campuses with small class sizes of 23:1 providing a coherent program of study based on the CCSS, the College Career Readiness standards and the Schoolwide Learner Outcomes.	\$1,337,288.00	No
Action #2	MTSS Implementation	SLOCOE will continue to work towards full MTSS implementation; teachers will use evidence-based classroom practices to fully implement Tier 1 and the school sites will use data-based decisions for academic, behavior and social emotional Tier 2 and Tier 3 interventions.	\$1,005,445.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	English learner progress	SLOCOE will provide professional development in using integrated and designated instructional strategies to staff to ensure English learners have access to CCSS and ELD standards for purposes of gaining academic content knowledge and making academic growth.	\$0.00	No

Goal

Goal #	Description	Type of Goal
Goal 2	SLOCOE will provide additional opportunities and supports for students to become engaged in school, in their learning and in the development and attainment of goals for their successful future. Increased student engagement will help to decrease chronic absenteeism, increase graduation rate, increase participation rate in statewide assessments; increase students meeting standards, increase attendance rate, decrease suspension rate and decrease the dropout rate.	Broad Goal

State Priorities addressed by this goal.

Priority 1, Priority 2, Priority 4, Priority 5, Priority 6

An explanation of why the LEA has developed this goal.

From the 2019 California Dashboard, SLOCOE was identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. While SLOCOE has exited Differentiated Assistance as of the 2022 California Dashboard, based on an analysis of the Dashboard data, local data and educational partner input, meeting standards in English language arts and math, college career readiness, attendance, dropouts, suspensions and chronic absenteeism continue to be a challenge for our students. Based on an analysis of this Dashboard data, local data and educational partner input, SLOCOE developed this goal to provide supports that will lead to increased student engagement in school, in their learning and in the development and attainment of goals for their successful future. This goal was also developed to address the Red Suspension Rate on the 2023 California Dashboard for the following subgroups: foster youth, homeless, white and socioeconomically disadvantaged. In order to make progress towards this goal, SLOCOE has chosen to implement actions that focus on providing countywide transportation to a safe campus that is in good repair as well as tiered academic, social emotional and behavioral interventions, including PBIS and other means of correction, to meet

students' unique needs and to provide students with the opportunity to meet these increased targets resulting in more students showing progress in decreased chronic absenteeism, in continued increased graduation rates, in continued increased participation rates in statewide assessments, in students meeting standards, in increased attendance rates, in continued decreased suspensions and in decreased dropout rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase attendance rate as measured by the CALPADS 14.1 Student Absenteeism-Count	2023-24 Local Data: Community: <5%=22%; <10%=19%; <20%=16%; >20%=53% Court: <5%=77%; <10%=5%; <20%=3%; >20%=15%			Community - Students Absent <5%=50% or less Court - Students Absent <5%=95% or greater	
2	Decrease dropout rate as measured by the CALPADS 15.1 Cohort Outcome County and Rates	2023-24 CALPADS 1.24 – Dropouts by Subgroup Community – 18.18% Court - 0% *It should be noted that SLOCOE does not track middle school dropout rates as there are not a numerically significant number of middle school students enrolled in SLOCOE programs.			Community Dropouts - 10% or less Court - 10% or less	
3	Decrease suspension rate as measured by the	2023 CA Dashboard:			Community - 1.5% or less Court - 0%	

	Suspension Rate Indicator on the California Dashboard	Community – 7.8% Court – 0%				
4	Probation support data as measured by probation staffing at campuses	2023-24 Local Data: 100% of campuses have on-site support from probation			100% of campuses will have on-site support from probation	
5	MTSS implementation as measured by the PBIS Tiered Fidelity Inventory ("TFI")	2023-24 Local Data: Community TFI Tier 1 - 90% Tier 2 - 88% Tier 3 - 74% Court TFI Tier 1 - 87% Tier 2 - 46% Tier 3 - 15%			Community TFI: Tier 1 = 70% or above Tier 2 = 70% or above Tier 3 = 70% or above Court TFI Tier 1 = 70% or above Tier 2 = 70% or above Tier 3 = 70% or above	
6	Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard and/or DataQuest	2023 CA Dashboard: SLOCOE - 47.1% 2022-23 DataQuest: Community – 71.3% Court – 0.0%			Community - declined to 60% Court - 0%	
7	Mental health counseling data as measured by mental health staffing at campuses	2023-24 Local Data: 100% of students have access to onsite mental counseling			100% of students will have access to on-site mental counseling	
8	Transportation data as measured by	2023-24 Local Data: 100% of students have			100% of students will have access to countywide	

	published SLOCOE bus routes	access to countywide transportation to and from school			transportation to and from school	
9	Facilities repair data as measured by the Facilities Inspection Tool	2023-24 School Facility Good Repair Status: Community – Good Court – Good			Community - Good or above Court - Good or above	
10	Increase in positive rating on the School Climate Survey as measured by the PBISApps.org School Climate Survey	2023-24 Local Data: School Climate Survey Community school: Personnel - 3.00 Student - 3.07 Families - 3.63 Court school: Personnel - 3.12 Student - 2.92 Families - No respondents			School Climate Survey Community school: Personnel - 3.49 or above Student - 3.49 or above Families - 3.49 or above Court school: Personnel - 3.49 or above Student - 3.49 or above Families - 3.49 or above	
11	Increase graduation rate as measured by the Graduation Rate Indicator on the California Dashboard	2023 CA Dashboard: SLOCOE - 75% 2022-23 DataQuest: Community – 81.8% 2022-23 Local Data: Court – 42.8%			Community - increase to 85% Court - increase to 85%	
12	Increase participation rate on CAASPP as measured by the Participation Rate Report on the	2023 CA Dashboard: Community - 87% Court - 100%			Community - 95% or above Court - 95% or above	

	California Dashboard				
13	Increase the number of students meeting standard on the CAASPP in English Language Arts; Math and Science	2022-23 DataQuest: Community – 0 students met standard in English Language Arts; 0 students met standard in Math; and 0 students met standard in Science 2022-23 Test Operations Management System: Court – 0 students met standard in English Language Arts; 0 students met standard in Math; and 0 students met standard in Science			Community - 5 students will meet standard in English Language Arts; 5 students will meet standard in Math; and 5 students will meet standard in Science Court - 2 students will meet standard in English Language Arts; 2 students will meet standard in Math and 2 students will meet standard in Science

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.

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Probation	Staff from the Department of Probation will assist on-site administrators to help ensure the safety of students and staff on campus	\$158,888.00	Yes
Action #2	MTSS implementation-PBIS and Other Means of Correction	SLOCOE will continue to work towards full MTSS implementation; teachers and administrators will use evidence-based practices, including, but not limited to, Positive Behavior Intervention Supports (PBIS) and other means of correction, to fully implement Tier 1 and the school sites will use data-based decisions for academic, behavior and social emotional Tier 2 and Tier 3 interventions. This action is written to address	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		the Red Suspension Rate on the 2023 CA Dashboard for the following subgroups: foster youth, homeless, white and socioeconomically disadvantaged		
Action #3	Mental Health Counseling	All students will have access to mental health counseling to address issues related to school based needs that are impacting education.	\$309,423.00	Yes
Action #4	Transportation	A countywide transportation system will be operated with multiple stops throughout the county to ensure student access to education.	\$579,520.00	No
Action #5	Facilities	Facilities are continually monitored and maintained to ensure good repair status.	\$243,722.00	No
Action #6	Nursing	In order to address barriers to attendance, nursing staff will support on-site administrators in providing case management.	\$74,688.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 3	SLOCOE will offer increased support to the highly mobile at-promise student populations enrolled at the Court and Community schools that experience multiple transitions, including, but not limited to foster placements, between school districts, and into college and/or career. This increased support will help to increase graduation rate, decrease chronic absenteeism, decrease suspension rate, increase students meeting standards and increase number of students prepared on College and Career Indicator.	Broad Goal

State Priorities addressed by this goal.

Priority 4, Priority 5, Priority 7, Priority 9, Priority 10

An explanation of why the LEA has developed this goal.

From the 2019 California Dashboard, SLOCOE was identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. While SLOCOE has exited Differentiated Assistance as of the 2022 California Dashboard, based on an analysis of the Dashboard data, local data and educational partner input, college and career readiness, transitions, graduation, suspension, meeting standards and chronic absenteeism continue to be a challenge for our students. Based on an analysis of this Dashboard data, local data and educational partner input, SLOCOE developed this goal to provide supports that will lead to successful transitions for our highly mobile at-risk student populations. In order to make progress towards this goal, SLOCOE has chosen to implement actions that focus on providing coordination of services to all students who experience multiple transitions, and more specifically to expelled students, foster youth and students with disabilities. This coordination of services supports students' unique needs and provides students with the opportunity to meet these increased targets resulting in more students showing progress in continued increased graduation rates, in continued decreased chronic absenteeism, in decreased suspensions, in students meeting standards and in increased college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Expelled Plan data as measured by the Alternative Education Oversight Committee (AEOC) meeting minutes	2023-24 Local Data: The Expelled Plan is monitored yearly and updated every three years as required by Education Code.			The Expelled Plan will be monitored yearly and updated every three years as required by Education Code	
2	Foster youth coordination data as measured by the weekly foster youth coordination meeting minutes	2023-24 Local Data: 100% of foster youth received coordination of services to support transitions			100% of foster youth received coordination of services to support transitions	
3	Increase graduation rate as measured by the Graduation Rate Indicator on the	2023 CA Dashboard: SLOCOE - 75% 2022-23 DataQuest:			Community - increase to 85% Court - increase to 85%	

	California Dashboard	Community – 81.8% 2022-23 Local Data: Court – 42.8%				
4	Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard and/or DataQuest	2023 CA Dashboard: SLOCOE - 47.1% 2022-23 DataQuest: Community – 71.3% Court – 0.0%			Community - declined to 60% Court - 0%	
5	Decrease suspension rate as measured by the Suspension Rate Indicator on the California Dashboard	2023 CA Dashboard: Community – 7.8% Court – 0%			Community - 1.5% or less Court - 0%	
6	Transition goals and services for every student with an IEP as measured by Annual Performance Report	2023-24 Local Data: 100% of students age 16 years or older have transition goals and services on their IEP			100% of students age 16 years or older have transition goals and services on their IEP	
7	Individualized Transition Plans for every student with an IEP as measured by the Annual Performance Report	2023-24 Local Data: 100% of students age 16 years or older have an Individualized Transition Plan on their IEP			100% of students age 16 years or older have an Individualized Transition Plan on their IEP	

8	Increase the number of students meeting standard on the CAASPP in English Language Arts, Math and Science	2022-23 DataQuest: Community – 0 students met standard in English Language Arts; 0 students met standard in Math; and 0 students met standard in Science 2022-23 Test Operations Management System: Court – 0 students met standard in English Language Arts; 0 students met standard in Math; and 0 students met standard in Science			Community - 5 students will meet standard in English Language Arts; 5 students will meet standard in Math and 5 students will meet standard in Science Court - 2 students will meet standard in English Language Arts; 2 students will meet standard in Math; and 2 students will meet standard in Science	
9	Increase the number of students prepared for college and career as measured by the College and Career Indicator on the California Dashboard	2023 CA Dashboard: Community - 9.1% Court – No Data			Community - increase to 20% Court - increase to 20%	

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.

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Expelled Pupils	Countywide Expelled Plan - SLOCOE will continue to work with representatives from local school districts to monitor the effectiveness of the countywide tri-annual Expelled Plan.	\$65,067.00	No
Action #2	Foster Youth	Countywide Foster Youth - SLOCOE will continue to coordinate services with local districts and agency representatives including trainings regarding new and existing laws and quarterly meetings to ensure the	\$31,325.00	No

Action #	Title	Description	Total Funds	Contributing
		education opportunity and stability.		
Action #3	Career Technical Education	All students will have access to Career Technical Education (CTE).	\$92,020.00	No

Goal

Goal #	Description	Type of Goal
Goal 4	SLOCOE will increase caregiver/family involvement to support the success of students. This increased involvement will help to increase graduation rate, decrease chronic absenteeism, decrease suspensions and increase parent involvement.	Broad Goal

State Priorities addressed by this goal.

Priority 3, Priority 5, Priority 6

An explanation of why the LEA has developed this goal.

From the 2019 California Dashboard, SLOCOE was identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. While SLOCOE has exited Differentiated Assistance as of the 2022 California Dashboard, based on an analysis of the Dashboard data, local data and educational partner input, family involvement, suspensions, graduation and chronic absenteeism continue to be a challenge for our students. Based on an analysis of this Dashboard data, local data and educational partner input, SLOCOE developed this goal to increase caregiver/family involvement to support the success of students. In order to make progress towards this goal, SLOCOE has chosen to implement actions that focus on providing greater support to parents and families in order for them to help support the students' unique needs and to provide students with the opportunity to meet these increased targets resulting in more students showing progress in continued increased graduation rates, in continued decreased chronic absenteeism, in decreased suspensions and in increased parent involvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student information system access data as measured by parent/guardian	2023-24 Local Data: 100% of families/caregivers have online access			100% of families/caregivers have online access to a student	

	login data as well as participation 2-way communication.	to a student information system, with less than 50% participation 2023-24 Local Data: 2-way communication with 99.2% of families			information system, with more than 50% participation 2-way communication with 100% of families	
2	Parent engagement data as measured by the Local Indicators Parent and Family Engagement Self-Reflection Survey Tool	2024 Local Indicator: Parent and Family Engagement Self-Reflection Survey Tool Building Relationships between School Staff and Families - 5.0 out of 5.0 Building Partnerships for Student Outcomes - 5.0 out of 5.0 Seeking Input for Decision-making - 3.5 out of 5.0			Building Relationships between School Staff and Families - 5.0 out of 5.0 Building Partnerships for Student Outcomes - 5.0 out of 5.0 Seeking Input for Decision-making - 4.0 out of 5.0	
3	Communication data as measured by translator/interpreter staffing	2023-24 Local Data: 100% of families/caregivers are communicated to in their home language			100% of families are communicated to in their home language	
4	Parent involvement in IEP process as measured by the Annual Performance Report	2023-24 Local Data: 100% parent involvement in the IEP process			100% parent involvement in the IEP process	

5	Increase graduation rate as measured by the Graduation Rate Indicator on the California Dashboard	2023 CA Dashboard: SLOCOE - 75% 2022-23 DataQuest: Community – 81.8% 2022-23 Local Data: Court – 42.8%			Community - increase to 85% Court - increase to 85%	
6	Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard and/or DataQuest	2023 CA Dashboard: SLOCOE - 47.1% 2022-23 DataQuest: Community – 71.3% Court – 0.0%			Community - declined to 60% Court - 0%	
7	Decrease suspension rate as measured by the Suspension Rate Indicator on the California Dashboard	2022-23 DataQuest: Community - 7.8% Court - 0%			Community - 1.5% or less Court - 0%	

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.

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Student Information System/Communication Tools	Families/caregivers will have online access to student specific information, including attendance, grades, credit accrual and assessment results as well as participate in 2-way communication.	\$7,980.00	No
Action #2	Communication	Communicate with families in their home language.	\$45,251.00	Yes
Action #3	Parent Engagement	Provide professional learning opportunities to staff and families to work towards full implementation of building trusting relationships, creating welcoming environments, and effective engagement in advisory groups and decision making.	\$2,059.00	No

Goal

Goal #	Description	Type of Goal
Goal 5	SLOCOE will provide all students, with an added focus on low performing student groups (English learners, foster youth, socioeconomically disadvantaged, homeless, Hispanic, White, and students with disabilities subgroups) increased positive interactions and experiences between school personnel, students, parents, and community members to increase student attendance and decrease chronic absenteeism. Over the course of the next three-year cycle, SLOCOE will increase attendance and reduce chronic absenteeism at the Community school, the Court school and the Special Education school for the following student groups: English learners, foster youth, socioeconomically disadvantaged, homeless, Hispanic, White, and students with disabilities.	Equity Multiplier: Focus Goal

State Priorities addressed by this goal.

Priority 2, Priority 4, Priority 5, Priority 6, Priority 9, Priority 10

An explanation of why the LEA has developed this goal.

Areas of significant need and improvement for the San Luis County Special Education school were identified due to low performance and significant gaps observed in the 2023 California Dashboard indicators and local data that includes math, English Language Arts (ELA), and chronic absenteeism. Due to the “very low” status in math and ELA as well as a chronic absenteeism status equal to or greater than 20.1%, the San Luis County Special Education school met the low performing small school criteria for Comprehensive Support and Improvement. From the 2019 California Dashboard, SLOCOE was identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. While SLOCOE has exited Differentiated Assistance as of the 2022 California Dashboard, based on an analysis of the 2023 Dashboard data, local data and educational partner input, attendance and chronic absenteeism continue to be a challenge for our students. SLOCOE developed this goal to address chronic absenteeism which is a barrier to accessing a rigorous academic experience that prepares students for their next placement. In order to make progress towards this goal, SLOCOE has chosen to implement actions that focus on providing alternative transportation options, transition case management and MTSS implementation in order to address each student's unique needs and to provide students with the opportunity to meet these increased targets resulting in more students showing progress in increased attendance and in decreased chronic absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase attendance rate as measured by the	2023-24 Local Data: Community: <5%=22%;			Community - Students Absent <5%=50% or	

	CALPADS 14.1 Student Absenteeism Count	<10%=19%; <20%=16%; >20%=53% Court: <5%=77%; <10%=5%; <20%=3%; >20%=15% Special Education: <5%=27%; <10%=17%; <20%=33%; >20%=23%			greater Court - Students Absent <5%=95% or greater Special Education - Students Absent <5%=50% or greater	
2	Decrease chronic absenteeism rate as measured by the Chronic Absenteeism Indicator on the California Dashboard and/or on DataQuest.	2023 CA Dashboard: SLOCOE - 47.1% 2022-23 DataQuest: Community – 71.3% Court – 0.0% Special Education - 72.4%			Community - declined to 60% Court - 0% Special Education - declined to 60%	

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.

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Alternative Transportation Options	Alternative transportation options will be offered with multiple stops throughout the county to ensure student access to education.	\$121,248.00	No
Action #2	Transition Case Management	In order to address barriers to attendance, case management will be provided for the youth that transition in and out of the Court school.	\$8,831.00	No
Action #3	MTSS Implementation	This action is the same action under Goal 1, Action 2.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$479,474.00	\$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
5.33%	0.00%	\$0.00	5.33%

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 #s)	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
Goal 1 Action 2	English learners: -English Learner Progress Indicator data and Reclassification data, as summarized above, indicates that our English learners are not making sufficient progress towards English language proficiency and reclassification. -CAASPP assessment results data, as summarized above, indicates that our English learners are not meeting standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that most of our English learners are chronically absent. Foster youth: -CAASPP assessment results data, as summarized above, indicates that our foster youth are not meeting	Principally Directed: Due to the nature of the students served in the SLOCOE programs, a significant gap exists between our unduplicated students in comparison with students enrolled in other local county district schools in the following areas: academic achievement, attendance rates, college and career indicator rates and English learner progress/reclassification rates. To bridge these gaps, SLOCOE has used supplemental and concentration funding to employ staff dedicated to implementing an MTSS model that includes Tier I, II and III academic, behavior and social emotional interventions for our unduplicated populations to address the	Action monitored by Metrics 1.2, 1.3, 1.5, 1.6, 1.8

	<p>standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that the majority of our foster youth are absent greater than 20%. -Suspension data, as summarized above, indicates that our foster youth are in the Red for suspensions. Socioeconomically disadvantaged: -CAASPP assessment results data, as summarized above, indicates that our socioeconomically disadvantaged youth are not meeting standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that the majority of our socioeconomically disadvantaged youth are chronically absent. -Dropout data, as summarized above, indicates that 100% of the dropouts were socioeconomically disadvantaged youth. -Suspension data, as summarized above, indicates that our socioeconomically disadvantaged youth are in the Red for suspensions.</p>	<p>needs indicated above. We anticipate implementation of the MTSS model and associated interventions will result in more of our unduplicated students showing progress towards proficiency on the CAASPP in both ELA and math, increases in attendance rates, and greater progress on the ELPI and towards reclassification for our EL students specifically.</p>	
<p>Goal 2 Action 1</p>	<p>English learners: -English Learner Progress Indicator data and Reclassification data, as summarized above, indicates that our English learners are not making sufficient progress towards English language proficiency and reclassification. -CAASPP assessment results data, as summarized above, indicates that our English learners are not meeting standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that most of our English learners are chronically absent. Foster</p>	<p>Principally Directed: Due to the nature of SLOCOE programs, the unduplicated students who attend SLOCOE schools have been referred due to expulsions or chronic absenteeism. A significant attendance gap exists between our unduplicated students in comparison with students enrolled in other local county district schools. To bridge this gap, SLOCOE has used supplemental and concentration funding to employ probation support to provide a safe school environment and to work with students and families to address barriers</p>	<p>Action monitored by Metrics 2.1, 2.2, 2.3, 2.4, 2.6, 2.10, 2.11, 2.13</p>

	<p>youth: -CAASPP assessment results data, as summarized above, indicates that our foster youth are not meeting standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that the majority of our foster youth are absent greater than 20%. -Suspension data, as summarized above, indicates that our foster youth are in the Red for suspensions. Socioeconomically disadvantaged: -CAASPP assessment results data, as summarized above, indicates that our socioeconomically disadvantaged youth are not meeting standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that the majority of our socioeconomically disadvantaged youth are chronically absent. -Dropout data, as summarized above, indicates that 100% of the dropouts were socioeconomically disadvantaged youth. -Suspension data, as summarized above, indicates that our socioeconomically disadvantaged youth are in the Red for suspensions.</p>	<p>to attending school on a regular basis for our unduplicated populations to address the needs indicated above. We anticipate implementation of probation support will result in more of our unduplicated students positively engaging in school resulting in increases in graduation rates, increases in attendance rates, decrease in suspension rates, decrease in dropouts, increased students showing progress towards proficiency on the CAASPP in both ELA and math and increased number of students prepared for college and/or career.</p>	
<p>Goal 2 Action 3</p>	<p>English learners: -English Learner Progress Indicator data and Reclassification data, as summarized above, indicates that our English learners are not making sufficient progress towards English language proficiency and reclassification. -CAASPP assessment results data, as summarized above, indicates that our English learners are not meeting standards in English language arts and/or math. -Attendance data, at</p>	<p>Principally Directed: Due to the nature of SLOCOE programs, the unduplicated students who attend SLOCOE schools have been referred due to expulsions or chronic absenteeism. A significant attendance gap exists between our unduplicated students in comparison with students enrolled in other local county district schools. To bridge this gap, SLOCOE has used supplemental and concentration funding to employ mental</p>	<p>Action monitored by Metrics 2.1, 2.2, 2.3, 2.4, 2.6, 2.10, 2.11, 2.13</p>

	<p>the Community School, as summarized above, indicates that most of our English learners are chronically absent. Foster youth: -CAASPP assessment results data, as summarized above, indicates that our foster youth are not meeting standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that the majority of our foster youth are absent greater than 20%. -Suspension data, as summarized above, indicates that our foster youth are in the Red for suspensions. Socioeconomically disadvantaged: -CAASPP assessment results data, as summarized above, indicates that our socioeconomically disadvantaged youth are not meeting standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that the majority of our socioeconomically disadvantaged youth are chronically absent. -Dropout data, as summarized above, indicates that 100% of the dropouts were socioeconomically disadvantaged youth. -Suspension data, as summarized above, indicates that our socioeconomically disadvantaged youth are in the Red for suspensions.</p>	<p>health therapists to provide mental health supports to students and families to address barriers to accessing their education for our unduplicated populations to address the needs indicated above. We anticipate implementation of mental health counseling will result in more of our unduplicated students positively engaging in school resulting in increases in graduation rates, increases in attendance rates, continued decrease in suspension rates, decrease in dropouts, increased students showing progress towards proficiency on the CAASPP in both ELA and math and increased number of students prepared for college and/or career.</p>	
<p>Goal 2 Action 6</p>	<p>English learners: -English Learner Progress Indicator data and Reclassification data, as summarized above, indicates that our English learners are not making sufficient progress towards English language proficiency and reclassification. -CAASPP assessment results data, as summarized above,</p>	<p>Principally Directed: Due to the nature of SLOCOE programs, the unduplicated students who attend SLOCOE schools have been referred due to expulsions or chronic absenteeism. A significant attendance gap exists between our unduplicated students in comparison with students enrolled in other local county</p>	<p>Action monitored by Metrics 2.1, 2.2, 2.3, 2.4, 2.6, 2.10, 2.11, 2.13</p>

	<p>indicates that our English learners are not meeting standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that most of our English learners are chronically absent. Foster youth: -CAASPP assessment results data, as summarized above, indicates that our foster youth are not meeting standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that the majority of our foster youth are absent greater than 20%. -Suspension data, as summarized above, indicates that our foster youth are in the Red for suspensions. Socioeconomically disadvantaged: -CAASPP assessment results data, as summarized above, indicates that our socioeconomically disadvantaged youth are not meeting standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that the majority of our socioeconomically disadvantaged youth are chronically absent. -Dropout data, as summarized above, indicates that 100% of the dropouts were socioeconomically disadvantaged youth. -Suspension data, as summarized above, indicates that our socioeconomically disadvantaged youth are in the Red for suspensions.</p>	<p>district schools. To bridge this gap, SLOCOE has used supplemental and concentration funding to employ nursing staff dedicated to nursing case management hours to work with students and families to address barriers to attending school on a regular basis for our unduplicated populations to address the needs indicated above. We anticipate implementation of nursing case management will result in more of our unduplicated students positively engaging in school resulting in increases in graduation rates, increases in attendance rates, decrease in suspension rates, decrease in dropouts, increased students showing progress towards proficiency on the CAASPP in both ELA and math and increased number of students prepared for college and/or career.</p>	
<p>Goal 4 Action 2</p>	<p>English learners: -English Learner Progress Indicator data and Reclassification data, as summarized above, indicates that our English learners are not making sufficient progress</p>	<p>Principally Directed: Due to the nature of SLOCOE programs, the English learner students who attend SLOCOE schools have been referred due to expulsions or chronic absenteeism. Many of our</p>	<p>Action monitored by Metrics 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p>

<p>towards English language proficiency and reclassification. -CAASPP assessment results data, as summarized above, indicates that our English learners are not meeting standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that most of our English learners are chronically absent. Foster youth: -CAASPP assessment results data, as summarized above, indicates that our foster youth are not meeting standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that the majority of our foster youth are absent greater than 20%. -Suspension data, as summarized above, indicates that our foster youth are in the Red for suspensions. Socioeconomically disadvantaged: -CAASPP assessment results data, as summarized above, indicates that our socioeconomically disadvantaged youth are not meeting standards in English language arts and/or math. -Attendance data, at the Community School, as summarized above, indicates that the majority of our socioeconomically disadvantaged youth are chronically absent. -Dropout data, as summarized above, indicates that 100% of the dropouts were socioeconomically disadvantaged youth. -Suspension data, as summarized above, indicates that our socioeconomically disadvantaged youth are in the Red for suspensions.</p>	<p>students have been affected by one or more significant traumas including a history of school failure and lack of parent/family engagement. In order to engage the families in the educational process, SLOCOE has used supplemental and concentration funding to employ a Spanish interpreter/translator who provides communication to families in their home language for our English learner population to address the needs indicated above. We anticipate implementation of home language communication will result in more of our unduplicated students and families becoming involved to support the success of students resulting in increases in graduation rates, increases in attendance rates, decrease in suspension rates and increase in parent involvement rates.</p>	
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Limited Actions

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

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

Not applicable.

Additional Concentration Grant Funding

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

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	0
Staff-to-student ratio of certificated staff providing direct services to students	0	0

2024-25 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$8,992,714.00	\$479,474.00	5.33%	0.00%	5.33%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$2,363,484.00	\$780,359.00	\$653,788.00	\$286,124.00	\$4,083,755.00	\$3,275,870.00	\$807,885.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Small Class Sizes	All students	No	LEA-Wide	All students	All schools	Ongoing
1	2	MTSS Implementation	All students	Yes	LEA-Wide	English learners, foster youth, socioeconomically disadvantaged	All schools	Ongoing
1	3	English learner progress	English learners	No	LEA-Wide	English learners	All schools	Ongoing
2	1	Probation	All students	Yes	LEA-Wide	English learners, foster youth, socioeconomically disadvantaged	Court school and Community school	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	2	MTSS implementation- PBIS and Other Means of Correction	All students	No	LEA-Wide	All students	All schools	Ongoing
2	3	Mental Health Counseling	All students	Yes	LEA-Wide	English learners, foster youth, socioeconomically disadvantaged	All schools	Ongoing
2	4	Transportation	All students	No	LEA-Wide	All students	Community School	Ongoing
2	5	Facilities	All students	No	LEA-Wide	All students	All schools	Ongoing
2	6	Nursing	All students	Yes	LEA-Wide	English learners, foster youth, socioeconomically disadvantaged	All schools	Ongoing
3	1	Expelled Pupils	Expelled students	No	LEA-Wide	Expelled students	Court School and Community School	Ongoing
3	2	Foster Youth	Foster youth	No	LEA-Wide	Foster youth	All schools	Ongoing
3	3	Career Technical Education	All students	No	LEA-Wide	All students	All schools	Ongoing
4	1	Student Information System/Communication Tools	All students	No	LEA-Wide	All students	All schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
4	2	Communication	All students	Yes	LEA-Wide	English learners, foster youth, socioeconomically disadvantaged	All schools	Ongoing
4	3	Parent Engagement	All students	No	LEA-Wide	All students	All schools	Ongoing
5	1	Alternative Transportation Options	All students	No	LEA-Wide	All students	All schools	Ongoing
5	2	Transition Case Management	All students	No	LEA-Wide	All students	All schools	Ongoing
5	3	MTSS Implementation	All students	No	LEA-Wide	All students	All schools	Ongoing

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	\$1,337,288.00	\$0.00	\$1,215,949.00	\$56,710.00	\$0.00	\$64,629.00	\$1,337,288.00	0.00%
1	2	\$1,005,445.00	\$0.00	\$302,012.00	\$519,952.00	\$0.00	\$183,481.00	\$1,005,445.00	0.00%
1	3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2	1	\$0.00	\$158,888.00	\$158,888.00	\$0.00	\$0.00	\$0.00	\$158,888.00	0.00%
2	2	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00	0.00%
2	3	\$309,423.00	\$0.00	\$309,423.00	\$0.00	\$0.00	\$0.00	\$309,423.00	0.00%
2	4	\$222,864.00	\$356,656.00	\$0.00	\$0.00	\$579,520.00	\$0.00	\$579,520.00	0.00%
2	5	\$92,623.00	\$151,099.00	\$243,722.00	\$0.00	\$0.00	\$0.00	\$243,722.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	6	\$74,688.00	\$0.00	\$74,688.00	\$0.00	\$0.00	\$0.00	\$74,688.00	0.00%
3	1	\$65,067.00	\$0.00	\$0.00	\$0.00	\$65,067.00	\$0.00	\$65,067.00	0.00%
3	2	\$31,201.00	\$124.00	\$0.00	\$0.00	\$0.00	\$31,325.00	\$31,325.00	0.00%
3	3	\$92,020.00	\$0.00	\$9,201.00	\$73,618.00	\$9,201.00	\$0.00	\$92,020.00	0.00%
4	1	\$0.00	\$7,980.00	\$4,350.00	\$0.00	\$0.00	\$3,630.00	\$7,980.00	0.00%
4	2	\$45,251.00	\$0.00	\$45,251.00	\$0.00	\$0.00	\$0.00	\$45,251.00	0.00%
4	3	\$0.00	\$2,059.00	\$0.00	\$0.00	\$0.00	\$2,059.00	\$2,059.00	0.00%
5	1	\$0.00	\$121,248.00	\$0.00	\$121,248.00	\$0.00	\$0.00	\$121,248.00	0.00%
5	2	\$0.00	\$8,831.00	\$0.00	\$8,831.00	\$0.00	\$0.00	\$8,831.00	0.00%
5	3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$8,992,714.00	\$479,474.00	5.33%	0.00%	5.33%	\$2,363,484.00	0.00%	26.28%

Totals by Type	Total LCFF Funds
Total:	\$2,363,484.00

Totals by Type		Total LCFF Funds
LEA-wide Total:		\$2,363,484.00
Limited Total:		\$0.00
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	2	MTSS Implementation	Yes	LEA-Wide	English learners, foster youth, socioeconomically disadvantaged	All schools	\$302,012.00	0.00%
2	1	Probation	Yes	LEA-Wide	English learners, foster youth, socioeconomically disadvantaged	Court school and Community school	\$158,888.00	0.00%
2	3	Mental Health Counseling	Yes	LEA-Wide	English learners, foster youth, socioeconomically disadvantaged	All schools	\$309,423.00	0.00%
2	6	Nursing	Yes	LEA-Wide	English learners, foster youth, socioeconomically disadvantaged	All schools	\$74,688.00	0.00%
4	2	Communication	Yes	LEA-Wide	English learners, foster youth,	All schools	\$45,251.00	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 (%)
					socioeconomically disadvantaged			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$3,222,646.00	\$3,447,361.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Small Class Sizes	No	\$1,268,138.00	\$1,268,432.00
1	2	MTSS Implementation	Yes	\$780,930.00	\$753,699.00
1	3	English learner progress	No	\$0.00	\$0.00
2	1	Nursing	Yes	\$73,607.00	\$71,807.00
2	2	Probation	Yes	\$174,505.00	\$161,478.00
2	3	PBIS	No	\$5,569.00	\$7,944.00
2	4	Mental Health Counseling	Yes	\$271,941.00	\$229,303.00
2	5	Transportation	No	\$275,908.00	\$553,181.00
2	6	Facilities	No	\$144,941.00	\$168,005.00
3	1	Career Technical Education	No	\$85,438.00	\$91,280.00
3	2	Foster Youth	No	\$31,325.00	\$31,324.00
3	3	Expelled Pupils	No	\$62,044.00	\$61,956.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	1	Parent Engagement	No	\$2,115.00	\$1,986.00
4	2	Communication	Yes	\$41,913.00	\$42,865.00
4	3	Student Information System	No	\$4,272.00	\$4,101.00

2023-24 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$492,586.00	\$619,015.00	\$492,591.00	\$126,424.00	368.07%	307.82%	-60.25%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	2	MTSS Implementation	Yes	\$57,049.00	\$58,940.00	7.31%	7.82%
2	1	Nursing	Yes	\$73,607.00	\$0.00	60.76%	0.00%
2	2	Probation	Yes	\$174,505.00	\$161,478.00	100.00%	100.00%
2	4	Mental Health Counseling	Yes	\$271,941.00	\$229,308.00	100.00%	100.00%
4	2	Communication	Yes	\$41,913.00	\$42,865.00	100.00%	100.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,225,921.00	\$492,586.00	0.00%	40.18%	\$492,591.00	307.82%	348.00%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Local bargaining units of the LEA,
- Parents, and
- Students

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to

impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants,

pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded. For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).