Descripción general del presupuesto LCFF del COE para padres

Nombre de la Agencia Educativa Local (LEA): Oficina de Educación del Condado de San Luis Obispo
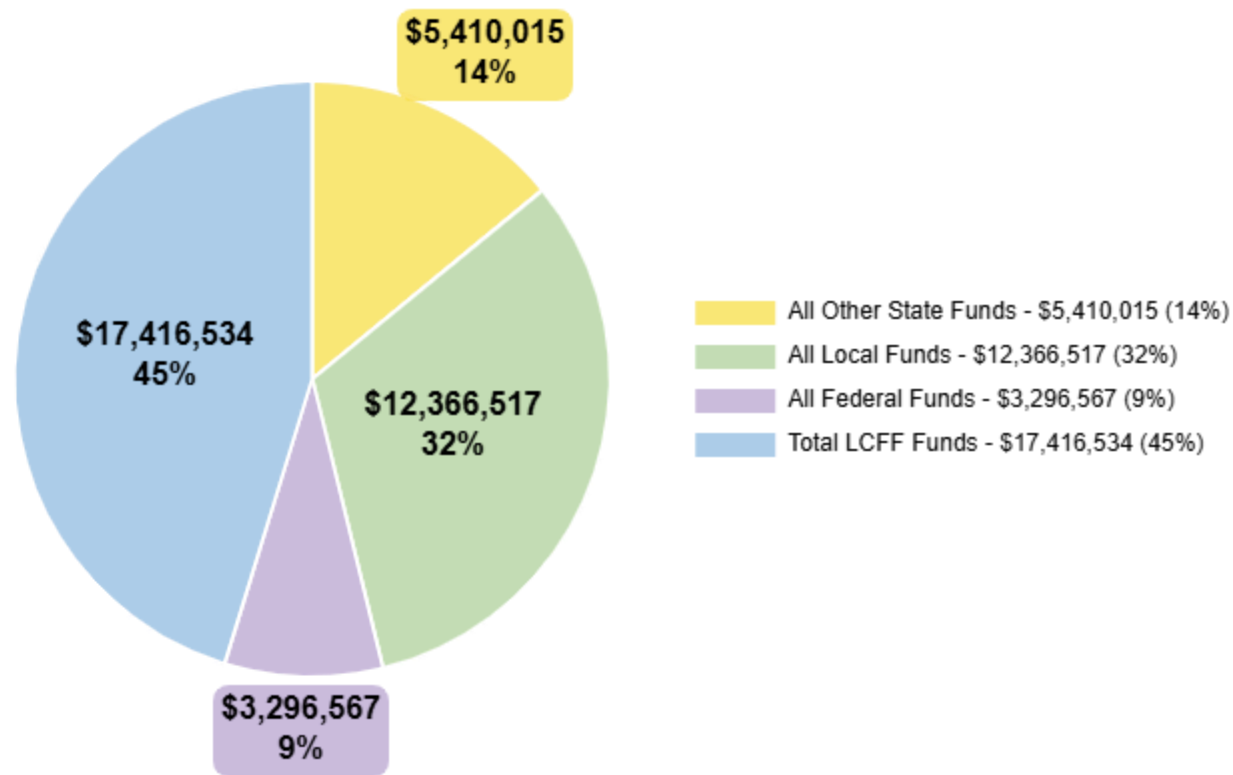
Código CDS: 40104050000000

Año escolar: 2025-26

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

Las Oficinas de Educación del Condado (COE) reciben financiación de diferentes fuentes: fondos estatales bajo la Fórmula de Financiamiento de Control Local (LCFF), otros fondos estatales, fondos locales y fondos federales. La LCFF financia 1) las actividades de supervisión de las COE en sus distritos escolares y 2) los programas educativos de las COE mediante un nivel básico de financiación para todos los estudiantes y financiación adicional —denominadas subvenciones "suplementarias y de concentración"— para las LEA, en función de la matriculación de estudiantes con altas necesidades educativas (jóvenes en hogares de acogida, estudiantes de inglés como segundo idioma y estudiantes de bajos ingresos).

Resumen del presupuesto para el año escolar 2025-26

Ingresos proyectados por fuente de fondos

	All Other State Funds - $5,410,015 (14%)
	All Local Funds - $12,366,517 (32%)
	All Federal Funds - $3,296,567 (9%)
	Total LCFF Funds - $17,416,534 (45%)

Este gráfico muestra los ingresos totales para fines generales 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 $38,489,633, de los cuales $17,416,534 son Fórmula de Financiamiento de Control Local (LCFF), $5,410,015 son otros fondos estatales, $12,366,517 son fondos locales y $3,296,567 son fondos federales.
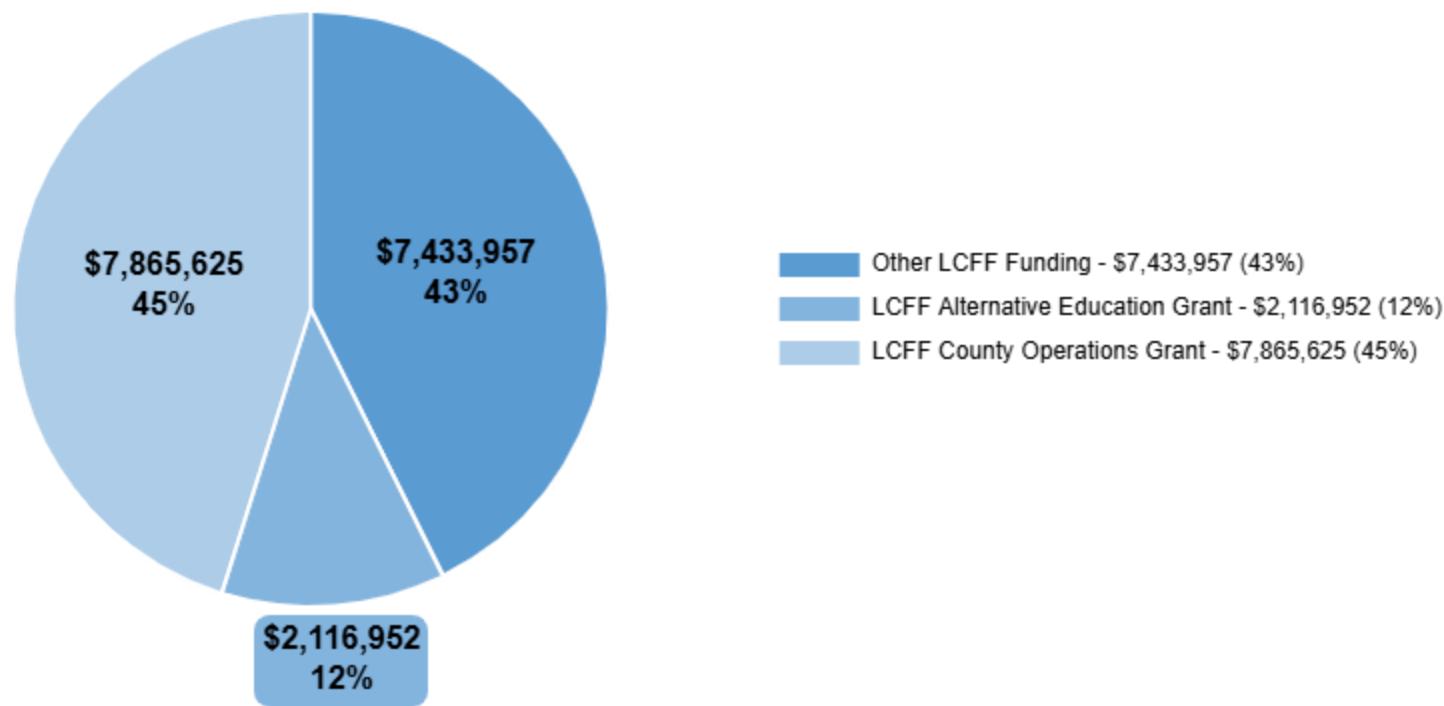
De los $5,410,015 atribuidos a Todos los demás fondos estatales, $208,720 se atribuyen a la Subvención en bloque para enriquecimiento y apoyo a los estudiantes.

Fuente	Fondos	Porcentaje
Todos los demás fondos estatales	$5,410,015	14%

Fuente	Fondos	Porcentaje
Todos los fondos locales	$12,366,517	32%
Todos los fondos federales	$3,296,567	9%
Fondos totales de LCFF	$17,416,534	45%

Descripción general del presupuesto de la LCFF para el año escolar 2025-26

Ingresos proyectados de LCFF

$7,865,625 45%
$7,433,957 43%
$2,116,952 12%

Other LCFF Funding - $7,433,957 (43%)
LCFF Alternative Education Grant - $2,116,952 (12%)
LCFF County Operations Grant - $7,865,625 (45%)

Detalles de la subvención para educación alternativa de la LCFF

Legend:
- Other LCFF Alternative Education Grant - $1,578,555 (9%)
- LCFF Supplemental & Concentration Grants - $538,397 (3%)
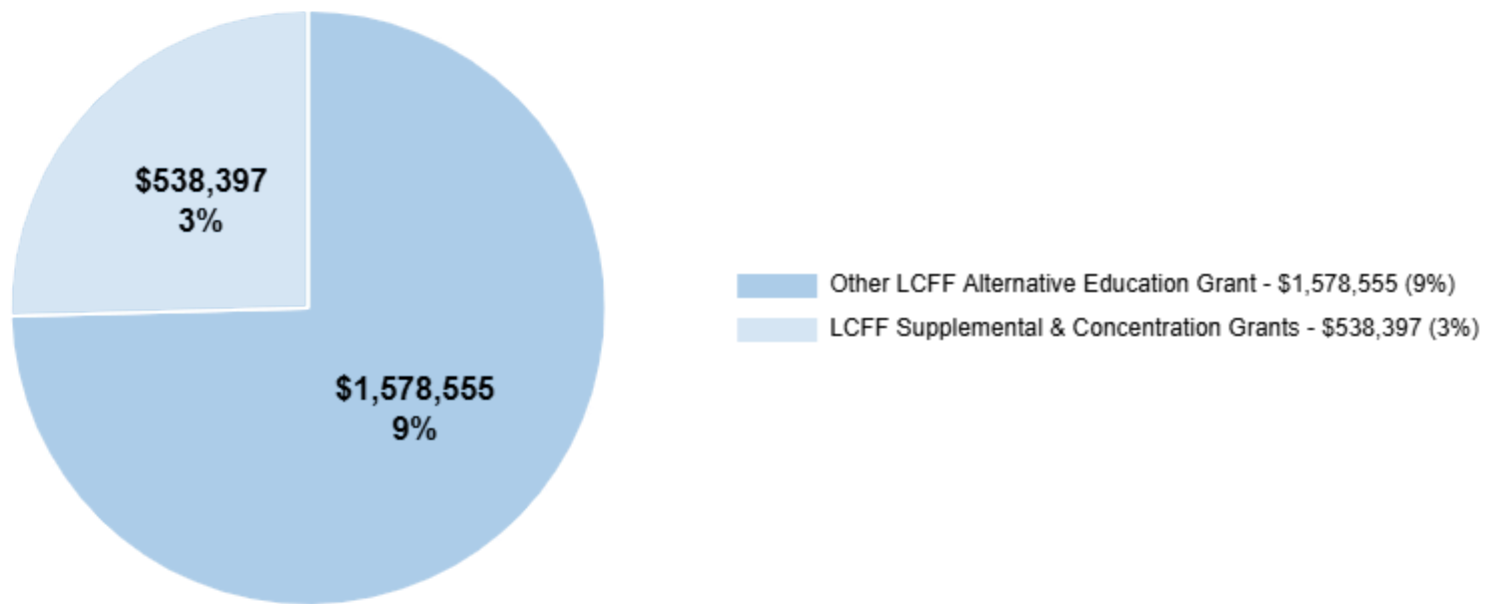
Esta gráfica muestra los ingresos del LCFF que la Oficina de Educación del Condado de San Luis Obispo espera recibir el próximo año.

Los ingresos totales de la LCFF proyectados para la Oficina de Educación del Condado de San Luis Obispo ascienden a $17,416,534, de los cuales $7,865,625 corresponden a la Subvención para Operaciones del Condado de la LCFF, $2,116,952 a la Subvención para Educación Alternativa de la LCFF y $7,433,957 a otros fondos de la LCFF. De los $2,116,952 asignados a la Subvención para Educación Alternativa de la LCFF, $538,397 provienen de la matriculación de estudiantes con necesidades especiales (jóvenes en hogares de acogida, estudiantes de inglés como segundo idioma y estudiantes de bajos ingresos).

The total revenue projected for the San Luis Obispo County Office of Education for the 2025-26 school year is $38,489,633, of which $17,416,534 is Local Control Funding Formula (LCFF), $5,410,015 is other state funds, $208,720 is Student Support and Enrichment Block Grant, $12,366,517 is local funds, and $3,296,567 is federal funds. Of the$17,416,534 in LCFF funds, $538,397 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students). The LCFF gives school

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

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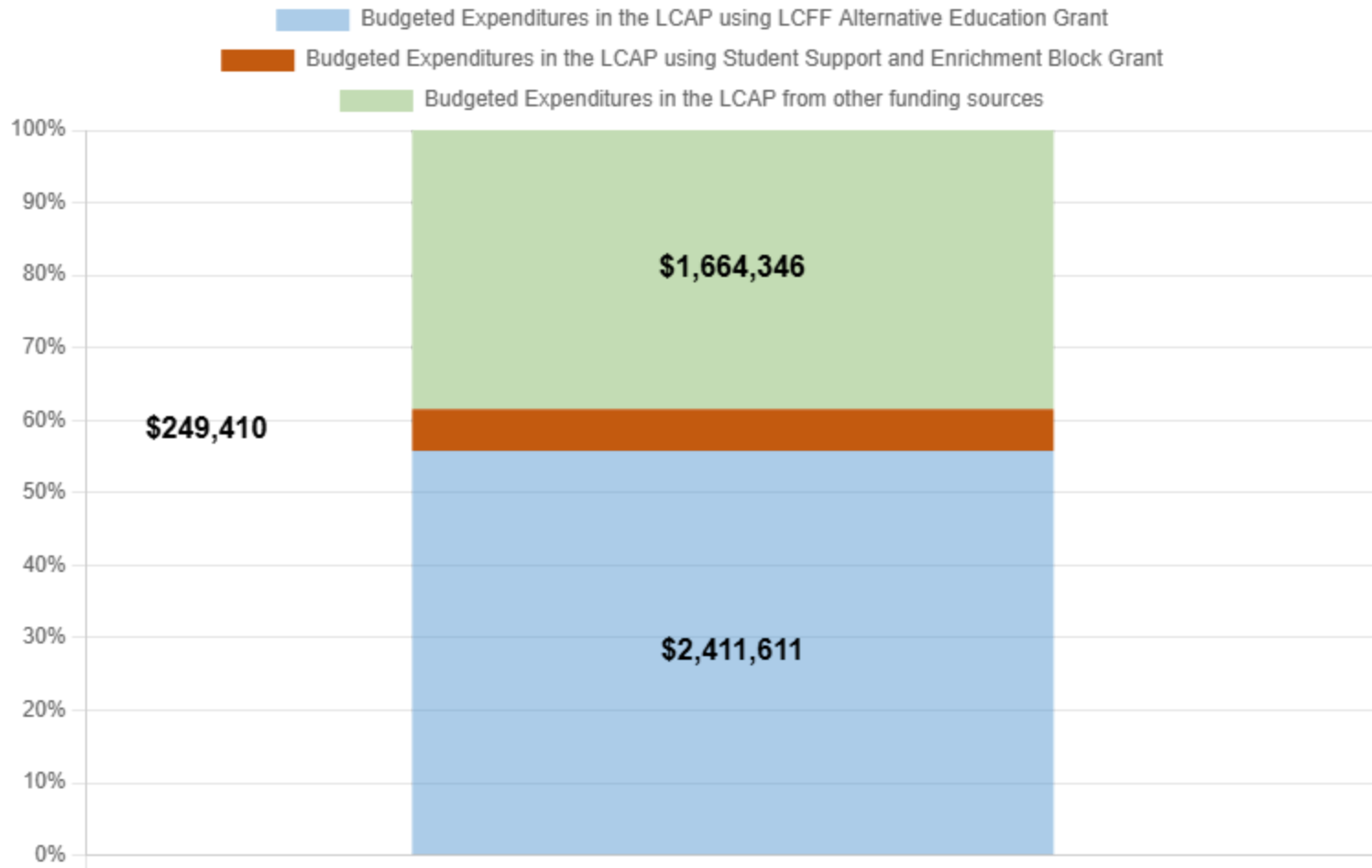
Budgeted Expenditures
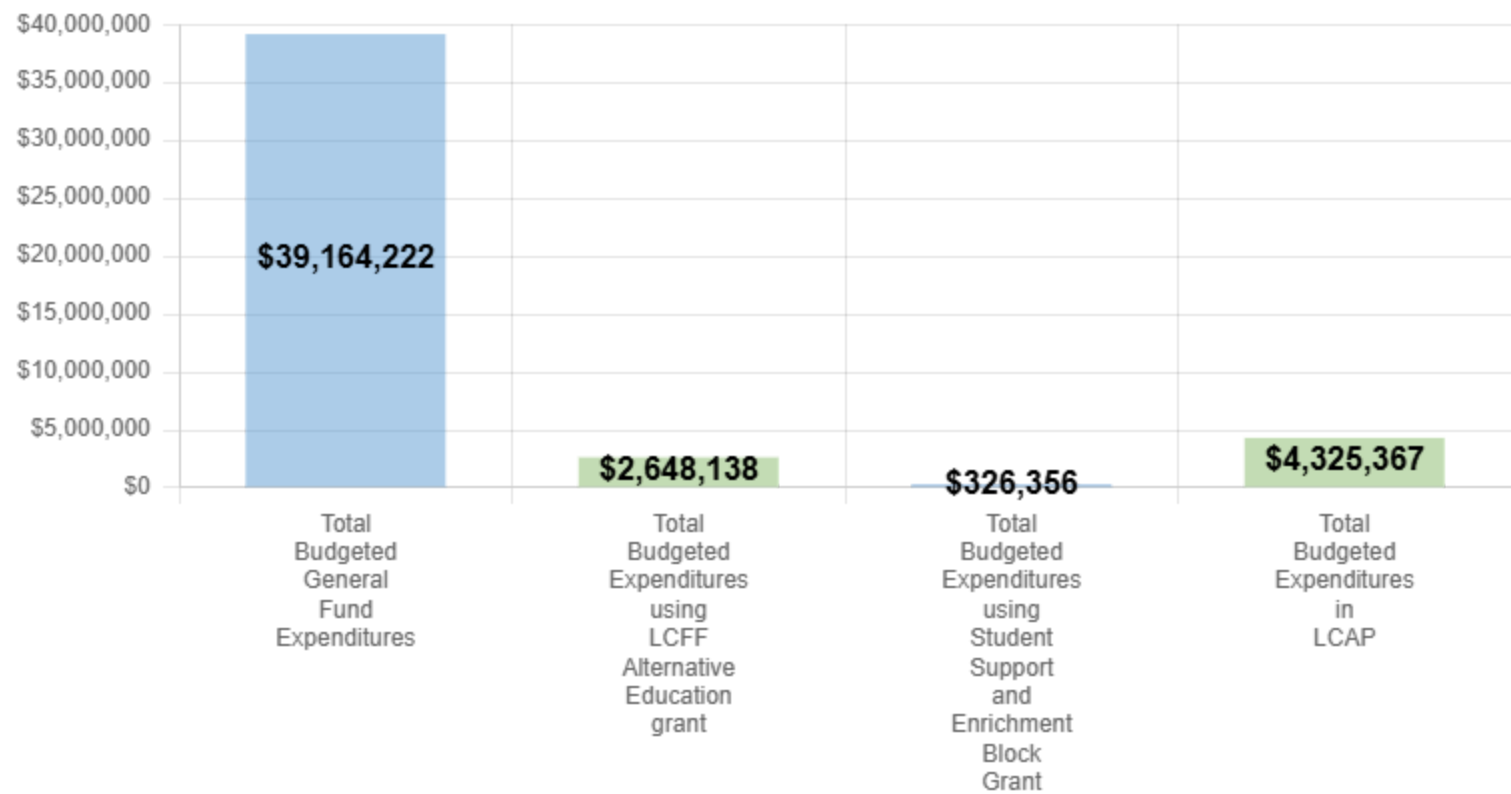
This chart provides a quick summary of how much San Luis Obispo County Office of Education plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

San Luis Obispo County Office of Education plans to spend $39,164,222 for the 2025-26 school year. Of that amount, $2,648,138 is attributed to the Alternative Education Grant and $326,356 is attributed to the Student Support and Enrichment Block Grant.

$34,838,855 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

San Luis Obispo County Office of Education plans to spend $39,164,222 for the 2025-26 school year; $4,325,367 is tied to actions/services in the LCAP and $34,838,8 is not included 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, special education and infant programs. Given the nature of the programs that the San Luis Obispo County Office of Education serves and the transiency of the students served, the unique needs of of the students served can change on a daily basis. Given these circumstances,

Budgeted Expenditures in the LCAP by Fund Source

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

$1,664,346

$249,410

$2,411,611

This chart provides a quick summary of how much San Luis Obispo County Office of Education plans to spend for 2025-26 for planned actions and services in the LCAP.

La descripción textual del gráfico anterior es la siguiente: La Oficina de Educación del Condado de San Luis Obispo planea invertir $4,325,367 en acciones/servicios del LCAP. De estos fondos, $2,411,611 se destinan a la Subvención para Educación Alternativa y $249,410 a la Subvención Global para Apoyo y Enriquecimiento Estudiantil.

Servicios mejorados o aumentados para estudiantes con altas necesidades en el LCAP para el año escolar 2025-26

Para el año escolar 2025-26, la Oficina de Educación del Condado de San Luis Obispo proyecta recibir $538,397, basándose en la matrícula de jóvenes en hogares de acogida, estudiantes de inglés como segundo idioma y estudiantes de bajos recursos. La Oficina debe describir cómo planea aumentar o mejorar los servicios para estudiantes con necesidades especiales en el Plan de Contabilidad y Control Local (LCAP). La Oficina planea invertir $1,639,954 para cumplir con este requisito, como se describe en el LCAP.

Actualización sobre el aumento o la mejora de los servicios para estudiantes con necesidades educativas especiales en el ciclo escolar 2024-25

Gastos del año anterior: aumento o mejora de los servicios para estudiantes con altas necesidades
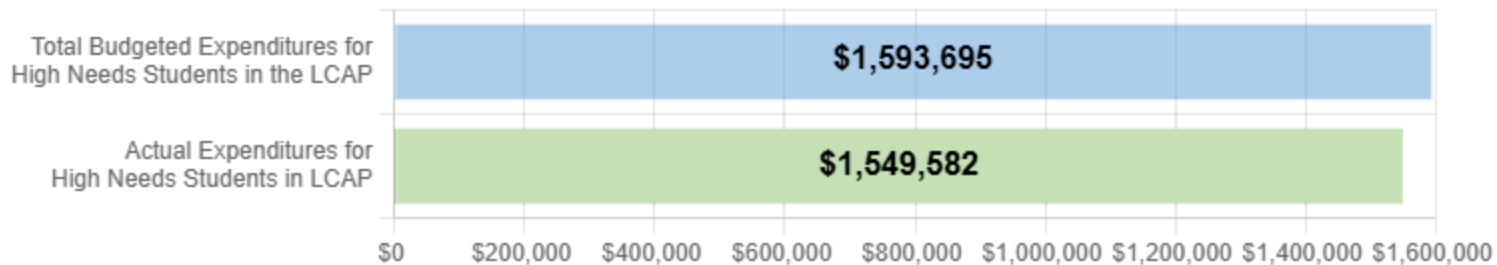
Este gráfico compara lo que la Oficina de Educación del Condado de San Luis Obispo presupuestó el año pasado en el LCAP para acciones y servicios que contribuyen a aumentar o mejorar los servicios para estudiantes con altas necesidades con lo que la Oficina de Educación del Condado de San Luis Obispo estima que ha gastado en acciones y servicios que contribuyen a aumentar o mejorar los servicios para estudiantes con altas necesidades en el año actual.

En el ciclo escolar 2024-25, el LCAP de la Oficina de Educación del Condado de San Luis Obispo presupuestó $1,593,695 para acciones planificadas para aumentar o mejorar los servicios para estudiantes con necesidades especiales. La Oficina de Educación del Condado de San Luis Obispo gastó $1,549,582 en acciones para aumentar o mejorar los servicios para estudiantes con necesidades especiales en el ciclo escolar 2024-25. La diferencia entre el gasto presupuestado y el gasto real de $44,113 tuvo el siguiente impacto en la capacidad de la Oficina de Educación del Condado de San Luis Obispo para aumentar o mejorar los servicios para estudiantes con necesidades especiales:

Plan de Control Local y Rendición de Cuentas

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 adjunta	kaaron@slocoe.org 805-782-7321

Resumen del plan 2025-26

Información general

Una descripción de la LEA, sus escuelas y sus estudiantes de kínder de transición a 12.º grado, según corresponda. Las LEA también pueden proporcionar información sobre su plan estratégico, visión, etc.

El Condado de San Luis Obispo abarca una superficie de 3,616 millas cuadradas y cuenta con aproximadamente 32,500 estudiantes matriculados en nuestras escuelas públicas. Los estudiantes del condado están matriculados en diez distritos escolares locales, la Oficina de Educación del Condado de San Luis Obispo (SLOCOE) o tres escuelas chárter autorizadas por el distrito. El Departamento de Educación Alternativa, perteneciente a la división de Programas y Servicios Estudiantiles de SLOCOE, opera dos escuelas: la Escuela Comunitaria del Condado de San Luis Obispo y la Escuela del Tribunal de Menores del Condado de San Luis Obispo, para las cuales recibimos fondos de la Fórmula de Financiamiento de Control Local (LCFF). La Escuela del Tribunal consta de un aula de unidad de custodia y un aula de campamento, la Academia Coastal Valley, que atiende a jóvenes encarcelados. La Escuela Comunitaria atiende a estudiantes remitidos por los distritos escolares locales o escuelas chárter debido a la expulsión de su escuela regular o por la Junta de Revisión de Asistencia Escolar (SARB). Muchos de nuestros estudiantes se han visto afectados por uno o más traumas significativos, como el abuso de drogas y alcohol, la falta de vivienda, la delincuencia, el ausentismo escolar, la expulsión, la pobreza, el fracaso académico, el encarcelamiento de sus padres y, más recientemente, los efectos de la pandemia de COVID-19. Debido a los cambios en nuestra matrícula, realizamos ajustes continuos en nuestro programa. Nuestro objetivo es mantener la responsabilidad financiera, a la vez que mantenemos la seguridad en nuestros campus y seguimos apoyando los programas que están mostrando resultados positivos para los estudiantes matriculados. El Departamento de Educación Especial, ubicado en la división de Programas y Servicios Estudiantiles de SLOCOE, opera una escuela, la Escuela de Educación Especial del Condado de San Luis, un programa de pago que no recibe fondos de la LCFF. La escuela de Educación Especial consta de cuatro aulas: una de preescolar a kínder para personas sordas y con dificultades auditivas, una de 1.º a 6.º grado para personas sordas y con dificultades auditivas, una de aprendizaje terapéutico intensivo de 3.º a 8.º grado y una de aprendizaje terapéutico intensivo de 8.º a 12.º grado. Estas cuatro aulas comparten ubicación en campus distritales en todo el condado. Las siguientes escuelas de SLOCOE reciben fondos del Multiplicador de Equidad: la Escuela Comunitaria del Condado de San Luis Obispo; la Escuela del Tribunal de

Menores del Condado de San Luis Obispo; y la Escuela de Educación Especial del Condado de San Luis. CALPADS 2024-25 - Otoño 1: - Matrícula estudiantil: - Comunidad: 76 (afroamericanos: menos de 10; hispanos o latinos: 49; blancos: 20; de dos o más razas: menos de 10; asiáticos: menos de 10) - Tribunal: 11 (hispanos o latinos: menos de 10; blancos: menos de 10; afroamericanos: menos de 10)

-Subgrupos -Comunidad - Estudiantes de inglés: menos de 10*; Jóvenes en hogares de acogida: menos de 10*; Jóvenes sin hogar: 38; Estudiantes con discapacidades: 33; Socioeconómicamente desfavorecidos: 65; Estudiantes de inglés a largo plazo: menos de 10*; -Tribunal - Estudiantes de inglés: menos de 10*; Jóvenes en hogares de acogida: menos de 10*; Jóvenes sin hogar: menos de 10; Estudiantes con discapacidades: menos de 10; Socioeconómicamente desfavorecidos: 11; Estudiantes de inglés a largo plazo: menos de diez*; *Cabe señalar que las escuelas comunitarias y judiciales no tienen los siguientes subgrupos numéricamente significativos, ya que tienen menos de 30 estudiantes: estudiantes de inglés y jóvenes en hogares de acogida, así como menos de 15 estudiantes de inglés a largo plazo. En la sección de objetivos y acciones, hemos identificado objetivos para apoyar el aprendizaje de los estudiantes en nuestras escuelas. Todas las metas se alinean con las metas identificadas en el Plan Escolar para el Logro Estudiantil (SPSA) y el plan requerido para la acreditación de la Asociación Occidental de Escuelas y Universidades (WASC). Las siguientes métricas requeridas por el estado no aplican a las escuelas de SLOCOE por las razones que se indican a continuación:
•Nuestros estudiantes no están matriculados el tiempo suficiente para satisfacer los requisitos de UC o CSU y/o los requisitos de EAP.
•Si bien a nuestros estudiantes se les ofrece la oportunidad de inscribirse en cursos AP, no están matriculados el tiempo suficiente para completar dichos cursos que conducirían a créditos AP. •Los estudiantes no son expulsados de las escuelas de SLOCOE. •Si bien a nuestros estudiantes se les ofrece la oportunidad de acceder a un curso de estudio amplio, debido a la naturaleza de los estudiantes que servimos, muchos estudiantes tienen deficiencia de créditos y/o reciben una reducción de créditos, así como no están matriculados el tiempo suficiente para inscribirse o completar un curso de estudio amplio.

Reflexiones: Actuación anual

Una reflexión sobre el desempeño anual basada en una revisión del Tablero de Control Escolar de California (Dashboard) y datos locales.

El personal, los estudiantes y los socios educativos deben ser elogiados por los siguientes éxitos y progresos: La implementación continua de PBIS que incluyó el reconocimiento a nivel estatal en la escuela comunitaria y en la escuela de la corte en 2024 y la capacidad de volver a aplicar en 2025. La implementación continua del currículo socioemocional de la Terapia Dialéctica Conductual (DBT) junto con un período de clase diario designado para la instrucción. El apoyo ofrecido a los estudiantes en transición, incluidos, entre otros, los jóvenes de crianza temporal, los jóvenes sin hogar y los jóvenes encarcelados. Apoyo en todo el condado ofrecido a los jóvenes de crianza temporal, sin hogar y expulsados. Mayor participación de los padres como lo demuestra la participación continua del 100% de los padres en las reuniones del IEP. La implementación continua de la herramienta de comunicación ParentSquare que puede conectarse con el 99.1% de las familias. Continuación de la oferta y expansión de la programación de CTE. Una disminución en el ausentismo crónico en la escuela comunitaria y la escuela de educación especial. El 100% de todos los estudiantes tienen acceso a la tecnología y WiFi. El 100% de las familias se comunican en su idioma materno. Un aumento en la tasa de graduación y una disminución en la deserción escolar. En septiembre de 2024, las escuelas Court y Community recibieron una

visita de acreditación de la Asociación Occidental de Escuelas y Universidades (WASC); dicha visita resultó en la reafirmación de la acreditación por parte de la Comisión. Esta acreditación continúa hasta el 30 de junio de 2031. La movilidad de nuestra población estudiantil sigue representando un desafío. Nuestras escuelas atienden a los jóvenes más prometedores de nuestro condado. Las necesidades continuas de los estudiantes son cambiantes y específicas. Según el Tablero de California de 2019, se identificó que SLOCOE necesitaba Asistencia Diferenciada debido a la preparación para la universidad y la carrera profesional, el progreso de los estudiantes de inglés, las suspensiones y el ausentismo crónico de estudiantes con discapacidades, estudiantes de inglés y jóvenes en desventaja socioeconómica. Si bien SLOCOE abandonó la Asistencia Diferenciada a partir del Tablero de California de 2022, según un análisis de los datos del Tablero de 2024, datos locales y aportaciones de socios educativos, la preparación para la universidad y la carrera profesional, el progreso/reclasificación de los estudiantes de inglés y el progreso en LTEL, el cumplimiento de los estándares, la asistencia y el ausentismo crónico siguen siendo un desafío para nuestros estudiantes. En el Tablero de California de 2023, SLOCOE fue identificado con una Tasa de Suspensión Roja para los siguientes subgrupos: jóvenes en hogares de acogida, personas sin hogar, blancos y con desventajas socioeconómicas. En el Tablero de California de 2024, SLOCOE fue identificado con una Tasa de Suspensión Roja para los siguientes subgrupos: hispanos, personas sin hogar y estudiantes con discapacidades. Además, la escuela comunitaria fue identificada con una Tasa de Suspensión Roja para estudiantes blancos en 2023 y una Tasa de Suspensión Roja para estudiantes hispanos, personas sin hogar y estudiantes con discapacidades en 2024. SLOCOE está utilizando la subvención base de nuestras escuelas comunitarias y judiciales para aumentar la gestión de casos de salud, el apoyo académico, y servicios de preparación universitaria y profesional para apoyar el bienestar académico, conductual y socioemocional de nuestros estudiantes. Estos fondos también se utilizarán para mejorar y continuar la formación profesional y técnica, así como para ampliar los servicios de intervención académica. La Subvención Global para el Enriquecimiento y Apoyo Estudiantil garantizará un aumento en las oportunidades de formación profesional, el acceso a la oferta de cursos AG, la implementación de PBIS con fidelidad, una mayor orientación universitaria y profesional, y un mayor acceso a programas de matrícula dual. Nos comprometemos a utilizar estos recursos de forma transparente para promover el éxito estudiantil y ampliar el acceso a las oportunidades educativas.

SLOCOE no tiene fondos de Subvención en Bloque de Emergencia para la Recuperación del Aprendizaje no utilizados.

Reflexiones: Asistencia Técnica

En su caso, un resumen del trabajo en curso como parte de la asistencia técnica.

No aplicable

Apoyo y mejora integral

Una LEA con una escuela o escuelas elegibles para recibir apoyo y mejoras integrales debe responder a las siguientes indicaciones.

Escuelas identificadas

Una lista de las escuelas en la LEA que son elegibles para recibir apoyo y mejoras integrales.

No aplicable

Apoyo a las escuelas identificadas

Una descripción de cómo la LEA ha apoyado o apoyará a sus escuelas elegibles en el desarrollo de planes integrales de apoyo y mejora.

No aplicable

Monitoreo y evaluación de la eficacia

Una descripción de cómo la LEA supervisará y evaluará el plan para apoyar la mejora de los estudiantes y la escuela.

No aplicable

Involucrar a los socios educativos

Un resumen del proceso utilizado para involucrar a los socios educativos en el desarrollo del LCAP.

Los distritos escolares y las oficinas de educación del condado deben, como mínimo, consultar con maestros, directores, administradores, otro personal escolar, unidades de negociación locales, padres y estudiantes en el desarrollo del LCAP.

Las escuelas autónomas deben, como mínimo, consultar con maestros, directores, administradores, otro personal escolar, padres y estudiantes en el desarrollo del LCAP.

Una LEA que recibe fondos del Multiplicador de Equidad también debe consultar con los socios educativos de las escuelas que generan fondos del Multiplicador de Equidad en el desarrollo del LCAP, específicamente, en el desarrollo del objetivo de enfoque requerido para cada escuela aplicable.

| Socio(s) educativo(s) | Proceso de participación |

1. Profesores	July 2024-June 2025 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 2024 and Spring 2025, SLOCOE staff and onsite agency representatives were surveyed using the PBIS School Climate Survey. *It should be noted that during the 2024-25 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 5, 2025, 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 12, 2025. The County Board of Education approved this plan after entertaining public comment on June 18, 2025.
2. Principals	July 2024-June 2025 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 2025 and Spring 2025, SLOCOE staff and onsite agency representatives were surveyed using the PBIS School Climate Survey. *It should be noted that during the 2024-25 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 5, 2025, 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 12, 2025. The County Board of Education approved this plan after entertaining public comment on June 18, 2025.
3. Administrators	July 2024-June 2025 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 2024 and Spring 2025, 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 staff, 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 5, 2025, 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 12, 2025. The County Board of Education approved this plan after entertaining public comment on June 18, 2025.
4. Other School Personnel	July 2024-June 2025 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 2024 and Spring 2025, SLOCOE staff and onsite agency representatives were surveyed using the PBIS School Climate Survey. *It should be noted that during the 2024-25 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 5, 2025, 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 12, 2025. The County Board of Education approved this plan after entertaining public comment on June 18, 2025.
5. Local Bargaining Units of the LEA - CTA and CSEA	July 2024-June 2025 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. Certificated and classified staff have been involved in meetings throughout the year that have involved the budget process and planning that affects staffing and other relevant issues. Certificated and classified staff who are represented by both bargaining

	units have been involved in committee meetings. On May 7, 2025, representatives of CTA and CSEA met with the Student Services to review and provide input into the LCAP process and document. The presidents of both associations were personally contacted prior to the Public Hearing to seek input. On March 5, 2025, 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 12, 2025. The County Board of Education approved this plan after entertaining public comment on June 18, 2025.
6. Parents	July 2024-June 2025 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 2024 and Spring 2025, 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 5, 2025, 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 12, 2025. The County Board of Education approved this plan after entertaining public comment on June 18, 2025.
7. Students	July 2024-June 2025 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 2024 and Spring 2025, 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 5, 2025, 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 12,

	2025. The County Board of Education approved this plan after entertaining public comment on June 18, 2025.
8. SELPA	SELPA - On May 7, 2025, SELPA, along with a representative from the Education Support Services department, 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 12, 2025. The County Board of Education approved this plan after entertaining public comment on June 18, 2025.
9. Other Educational Partners	July 2024-June 2025 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 5, 2025, 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 12, 2025. The County Board of Education approved this plan after entertaining public comment on June 18, 2025.

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 LCAP. 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 regard to the Equity Multiplier goal and actions. From the March 5, 2025 survey, we received 37 responses. The results indicated the following: -the need for an academic program that is relevant (life skills), hands-on, engaging, individualized and provided by trained teachers; -the need to engage students through increased life skills curriculum, increased college and career readiness curriculum, mental health supports/counseling, increased academic interventions and increased staff training; -the need to address the many transitions students experience by increased instruction around life skills,

increased instruction around college and career readiness, increased supports for students with disabilities, increased staff trainings, and increased academic skills; and -the need to increase family engagement by increased opportunities for family get-togethers at school, increased specific direct communication, increased communication from school staff (e.g. 2- way communication tools), parent education information sent home, parent education nights, and parent education nights. From the May 7, 2025 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 SPSAs; updates were provided and information was presented during all of these processes. SLOCOE participated in a WASC accreditation visit in September 2024. 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, increased access to college and career readiness and increased access to services. 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 12, 2025. The County Board of Education approved this plan after entertaining public comment on June 18, 2025.

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 and science, college career readiness, English learner progress, LTEL 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 and LTEL progress, 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	2024-25 Local Data: Class size = 23:1 or less		Class size = 23:1 or less	No difference.

		2023-24 Local Data / 2022-23 Baseline	2024-25 / 2023-24 Data		Target	Outcome
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%	2024-25 Local Data: Community TFI Tier 1 - 93% Tier 2 - 81% Tier 3 - 65% Court TFI Tier 1 - 87% Tier 2 - 96% Tier 3 - 41%		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	Community TFI: Tier 1 = increase of 3 Tier 2 = decrease of 7 Tier 3 = decrease of 9 Court TFI Tier 1 = No difference. Tier 2 = increase of 50 Tier 3 = increase of 26
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	2023-24 Test Operations Management System: Community – 6 students met standard in English Language Arts; 1 students met standard in Math; and 1 students met standard in Science 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	Community - increase of 6 students meeting standard in English Language Arts; increased of 1 student meeting standard in Math; and increase of 1 student meeting standard in Science Court - No difference.

		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%	2024 CA Dashboard: SLOCOE - 81.8% Community - 88.2% 2023-24 Local Data: Court - 50%		Community - increase to 85% Court - increase to 85%%	SLOCOE - increase of 6.8 Community - increase of 6.4 Court - increase of 7.2
5	Increase English learner progress towards proficiency as measured by the English Learner Progress Indicator on the California Dashboard

Increase long-term English learner progress as measured by the Long-Term English Learners Indicator on the California Dashboard | 2023 CA Dashboard-English Learner progress: SLOCOE - 33.3% Community – 27.3% Court – Because of small number of students enrolled, no data available.

2024 CA Dashboard-LTEL progress: SLOCOE - 36.4% Community – 36.4% Court – Because of small number of students enrolled, no data available. | 2024 CA Dashboard-English Learner progress: SLOCOE - 33.3% Community – 36.4% Court – Because of small number of students enrolled, no data available.

2024 CA Dashboard-LTEL progress: Newly added to baseline this year. | | Increase English learner progress towards proficiency as measured by the English Learner Progress Indicator on the California Dashboard Community - 55% or above Court - 55% or above

Increase long-term English learner progress as measured by the Long-Term English Learners Indicator on the California Dashboard Community - 55% or above Court - 55% or above | Increase English learner progress towards proficiency as measured by the English Learner Progress Indicator on the California Dashboard Community - increase of 9.1 Court - No difference.

Increase long-term English learner progress as measured by the Long-Term English Learners Indicator on the California Dashboard No difference as newly added to baseline this year. |

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%	2024-25 Local Data: Community: <5%=17%; <10%=8%; <20%=23%; >20%=52% Court: <5%=83%; <10%=5%; <20%=1%; >20%=11% (as of 6/20/25)		Community - Students Absent <5%=50% or less Court - Students Absent <5%=95% or greater	Community - Students Absent <5%=50% or greater - decrease of 5 Court - Students Absent <5%=95% or greater - increase of 6 (as of 6/20/25)
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 not track middle school dropout rates as there are not a numerically significant number of middle school students enrolled in SLOCOE programs.	2024-25 CALPADS 1.24 - Dropouts by Subgroup Community – 0% 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	Community - decrease of 18.18 Court - No difference.
8	Increase the number of English learners that reclassify as fluent English proficient.	2023-24 CALPADS – English Language Acquisition Status (Fall 1) Community – 1	2023-24 Test Operations Management System: Community – 0 students		Community - 3 student reclassified as fluent Court - 1 students reclassified as fluent	Community - decrease of 1 student reclassified as fluent Court - No difference.

		student reclassified as fluent Court – 0 students reclassified as fluent	reclassified as fluent Court – 0 students reclassified as fluent			
9	Fully credentialed and appropriately assigned teachers	2022-23 SARC: Community (2021-22) – 100% Court (2021-22) – 100%	2023-24 SARC: Community (2022-23) – 100% Court (2022-23) – 100%		100% fully credentialed and appropriately assigned teachers	Community - No difference. Court - No difference.
10	Sufficient access to standards-aligned instructional materials	2023-24 Local Data: 100%	2024-25 Local Data: 100%		100% of students have access to standards-aligned materials	No difference.
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 History – Full Implementation CTE – Full implementation and Sustainability Health – Full implementation and Sustainability PE – Full Implementation Visual and Performing Arts – Full Implementation World Language –	2025 Local Indicator: ELA – Full implementation ELD – Initial implementation Mathematics – Full implementation Science – Full implementation History – Full Implementation CTE – Full implementation and Sustainability Health – Full implementation and Sustainability PE – Full Implementation Visual and Performing Arts – Full Implementation World Language –		ELA - Full Implementation and Sustainability ELD - Full Implementation and Sustainability 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	No difference.

					and Sustainability Visual and Performing Arts - Full Implementation and Sustainability World Language - Full Implementation	
		Initial Implementation	Initial Implementation			
12	Increase the number of students successfully completing college courses	2022-23 Local Data: Community – 3 students Court – 1 student	2023-24 Local Data: Community – 3 students Court – 12 student		Community - 10 students or more Court - 1 student or more	Community - No difference. Court - increase of 11

Goal Analysis for 2025-26

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.

No substantive differences in planned actions and actual implementation of these actions. The full implementation of all actions led to an increase in overall academic success for our students in many areas as described below.
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.

No 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 the specific actions were in making progress toward the goal.

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 1 outcomes show that our students are demonstrating academic success as there has been an increase in the overall graduation rate, an increase in students meeting standards in ELA, math and science, an increase in English learner progress at the Community school, a decrease in dropouts, an increase in the number of students completing college classes and an increase in attendance at Court school. The student academic success can also be directly correlated to the 23:1 staff to student ratio, the sustainable Tier 1, Tier 2 and Tier 3 interventions provided with fidelity that is allowing both Community and Court schools applying for state recognition at the Gold level, 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.

Long-term English learner progress from the California Dashboard was added to the English learner progress metrics and outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$1,456,362.00	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	$1,017,214.00	Yes

Action #	Title	Description	Total Funds	Contributing
		emotional Tier 2 and Tier 3 interventions.		
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 and science, 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 and to address the Red Suspension Rate on the 2024 California Dashboard for the following subgroups: Hispanic, homeless and students with disabilities.

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%	2024-25 Local Data: Community: <5%=17%; <10%=8%; <20%=23%; >20%=52% Court: <5%=83%; <10%=5%; <20%=1%; >20%=11% (as of 6/20/25)		Community - Students Absent <5%=50% or less Court - Students Absent <5%=95% or greater	Community - Students Absent <5%=50% or greater - decrease of 5 Court - Students Absent <5%=95% or greater - increase of 6 (as of 6/20/25)
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	2024-25 CALPADS 1.24 - Dropouts by Subgroup Community – 0% Court - 0% *It should be noted that SLOCOE does not track middle school dropout		Community Dropouts - 10% or less Court - 10% or less	Community - decrease of 18.18 Court - No difference.

		school dropout rates as there are not a numerically significant number of middle school students enrolled in SLOCOE programs.	rates as there are not a numerically significant number of middle school students enrolled in SLOCOE programs.			
3	Decrease suspension rate as measured by the Suspension Rate Indicator on the California Dashboard	2023 CA Dashboard: Community – 7.8% Court – 0%	2024 CA Dashboard: Community - 10.9% Court - 1.1%		Community - 1.5% or less Court - 0%	Community - increase of 3.1 Court - increase of 1.1
4	Probation support data as measured by probation staffing at campuses	2023-24 Local Data: 100% of campuses have on-site support from probation	2024-25 Local Data: 100% of campuses have on-site support from probation		100% of campuses will have on-site support from probation	No difference.
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%	2024-25 Local Data: Community TFI Tier 1 - 93% Tier 2 - 81% Tier 3 - 65% Court TFI Tier 1 - 87% Tier 2 - 96% Tier 3 - 41%		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	Community TFI: Tier 1 = increase of 3 Tier 2 = decrease of 7 Tier 3 = decrease of 9 Court TFI Tier 1 = No difference. Tier 2 = increase of 50 Tier 3 = increase of 26

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%	2023-24 DataQuest: SLOCOE - 57.4% Community – 68.9% Court – 3.7%		Community - declined to 60% Court - 0%	SLOCOE - increase of 10.3 Community - decrease of 2.4 Court - increase of 3.7
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	2024-25 Local Data: 100% of students have access to onsite mental counseling		100% of students will have access to on-site mental counseling	No difference.
8	Transportation data as measured by published SLOCOE bus routes	2023-24 Local Data: 100% of students have access to countywide transportation to and from school	2024-25 Local Date: 100% of students have access to countywide transportation to and from school		100% of students will have access to countywide transportation to and from school	No difference.
9	Facilities repair data as measured by the Facilities Inspection Tool	2023-24 School Facility Good Repair Status: Community – Good Court – Good	2024-25 School Facility Good Repair Status: Community – Good Court – Good		Community - Good or above Court - Good or above	No difference.
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	2024-25 Local Data: School Climate Survey Community school: Personnel - 3.09 Student - 3.16 Families - 3.59 Court school: Personnel - 3.18		School Climate Survey Community school: Personnel - 3.49 or above Student - 3.49 or above Families - 3.49 or above	Community school: Personnel - increase of .09 Student - increase of .09 Families - decrease of .04 Court school: Personnel -

		Student - 2.92 Families - No respondents	Student - 2.83 Families - No respondents		Court school: Personnel - 3.49 or above Student - 3.49 or above Families - 3.49 or above	increase of .06 Student - decrease of .09 Families - No difference.
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%	2024 CA Dashboard: SLOCOE - 81.8% Community - 88.2% 2023-24 Local Data: Court - 50%		Community - increase to 85% Court - increase to 85%	SLOCOE - increase of 6.8 Community - increase of 6.4 Court - increase of 7.2
12	Increase participation rate on CAASPP as measured by the Participation Rate Report on the California Dashboard	2023 CA Dashboard: Community - 87% Court - 100%	2024 CA Dashboard: Community - 95%- ELA/Math and 82% Science Court - 100%- ELA/Math and 50% Science		Community - 95% or above Court - 95% or above	Community - increase 8 for ELA/Math and new Science baseline Court - No difference ELA/Math and new Science baseline
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 | 2023-24 Test Operations Management System: Community – 6 students met standard in English Language Arts; 1 students met standard in Math; and 1 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 | Community - Increase of 6 students meeting standard in English Language Arts; increased of 1 student meeting standard in Math; and increase of 1 student meeting standard in Science |

		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	Court – 0 students met standard in English Language Arts; 0 students met standard in Math; and 0 students met standard in Science		students will meet standard in Math and 2 students will meet standard in Science	Court - No difference.

Goal Analysis for 2025-26

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.

SLOCOE continues to have ongoing success in the implementation of an MTSS model, with a specific emphasis on PBIS that has allowed the sites to continually apply for and receive state level recognition, with both the Community and Court school applying for Gold level, as well is the Court school has been asked to be a national PBIS model site.
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: No material differences.
Action #2: No material differences.
Action #3: No material differences.
Action #4: No material differences.
Action #5: The difference between Budgeted Expenditures and Estimated Actual Expenditures was $62,117 less due to bringing pest

control in-house as opposed to contracting for those services.
Action #6: No material differences.

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 1 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 dropouts, an increase in students meeting standards in ELA, math and science and an increase in attendance at Court school. The student academic success and school engagement can also be directly correlated to the probation support, the mental health counseling, the nursing case management, the sustainable Tier 1, Tier 2 and Tier 3 interventions provided with fidelity that is allowing both Community and Court schools applying for state recognition at the Gold level, access to facilities in good repair and having individualized transportation options.

No planned material changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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	$165,000.00	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	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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.	$333,800.00	Yes
Action #4	Transportation	A countywide transportation system will be operated with multiple stops throughout the county to ensure student access to education.	$612,275.00	No
Action #5	Facilities	Facilities are continually monitored and maintained to ensure good repair status.	$202,458.00	No
Action #6	Nursing	In order to address barriers to attendance, nursing staff will support on-site administrators in providing case management.	$76,191.00	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

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

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-promise 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.	2024-25 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	No difference.
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	2024-25 Local Data: 100% of foster youth received coordination of services to support transitions		100% of foster youth received coordination of services to support transitions	No difference.
3	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%	2024 CA Dashboard: SLOCOE - 81.8% Community - 88.2% 2023-24 Local Data: Court - 50%		Community - increase to 85% Court - increase to 85%	SLOCOE - increase of 6.8 Community - increase of 6.4 Court - increase of 7.2
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%	2023-24 DataQuest: -SLOCOE - 57.4% Community – 68.9% Court – 3.7%		Community - declined to 60% Court - 0%	SLOCOE - increase of 10.3 Community - decrease of 2.4 Court - increase of 3.7
5	Decrease suspension rate as measured by the	2023 CA Dashboard:	2024 CA Dashboard: Community -		Community - 1.5% or less Court - 0%	Community - increase of 3.1

#						
	Suspension Rate Indicator on the California Dashboard	Community – 7.8% Court – 0%	10.9% Court - 1.1%			Court - increase of 1.1
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	2024-25 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	No difference.
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	2024-25 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	No difference.
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 | 2023-24 Test Operations Management System: Community – 6 students met standard in English Language Arts; 1 students met standard in Math; and 1 students met standard in Science Court – 0 students met standard in English Language Arts; 0 students met standard in | | 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 | Community - Increase of 6 students meeting standard in English Language Arts; increased of 1 student meeting standard in Math; and increase of 1 student meeting standard in Science Court - No difference. |

		English Language Arts; 0 students met standard in Math; and 0 students met standard in Science	Math; and 0 students met 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	2024 CA Dashboard: Community - 3.2% Court – No Data		Community - increase to 20% Court - increase to 20%	Community - decrease by 5.9 Court - No difference.

Goal Analysis for 2025-26

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.

Through collaboration with all local LEAs, SLOCOE has successfully implemented Actions 1 and 2 which are directly related to State Priorities 9 and 10. While SLOCOE has successfully implemented Action 3 by ensuring all students have access to CTE, there continues to be challenges with students completing all classes in a specific pathway given student transiency; however, SLOCOE has been able to increase the CTE offerings in more pathways.
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.

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 1 outcomes show that our students are demonstrating academic success despite these transitions as there has been an increase in the overall graduation rate, an increase in students meeting standards in ELA, math and science, and 100% of our students with disabilities having individualized transition plans, goals and services. The student academic success and school engagement 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.

No planned material changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$68,760.00	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).	$73,355.00	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 login data as well as participation 2-way communication.	2023-24 Local Data: 100% of families/caregivers have online access to a student information system, with less than 50% participation 2023-24 Local Data: 2-way communication with 99.2% of families	2024-25 Local Data: 100% of families/caregivers have online access to a student information system, with less than 50% participation 2024-25 Local Data: 2-way communication with 99.1% of families		100% of families/caregivers have online access to a student information system, with more than 50% participation 2-way communication with 100% of families	100% of families/caregivers have online access to a student information system, with more than 50% participation - No difference. 2-way communication with 100% of families - decrease of .1
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	2025 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	No difference.
3	Communication data as measured	2023-24 Local Data:	2024-25 Local Data:		100% of families are communicated	No difference.

	by translator/interpreter staffing	100% of families/caregivers are communicated to in their home language	100% of families/caregivers are communicated to in their home language		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	2024-25 Local Data: 100% parent involvement in the IEP process		100% parent involvement in the IEP process	No difference.
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%	2024 CA Dashboard: SLOCOE - 81.8% Community - 88.2% 2023-24 Local Data: Court - 50%		Community - increase to 85% Court - increase to 85%	SLOCOE - increase of 6.8 Community - increase of 6.4 Court - increase of 7.2
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%	2023-24 DataQuest:' SLOCOE - 57.4% Community – 68.9% Court – 3.7%		Community - declined to 60% Court - 0%	SLOCOE - increase of 10.3 Community - decrease of 2.4 Court - increase of 3.7
7	Decrease suspension rate as measured by the Suspension Rate Indicator on the California Dashboard	2022-23 DataQuest: Community - 7.8% Court - 0%	2024 CA Dashboard: Community - 10.9% Court - 1.1%		Community - 1.5% or less Court - 0%	Community - increase of 3.1 Court - increase of 1.1

Goal Analysis for 2025-26

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.

SLOCOE has had great success with communicating with families in their home language both through interpreters and ParentSquare as well as increasing parent engagement. However, parent engagement in decision making continues to be an ongoing challenge.
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 the specific actions were in making progress toward the goal.

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 1 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, 100% parent involvement in the IEP process, 100% of our families are communicated with in their home language and 99.1% 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.

No planned material changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$8,673.00	No
Action #2	Communication	Communicate with families in their home language.	$47,749.00	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.	$1,995.00	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.

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 2024 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 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 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% Special Education: <5%=27%; <10%=17%;	2024-25 Local Data: Community: <5%=17%; <10%=8%; <20%=23%; >20%=52% Court: <5%=83%; <10%=5%; <20%=1%; >20%=11% (as of 6/20/25) Special Education: <5%=19%; <10%=3%;		Community - Students Absent <5%=50% or greater Court - Students Absent <5%=95% or greater Special Education - Students Absent <5%=50% or greater	Community - Students Absent <5%=50% or greater - decrease of 5 Court - Students Absent <5%=95% or greater - increase of 6 (as of 6/20/25) Special Education - Students Absent <5%=50 or greater - decrease of 8

		<20%=33%; >20%=23%	<20%=39%; >20%=39%			
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%	2023-24 DataQuest: SLOCOE - 57.4% Community – 68.9% Court – 3.7% Special Education - 56%		Community - declined to 60% Court - 0% Special Education - declined to 60%	Community - decrease of 2.4 Court - increase of 3.7 Special Education - decrease 16.4

Goal Analysis for 2025-26

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.

Because of the full implementation of all actions, chronic absenteeism decreased at the Community and Special Education schools and attendance increased at the Court school.
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: Due to a clerical error, personnel costs were left out which is why the Estimated Actual Expenditures far exceed Budgeted Expenditures. This error has been corrected.
Action #3: No material differences.

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

SLOCOE was able to exit Differentiated Assistance as of the 2022 California Dashboard and the Special Education school was able to exit Comprehensive Support and Improvement as of the 2024 California Dashboard. For most of our students, they have a history of attendance issues. The data outlined in the Year 1 outcomes show that chronic absenteeism decreased at the Community and Special Education schools and attendance increased at the Court school.

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Alternative Transportation Options	Alternative transportation options will be offered with multiple stops throughout the county to ensure student access to education.	$69,571.00	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.	$159,639.00	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 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$538,398.00	$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
5.70%	0.00%	$0.00	5.70%

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 and Long-Term 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 and/or science. -Attendance data, as summarized above, indicates that most of our English learners are chronically	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 and LTEL 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	Action monitored by Metrics 1.2, 1.3, 1.5,1.6, 1.8

	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 and/or science. -Attendance data, as summarized above, indicates that the majority of our foster youth are chronically absent. 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, as summarized above, indicates that the majority of our socioeconomically disadvantaged youth are chronically absent. -Suspension data, as summarized above, indicates that our socioeconomically disadvantaged youth are in the Orange for suspensions.	emotional interventions for our unduplicated populations to address the 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 ELA and math and science, increases in attendance rates, and greater progress on the ELPI and towards reclassification for our EL and LTEL students specifically.	
Goal 2 Action 1	English learners: -English Learner Progress Indicator and Long-Term 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	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	Action monitored by Metrics 2.1, 2.2, 2.3, 2.4, 2.6, 2.10, 2.11, 2.13

	and/or math and/or science. -Attendance data, 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 and/or science. -Attendance data, as summarized above, indicates that the majority of our foster youth are chronically absent. 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, as summarized above, indicates that the majority of our socioeconomically disadvantaged youth are chronically absent. -Suspension data, as summarized above, indicates that our socioeconomically disadvantaged youth are in the Orange for suspensions.	to provide a safe school environment and 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 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 science and increased number of students prepared for college and/or career.	
Goal 2 Action 3	English learners: -English Learner Progress Indicator and Long-Term 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	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	Action monitored by Metrics 2.1, 2.2, 2.3, 2.4, 2.6, 2.10, 2.11, 2.13

	assessment results data, as summarized above, indicates that our English learners are not meeting standards in English language arts and/or math and/or science. -Attendance data, 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 and/or science. -Attendance data, as summarized above, indicates that the majority of our foster youth are chronically absent. 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, as summarized above, indicates that the majority of our socioeconomically disadvantaged youth are chronically absent. -Suspension data, as summarized above, indicates that our socioeconomically disadvantaged youth are in the Orange for suspensions.	county district schools. To bridge this gap, SLOCOE has used supplemental and concentration funding to employ mental 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, decrease in suspension rates, decrease in dropouts, increased students showing progress towards proficiency on the CAASPP in both ELA and math and science and increased number of students prepared for college and/or career.	
Goal 2 Action 6	English learners: -English Learner Progress Indicator and Long-Term English Learner Progress Indicator data and Reclassification data, as summarized above, indicates that	Principally Directed: Due to the nature of SLOCOE programs, the unduplicated students who attend SLOCOE schools have been referred due to expulsions or chronic	Action monitored by Metrics 2.1, 2.2, 2.3, 2.4, 2.6, 2.10, 2.11, 2.13

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 and/or science. -Attendance data, 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 and/or science. -Attendance data, as summarized above, indicates that the majority of our foster youth are chronically absent. 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, as summarized above, indicates that the majority of our socioeconomically disadvantaged youth are chronically absent. -Suspension data, as summarized above, indicates that our socioeconomically disadvantaged youth are in the Orange for suspensions.

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 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 science and increased number of students prepared for college and/or career.

| Goal 4 Action 2 | English learners: -English Learner Progress Indicator and Long-Term English Learner Progress 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 and/or science. -Attendance data, at the Community School, as summarized above, indicates that most of our English learners are chronically absent. -Suspension data, as summarized above, indicates that our English learners are in the Red for suspensions. | 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 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 employee 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. | Action monitored by Metrics 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 |

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

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

2025-26 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 %)
2025-26	$9,444,179.00	$538,398.00	5.70%	0.00%	5.70%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$2,411,611.00	$915,308.00	$690,744.00	$307,704.00	$4,325,367.00	$3,702,758.00	$622,609.00

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	Ongoiong
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
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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
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
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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
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	$1,456,362.00	$0.00	$1,283,850.00	$86,500.00	$0.00	$86,012.00	$1,456,362.00	0.00%
1	2	$1,017,214.00	$0.00	$344,674.00	$488,807.00	$0.00	$183,733.00	$1,017,214.00	0.00%
1	3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
2	1	$0.00	$165,000.00	$165,000.00	$0.00	$0.00	$0.00	$165,000.00	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	$333,800.00	$0.00	$333,800.00	$0.00	$0.00	$0.00	$333,800.00	0.00%
2	4	$257,249.00	$355,026.00	$0.00	$0.00	$612,275.00	$0.00	$612,275.00	0.00%
2	5	$111,561.00	$90,897.00	$145,612.00	$56,846.00	$0.00	$0.00	$202,458.00	0.00%
2	6	$76,191.00	$0.00	$76,191.00	$0.00	$0.00	$0.00	$76,191.00	0.00%
3	1	$68,760.00	$0.00	$0.00	$0.00	$68,760.00	$0.00	$68,760.00	0.00%
3	2	$31,307.00	$18.00	$0.00	$0.00	$0.00	$31,325.00	$31,325.00	0.00%
3	3	$73,355.00	$0.00	$9,701.00	$53,945.00	$9,709.00	$0.00	$73,355.00	0.00%
4	1	$0.00	$8,673.00	$5,034.00	$0.00	$0.00	$3,639.00	$8,673.00	0.00%
4	2	$47,749.00	$0.00	$47,749.00	$0.00	$0.00	$0.00	$47,749.00	0.00%
4	3	$0.00	$1,995.00	$0.00	$0.00	$0.00	$1,995.00	$1,995.00	0.00%
5	1	$69,571.00	$0.00	$0.00	$69,571.00	$0.00	$0.00	$69,571.00	0.00%
5	2	$159,639.00	$0.00	$0.00	$159,639.00	$0.00	$0.00	$159,639.00	0.00%
5	3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
$9,444,179.00	$538,398.00	5.70%	0.00%	5.70%	$967,414.00	0.00%	10.24%

Totals by Type	Total LCFF Funds
Total:	$967,414.00
LEA-wide Total:	$2,411,611.00
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	$344,674.00	0.00%
2	1	Probation	Yes	LEA-Wide	English learners, foster youth,	Court school and Community school	$165,000.00	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			
2	3	Mental Health Counseling	Yes	LEA-Wide	English learners, foster youth, socioeconomically disadvantaged	All schools	$333,800.00	0.00%
2	6	Nursing	Yes	LEA-Wide	English learners, foster youth, socioeconomically disadvantaged	All schools	$76,191.00	0.00%
4	2	Communication	Yes	LEA-Wide	English learners, foster youth, socioeconomically disadvantaged	All schools	$47,749.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$4,083,755.00	$4,045,003.00

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	$1,337,288.00	$1,359,948.00
1	2	MTSS Implementation	Yes	$1,005,445.00	$956,650.00
1	3	English learner progress	No	$0.00	$0.00
2	1	Probation	Yes	$158,888.00	$163,431.00
2	2	MTSS implementation-PBIS and Other Means of Correction	No	$1,000.00	$1,928.00
2	3	Mental Health Counseling	Yes	$309,423.00	$311,973.00
2	4	Transportation	No	$579,520.00	$585,699.00
2	5	Facilities	No	$243,722.00	$181,655.00
2	6	Nursing	Yes	$74,688.00	$72,210.00
3	1	Expelled Pupils	No	$65,067.00	$64,674.00
3	2	Foster Youth	No	$31,325.00	$31,325.00
3	3	Career Technical Education	No	$92,020.00	$94,534.00
4	1	Student Information System/Communication Tools	No	$7,980.00	$8,041.00
4	2	Communication	Yes	$45,251.00	$45,319.00
4	3	Parent Engagement	No	$2,059.00	$1,937.00
5	1	Alternative Transportation Options	No	$121,248.00	$114,312.00
5	2	Transition Case Management	No	$8,831.00	$51,367.00
5	3	MTSS Implementation	No	$0.00	$0.00

2024-25 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	$613,484.00	$890,262.00	$892,155.00	($1,893.00)	0.00%	0.00%	0.00%

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	$302,012.00	$299,222.00	0.00%	0.00%
2	1	Probation	Yes	$158,888.00	$163,431.00	0.00%	0.00%
2	3	Mental Health Counseling	Yes	$309,423.00	$311,973.00	0.00%	0.00%
2	6	Nursing	Yes	$74,688.00	$72,210.00	0.00%	0.00%
4	2	Communication	Yes	$45,251.00	$45,319.00	0.00%	0.00%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (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)
$9,468,441.00	$613,484.00	0.00%	6.48%	$892,155.00	0.00%	9.42%	$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. LEAs may also provide information about their strategic plan, vision, etc.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- 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).

Tabla de transferencia de LCFF

- **10. Porcentaje total para aumentar o mejorar los servicios para el año escolar actual (6 dividido por 9 más el porcentaje de transferencia)**

- ○ Este porcentaje es la Subvención Suplementaria y/o de Concentración LCFF Real Estimada (6) dividida por la Subvención Base LCFF Real Estimada (9) más el Transferencia de LCFF – Porcentaje del año anterior.

- **11. Porcentaje real estimado de servicios aumentados o mejorados (7 dividido por 9, más 8)**
  - ○ Este porcentaje es el total estimado de gastos reales para acciones contribuyentes (7) dividido por el financiamiento LCFF (9), luego se convierte el cociente a un porcentaje y se suma el porcentaje total estimado real de servicios mejorados (8).

- **12. Transferencia de LCFF: monto en dólares de la transferencia de LCFF (restar 11 de 10 y multiplicar por 9)**
  - ○ Si el porcentaje real estimado de servicios aumentados o mejorados (11) es menor que el porcentaje real estimado para aumentar o mejorar los servicios (10), el LEA debe transferir los fondos LCFF.
    El monto de los fondos LCFF se calcula restando el Porcentaje Real Estimado para el Aumento o la Mejora de los Servicios (11) del Porcentaje Real Estimado de Aumento o Mejora de los Servicios (10) y luego multiplicando por la Subvención Base Real Estimada del LCFF (9). Esta cantidad es la cantidad de fondos LCFF que se debe transferir al año siguiente.

- **13. Transferencia de LCFF: porcentaje (12 dividido entre 9)**
  - ○ Este porcentaje representa la parte no satisfecha del Porcentaje para Aumentar o Mejorar los Servicios que la LEA debe transferir al siguiente año del LCAP. El porcentaje se calcula dividiendo el Transferencia de la LCFF (12) entre el Financiamiento de la LCFF (9).