LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Joaquin County Office of Education

CDS Code: 3910397-3930468

School Year: 2024-25
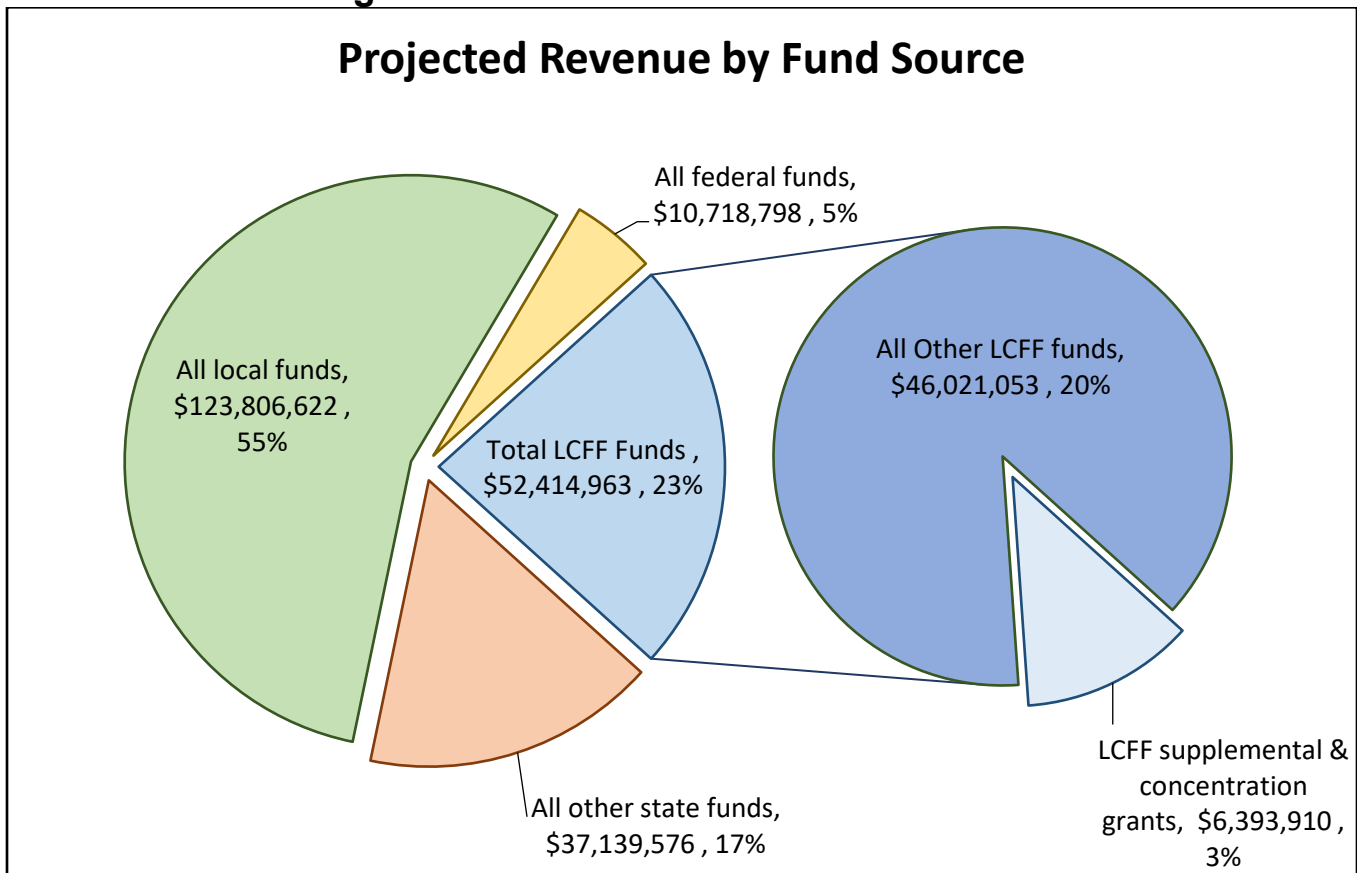
LEA contact information:

Juan Jauregui

Division Director, County Operated Schools and Programs

(209) 468-4847

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $10,718,798 , 5%

All local funds, $123,806,622 , 55%

All Other LCFF funds, $46,021,053 , 20%

Total LCFF Funds , $52,414,963 , 23%

LCFF supplemental & concentration grants, $6,393,910 , 3%

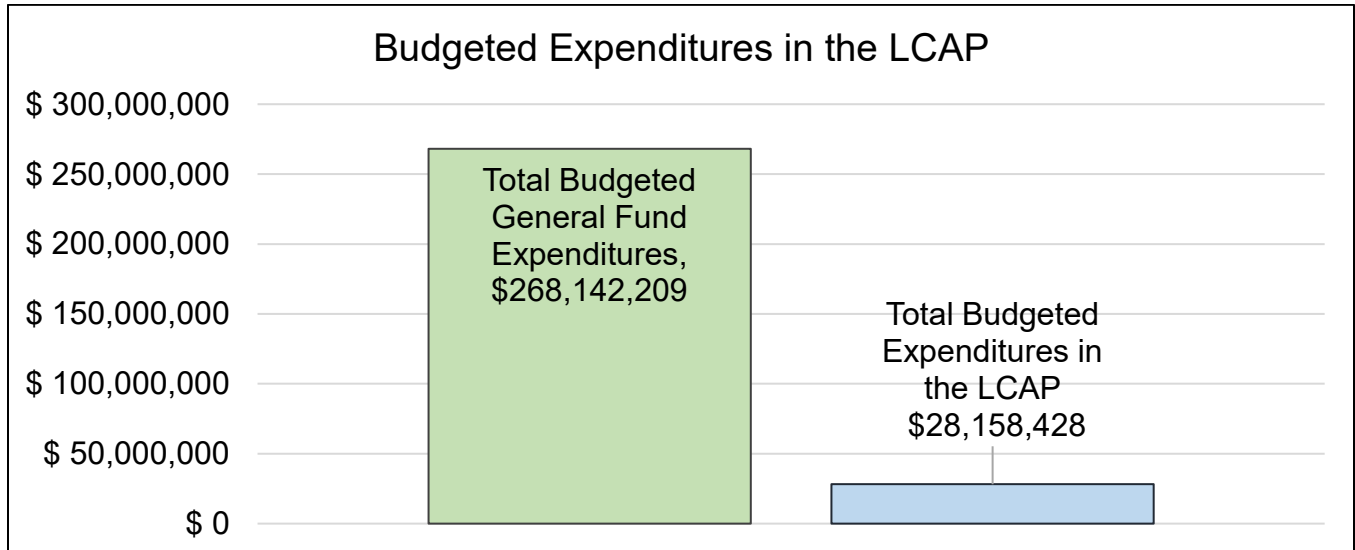All other state funds, $37,139,576 , 17%

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

The text description for the above chart is as follows: The total revenue projected for San Joaquin County Office of Education is $224,079,959, of which $52,414,963.00 is Local Control Funding Formula (LCFF), $37,139,576.00 is other state funds, $123,806,622.00 is local funds, and $10,718,798.00 is federal funds. Of the $52,414,963.00 in LCFF Funds, $6,393,910.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $268,142,209

Total Budgeted Expenditures in the LCAP $28,158,428

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

The text description of the above chart is as follows: San Joaquin County Office of Education plans to spend $268,142,209.00 for the 2024-25 school year. Of that amount, $28,158,428 is tied to actions/services in the LCAP and $239,983,781 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
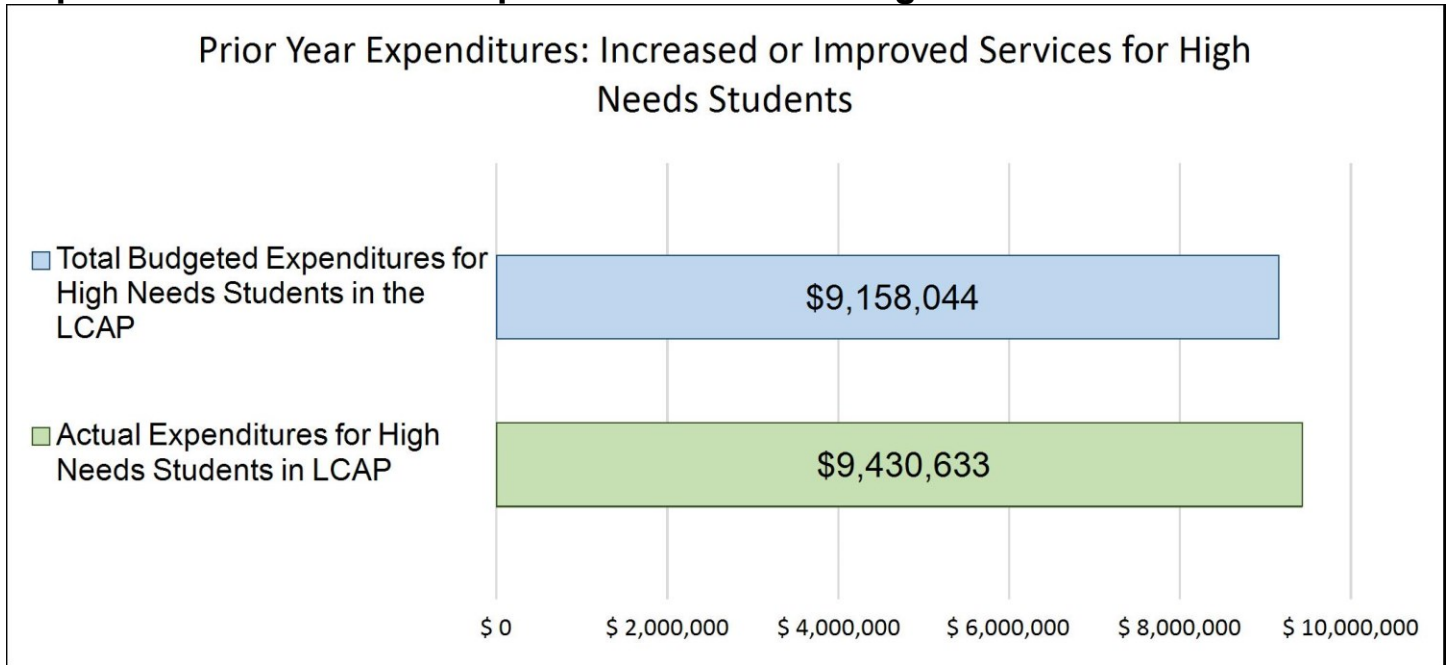
San Joaquin County Office of Education (SJCOE), only includes our instructional programs for Court & Community in our LCAP. Some of the general fund expenditures that are not included in the LCAP are District Fiscal Oversight, Educational Support & Programs, Special Education/SELPA, along with many other departments and programs.

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

In 2024-25, San Joaquin County Office of Education is projecting it will receive $6,393,910.00 based on the enrollment of foster youth, English learner, and low-income students. San Joaquin County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. San Joaquin County Office of Education plans to spend $6,393,910.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$9,158,044
☐ Actual Expenditures for High Needs Students in LCAP	$9,430,633

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000 $ 10,000,000

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

The text description of the above chart is as follows: In 2023-24, San Joaquin County Office of Education's LCAP budgeted $9,158,044.00 for planned actions to increase or improve services for high needs students. San Joaquin County Office of Education actually spent $9,430,633.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Joaquin County Office of Education	Juan Jauregui Division Director, County Operated Schools and Programs	jjauregui@sjcoe.net (209) 468-4847

Goals and Actions

Goal

Goal #	Description
1	Improve student engagement and attendance by decreasing truancy.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A: Attendance Rates based on physical attendance for daily sites and attendance credit for contracted learning sites.	Community: CARE sites: 95% Intervention sites: 90% Truancy sites: 83% Daily sites: 62% Independent study sites: 88% Residential sites: 96% Court: Biddick K-6: 31% Biddick: 11% Camp: 92% Cruikshank: 77% 19/20 P2 Attendance percentages Local SIS	Community: CARE sites: 88% Intervention sites: 90% Truancy sites: 65% Daily sites: 63% Independent study sites: 84% Residential sites: 81% Court: Biddick K-6: 33% Biddick: 11% Camp: 97% Cruikshank: 76% 21/22 P2 Attendance percentages Local SIS	Community: CARE sites: 90% Intervention sites: 82% Truancy sites: 85% Daily sites: 71% Independent study sites: 86% Residential sites: 100% Court: Biddick K-6: 44% Biddick: 28% Camp: 97% Cruikshank: 96% 22/23 P2 Attendance percentages Local SIS	Community: CARE sites: 89% Intervention sites: 77% Truancy sites: 77% Daily sites: 74% Independent study sites: 93% Residential sites: 100% Court: Biddick K-6: 22% Biddick: 0% Camp: N/A (camp was collapsed and integrated with Cruikshank) Cruikshank: 95% 23/24 P2 Attendance percentages Local SIS	Community: CARE sites: 95% Intervention sites: 90% Truancy sites: 85% Daily sites: 85% Independent study sites: 95% Residential sites: 98% Court: Biddick K-6: 98% Biddick: 98% Camp: 98% Cruikshank: 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5 Local. Percentage of students in Tier 3 & 4 truancy intervention	Community: Tier 3 & 4: 34% Court: Tier 3 & 4: 6% Quarter 3, 20/21 Data Local SIS	Community: Tier 3 & 4: 27.3% Court: Tier 3 & 4: 0% Quarter 3, 21/22 Data Local SIS	Community: Tier 3 & 4: 41% Court: Tier 3 & 4: 0% Quarter 3, 22/23 Data Local SIS	Community: Tier 3 & 4: 43% Court: Tier 3 & 4: 4% Quarter 3, 23-24 Data Local SIS	Community: Tier 3 & 4: 24% Court: Tier 3 & 4: 4% or less
5B. Percentage of students K-12 identified as chronically absent- pupils who are absent from school 10% or more for the total number of days that they are enrolled in school.	Community: 34.2% Court: 12.6% 19/20 Data CALPADS report 14.1	Community: 66.96% Court: 44.94% 20/21 Data CALPADS Report 14.1	Community: 36% Court: 73% 21/22 Data CALPADS Report 14.1	Community: 24.3% Court: rate not available; less than 11 students 22/23 Data CALPADS Report 14.1	Community: 30% Court: 10%
5C. Middle school drop out rate- the percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school.	Community: 0% (0 students) Court: 0% (0 students) 19/20 Data CALPADS report 1.12	Community: 0% (0 students) Court: 0% (0 students) 20/21 Data CALPADS Report 1.12	Community: 0% (0 students) Court: 0% (0 students) 21/22 Data CALPADS Report 1.12	Community: 0% (0 students) Court: 0% (0 students) 22/23 Data CALPADS Report 1.12	Community: 0% Court: 0%
5D. High school drop out rate- the percentage of pupils in grades 9 - 12 who stop coming to school and who do not enroll in another school.	Community: 27.56% Court: 41.3% 19/20 Data	Community: 41.29% Court: 48% 20/21 Data CALPADS Report 15.1	Community: 31.4% Court: 32.3% 21/22 Data CALPADS Report 15.1	Community: 46% Court: 45% 22/23 Data CALPADS Report 15.1	Community: 20% Court: 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CALPADS report 15.1				
6A: Pupil suspension Rate- the percentage of pupils who are suspended at least once during the academic year & % of students with multiple suspensions	Community: 15% & 38.9% Court: 13% & 41% 18/19 Data Dataquest Suspension Rate Report	Community: 1.2% & 5.9% Court: 11.7% & 38.6% 20/21 Data Dataquest Suspension Rate Report 19/20 data is not comparable due to the COVID-19 pandemic.	Community: 9.5% & 34.5% Court: 15.4% & 43.5% 21/22 Data Dataquest Suspension Rate Report	Community: 9.9% & 28.5% Court: 13% & 30.4% 22/23 Data Dataquest Suspension Rate Report	Community: 10% & 25% Court: 10% & 25%
6B. Pupil expulsion rate & count- the percentage of pupils who are expelled from SJCOE during the academic year	Community: 0.15% 3 students Court: 0.15% 1 student 19/20 Data Dataquest Expulsion Rate Report	Community: 0% 0 students Court: 0% 0 student 20/21 Data Dataquest Expulsion Rate Report	Community: 0.06% 1 students Court: 0% 0 student 21/22 Data Dataquest Expulsion Rate Report	Community: 0% 0 students Court: 0% 0 students 22/23 Data Dataquest Expulsion Rate Report	Community: 0% 0 students Court: 0% 0 students

Goal Analysis

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

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

Planned action 1.1 (Attendance monitoring) was implemented using the SIS system to track student attendance, with weekly and monthly attendance being reviewed by the administrative team, truancy intervention team, and 654 probationary team.

Planned action 1.2 (Truancy intervention team) was implemented, due to there being a limited number of staff on the truancy intervention team to support the high number of truant students at the different sites across the county.

Planned action 1.3 (Mental health clinicians) was implemented, with all enrolled students having an opportunity to sign up for mental health support from the clinician team, but there being a limited number of clinicians to support all the students who were interested or referred for support.

Planned action 1.4 (Campus safety technicians) was implemented, in that these staff members were able to consistently contact truant students and their parents/guardians, but not fully implemented in coordinating transportation for truant students.

Planned action 1.5 (Student Expulsion and SARB support) was implemented, in that students who were enrolled through the expulsion or SARB process were provided an opportunity for support from the truancy intervention team and mental health clinician team. However, there was limited services provided due to the limited number of mental health clinicians to provide support.

Planned action 1.6 (Truancy intervention school sites) was implemented at ten sites in the 2023-24 school year, with supports provided for students with severe truancy.

Planned action 1.7 (Transportation) was implemented by providing students the opportunity to utilize the RTD bus transit system for free during the school year, as well as providing transportation for individual students or small groups of students with severe truancy.

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

The material differences threshold is $100,000.

Action 1.1 (Attendance monitoring) was below the material difference threshold, however the action was still fully implemented. For action 1.1, the material differences resulted from supplementing with one-time COVID relief funds therefore the estimated actuals were less than budgeted.

Action 1.2 (Truancy intervention team) was below the material difference threshold, however the action was still fully implemented. For action 1.2, the material differences resulted from supplementing with one-time COVID relief funds therefore the estimated actuals were less than budgeted.

Action 1.3 (Mental health clinicians) was below the material difference threshold, however the action was still fully implemented. For action 1.3, the material differences resulted from supplementing with one-time COVID relief funds therefore the estimated actuals were less than budgeted.

Action 1.6 (Truancy intervention school sites) was below the material difference threshold, however the action was still fully implemented. For action 1.6, the material differences resulted from supplementing with one-time COVID relief funds therefore the estimated actuals were less than budgeted.

Action 1.7 (Transportation) was above the material difference threshold, however the action was still fully implemented. For action 1.7, the material differences resulted from salary and benefits cost of living adjustment and off schedule salary payments

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

The goal and actions were designed to improve attendance and decrease truancy. Action 1.1 (Attendance monitoring), Action 1.2 (Truancy intervention team), Action 1.3 (Mental health clinicians), Action 1.4 (Campus safety technicians), Action 1.5 (Student Expulsion and SARB support), Action 1.6 (Truancy intervention school sites), and Action 1.7 (Transportation) were effective in reducing the chronic absenteeism rate of the Community school (Metric 5B). The Chronic Absenteeism Rate declined by 9.9 percentage points from the baseline to the Year 3 Outcome at our Community school. The enrollment at our court school currently doesn't have enough enrollment to produce public data.

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.

Goal 1 is being removed and the associated metrics and actions will be incorporated into Goal 2 in the 2024-25 LCAP as follows:

Actions 1.1 (Attendance Monitoring), 1.2 (Truancy Intervention Team), 1.5 (Student Expulsion and SARB support), 1.6 (Truancy Intervention school sites), and 1.7 (Transportation) are combined and included in Action 2.5. (Truancy Intervention) with revisions in the action description

Actions 1.3 (Mental health clinicians) and 1.4 (Campus Safety Technicians) are combined and included in Action 2.6 (Multi-tiered System of Supports MTSS) with revisions in the action description

Metrics 5A, 5B, 5C, 5D, 6A and 6B are included in Goal 2

Metrics 5 Local- Percentage of students in Tier 3 & 4 truancy intervention is being removed

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

Goals and Actions

Goal

Goal #	Description
2	Increase student learning through challenging academic programs and consistent instructional practices across all school sites

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Percentage of teachers appropriately assigned & fully credentialed in the subject areas, and, for the pupils they are teaching; vacant positions; teachers of English Learners missasignments	Community: Appropriately Assigned: 100% Fully Credentialed: 77% (43) Without Full Credential: 23% (13) Vacant Positions: 0 Teachers of English Learners Misassignments: 0 Court: Appropriately Assigned: 100% Fully Credentialed: 50% (4) Without Full Credential: 50% (4) Vacant Positions: 0 Teachers of English Learners Misassignments: 0 20/21 Data	Community: Appropriately Assigned: 100% Fully Credentialed: 88% (51.15) Without Full Credential:12% (7) Vacant Positions: 2 Teachers of English Learners Misassignments: 0 Court: Appropriately Assigned: 100% Fully Credentialed: 71% (5) Without Full Credential:29% (2) Vacant Positions: 0 Teachers of English Learners Misassignments: 0 21/22 Data	Community: Appropriately Assigned: 100% Fully Credentialed: 86% (51) Without Full Credential: 14% (8) Vacant Positions: 0 Teachers of English Learners Misassignments: 0 Court: Appropriately Assigned: 100% Fully Credentialed: 40% (2) Without Full Credential: 60% (3) Vacant Positions: 0 Teachers of English Learners Misassignments: 0 22/23 Data	Community: Appropriately Assigned: 100% Fully Credentialed: 79% (48) Without Full Credential: 21% (13) Vacant Positions: 0 Teachers of English Learners Misassignments: 0 Court: Appropriately Assigned: 100% Fully Credentialed: 86% (6) Without Full Credential: 14% (1) Vacant Positions: 1 Teachers of English Learners Misassignments: 0 23/24 Data	Community: Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0 Court: Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SARC	Local HR Info System	Local HR Info System	Local HR Info System	
1B. Percentage of students who have sufficient access to standards-aligned instructional materials	Community: 100% Court: 100% 20/21 Data SARC	Community: 100% Court: 100% 21/22 Data SARC	Community: 100% Court: 100% 21/22 Data SARC	Community: 100% Court: 100% 2023-24, Data SARC	Community: 100% Court: 100%
1C. Percentage of school sites maintained in good repair or exemplary Percentage of Court facilities maintained in compliance with Title 15 Regulations	Community: 100% 2020-21, SARC Court: 100% 2020-21, Data SARC	Community: 100% 2021-22, SARC Court: 100% 2021-22, Data SARC	Community: 100% 2022-23, SARC Court: 100% 2022-23, Data SARC	Community: 100% Court: 100% 2023-24, Data SARC	Community: 100% Court: 100%
2A. Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content	Community and Court: Question 1: ELA - Common Core Standards for ELA: 4 ELD (Aligned to ELA Standards): 3 Mathematics - Common Core State Standards for Mathematic: 3 Next Generation Science Standards: 2	Community and Court: Question 1: ELA - Common Core Standards for ELA: 4 ELD (Aligned to ELA Standards): 3 Mathematics - Common Core State Standards for Mathematic: 3 Next Generation Science Standards: 3	Community and Court: Question 1: ELA - Common Core Standards for ELA: 4 ELD (Aligned to ELA Standards): 3 Mathematics - Common Core State Standards for Mathematic: 3 Next Generation Science Standards: 3	Community and Court: Question 1: ELA - Common Core Standards for ELA: 3 ELD (Aligned to ELA Standards): 2 Mathematics - Common Core State Standards for Mathematic: 3 Next Generation Science Standards: 3	Community and Court: Question 1: ELA - Common Core Standards for ELA: 5 ELD (Aligned to ELA Standards): 5 Mathematics - Common Core State Standards for Mathematic: 5 Next Generation Science Standards: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool) Question1) Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified. Question 2) Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified available in all classrooms where the subject is taught. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 –	History-Social Science: 3 Question 2: ELA - Common Core Standards for ELA: 5 ELD (Aligned to ELA Standards): 4 Mathematics - Common Core State Standards for Mathematic: 5 Next Generation Science Standards: 2 History-Social Science: 5 20/21 Local Indicators	History-Social Science: 3 Question 2: ELA - Common Core Standards for ELA: 5 ELD (Aligned to ELA Standards): 4 Mathematics - Common Core State Standards for Mathematic: 5 Next Generation Science Standards: 3 History-Social Science: 5 21/22 Local Indicators	History-Social Science: 3 Question 2: ELA - Common Core Standards for ELA: 5 ELD (Aligned to ELA Standards): 4 Mathematics - Common Core State Standards for Mathematic: 5 Next Generation Science Standards: 3 History-Social Science: 5 22/23 Local Indicators	History-Social Science: 3 Question 2: ELA - Common Core Standards for ELA: 5 ELD (Aligned to ELA Standards): 3 Mathematics - Common Core State Standards for Mathematic: 5 Next Generation Science Standards: 3 History-Social Science: 5 23-24 Local Indicators	History-Social Science: 5 Question 2: ELA - Common Core Standards for ELA: 5 ELD (Aligned to ELA Standards): 5 Mathematics - Common Core State Standards for Mathematic: 5 Next Generation Science Standards: 5 History-Social Science: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability					
4A: Local reading and math participation percentage *Local assessment data is being provided in lieu of state assessment data in ELA, Math and Science. Local assessment data in Reading and Math. There is not a comparable local assessment for Science.	Community: Reading Fall: 57.7% Winter: 57.3% Math Fall: 58.1% Winter: 56.9% Court: Reading Fall: 48.3% Winter: 25.9% Math Fall: 58.6% Winter: 37% 20/21 Data Local SIS	Community: Reading Fall: 63% Winter: 51% Math Fall: 60% Winter: 45% Court: Reading Fall: 8% Winter: 33% Math Fall: 14% Winter: 36% 21/22 Data Local SIS	Community: Reading Fall: 80% Winter: 81% Math Fall: 79% Winter: 80% Court: Reading Fall: 57.7% Winter: 57.3 % Math Fall: 58.1% Winter: 56.9% 22/23 Data Local SIS	Community: Reading Fall: 79% Winter: 64% Math Fall: 79% Winter: 65% Court: Reading Fall: 67% Winter: 54% Math Fall: 62% Winter: 54% 23/24 Data Local SIS	Community: Reading Fall: 75% Winter: 75% Math Fall: 75% Winter: 75% Court: Reading Fall: 75% Winter: 75% Math Fall: 75% Winter: 75%
4A: Local reading and math pre and post assessment achievement data including: % who took a pre/post assessment	Community: Pre/Post: Reading: 43% Math: 44% % Increased: Reading: 52%	Community: Pre/Post: Reading:61% Math:56% % Increased: Reading:32%	Community: Pre/Post: Reading: 60% Math: 65% % Increased: Reading: 35%	Community: Pre/Post: Reading: 40% Math: 39% % Increased: Reading: 57%	Community: Pre/Post: Reading: 60% Math: 60% % Increased: Reading: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
& % of students that took a pre/post assessment that increased their score by 1 grade level or more. *Local assessment data is being provided in lieu of state assessment data in ELA, Math and Science. Local assessment data in Reading and Math. There is not a comparable local assessment for Science	Math: 59% Court: Pre/Post: Reading: 10% Math: 21% % Increased: Reading: 100% Math:67% 20/21 Data Local SIS	Math: 25% Court: Pre/Post: Reading:12% Math:10% % Increased: Reading:100% Math:50% 21/22 Data Local SIS	Math: 37% Court: Pre/Post: Reading: 41% Math: 61% % Increased: Reading: 24% Math:18% 22/23 Data Local SIS	Math: 52% Court: Pre/Post: Reading: 19% Math: 24% % Increased: Reading: 53% Math:54% 23/24 Data Local SIS	Math: 60% Court: Pre/Post: Reading: 25% Math: 25% % Increased: Reading: 100% Math: 75%
4B. Percentage of pupils who meet CSU/UC a-g college entrance requirements	Community: 0% Court: 0% 19/20 Data CDE Dashboard	Community: 0% Court: 0% 20/21 Data CDE Dashboard	Community: 0% Court: 0% 21/22 Data CDE Dashboard	Community: 0% Court: 0% 22/23 Data CDE Dashboard	Community: 0% Court: 0%
4C. Percentage of pupils who successfully complete a course sequence or program of study that	Community: 0.84% Court: 2.27%	Community: 1.8% Court: 0%	Community: 0% Court: 0%	Community: 0.7% Court: 0%	Community: 5% Court: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligns with SBE-approved career technical education standards and frameworks	19/20 Data CDE Dashboard	20/21 Data CDE Dashboard	21/22 Data CDE Dashboard	22/23 Data CDE Dashboard	
4D: Percentage of pupils who have successfully completed both types of courses described in 4B and 4C	Community: 0% Court: 0% 19/20 Data Local SIS	Community: 0% Court: 0% 20/21 Data CDE Dashboard	Community: 0% Court: 0% 21/22 Data CDE Dashboard	Community: 0% Court: 0% 22/23 Data CDE Dashboard	Community: 0% Court: 0%
4 Local: Percentage of EL students who participated in the ELPAC assessment.	Community: 72.5% Court: 52.2% 19/20 Data PROMIS	Community: 79.3% Court: 61.1% 20/21 Data Dataquest	Community: 84.7% Court: 0% 21/22 Data Dataquest	Community: 71% Court: 69.2% 22/23 Data Dataquest	Community: 85% Court: 85%
4E: Percentage of EL pupils who make progress toward English proficiency as measured by the ELPAC (CA School Dashboard)	Community: 41.7% Court: Less than 11 students - data not displayed for privacy 18/19 CDE Dashboard	Community: 27.3% Court: 60% 20/21 Data Local Data *Data includes students enrolled in 21/22 through 4/18/2022	Community: 45.2% Court: less than 11 students (data not displayed due to privacy) Fall 2022 Dashboard	Community: 21.8% Court: Less than 11 students (data not displayed due to privacy) Fall 2023 Dashboard	Community: 50% Court: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4F: Percentage of English Learners who meet the SJCOE standards to be redesignated as Fluent English Proficient.	Community: 11.1% Court: 0% 19/20 Data Dataquest	Community: 3.9% Court: 0% 20/21 Data Dataquest	Community: 3.9% Court: 0% 21/22 Data Dataquest	Community: 8.8% Court: 0% 23/24 Local Data SIS	Community: 15% Court: 10%
4G: Percent of pupils who pass an AP exam with a score of 3 or higher	Community: Data unavailable due to less than 15 tested Court: 0% 19/20 Data Dataquest	Community: 0% Court: 0% 20/21 Data Local Data as CDE Dashboard is not available	Community: 0% Court: 0% 21/22 Data Local Data as CDE Dashboard is not available	Community: 0% Court: 0% 22-23 Local Data	Community: 0% Court: 0%
4H: Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam in English Language Arts and Math	Community: ELA: 12.66% Math: 0.67% Court: ELA: 0% Math: 0% 18/19 Data Dataquest	Community: ELA: 17.36% Math: 1.28% Court: ELA:data not available as less than 10 students were tested. Math: data not available as less than 10 students were tested. 20/21 Data Dataquest	Community: ELA: 9.81% Math: .8% Court: ELA:data not available as less than 10 students were tested. Math: data not available as less than 10 students were tested. 21/22 Data Dataquest	Community: ELA: 7.43% Math: .62% Court: ELA: 7.14% Math: data not available as less than 11 students were tested. 22/23 Data Dataquest	Community: ELA: 25% Math: 25% Court: ELA: 25% Math: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5E. High school graduation rate- the percentage of pupils in the four-year cohort who meet SJCOE graduation requirements	Community: 32.8% (196) Court: 51.1% (23) 19/20 Data 2020 CDE Dashboard	Community: 44.2% (145) Court: 31.6% (6) 20/21 Data 2021 CDE Graduation Rate Additional Report-CDE Dashboard	Community: 54.8% (578) Court: 37.5 % (32) 21/22 Data 2022 CDE Dashboard	Community: 41% (442) Court: 37.5% (34) 22/23 Data 2023 CDE Dashboard	Community: 60% Court: 60%
7: Percentage of students that had full access to a broad course of studies as defined by the California Education Code 51210 and 51220(a)-(i) through a review of the local student information system and enrollment in appropriate courses.	Community: 100% Court: 100%. 20/21 Data Local Indicators	Community: 100% Court: 100%. 21/22 Data Local Indicators	Community: 100% Court: 100%. 22/23 Data Local Indicators	Community: 100% Court: 100% 23/24 Local Indicators	Community: 100% Court: 100%
8: Percentage of EL pupils who make progress toward English proficiency as measured by scoring a level 3 or 4 on the summative ELPAC	Community: Level 3: 28.4% Level 4: 2.7% Court: Level 3: 8.3% Level 4: 16.7% 19/20 PROMIS (SIS) as there is not public	Community: Level 3: 31.25% Level 4: 2.08% Court: Level 3: Data isn't available due to 10 or fewer students tested. Level 4: Data isn't available due to 10 or fewer students tested.	Community: Level 3: 33.16% Level 4: 4.66% Court: Level 3: Data isn't available due to 10 or fewer students tested. Level 4: Data isn't available due to 10 or fewer students tested.	Community: Level 3: 25.66% Level 4:10.53% Court: Level 3: Data isn't available due to 10 or fewer students tested. Level 4: Data isn't available due to 10 or fewer students tested.	Community: Level 3: 30% Level 4: 20% Court: Level 3: 30% Level 4: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	data for the 19/20 school year posted to Dataquest.	20/21 Data Dataquest	21/22 Data Dataquest	22/23 Data Dataquest	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Planned action 2.1 (MTSS professional learning) was implemented, with tiered intervention support provided for students, and trainings provided for staff, including professional development in socioemotional learning, restorative practices, and trauma-informed care.

Planned action 2.2 (curriculum, instruction, and professional learning for English learners) was partially implemented in that curriculum was purchased to support English learners, but there was no professional development provided to staff to enhance their instruction and supports for EL students.

Planned action 2.3 (Reading and math interventions) was partially implemented in that even though Edmentum was used as an online curriculum to support struggling students in reading and math, it was not consistently used across classrooms. Furthermore, reading and math interventions beyond the classroom, including learning labs (tutoring) was limited in supporting all students who participated in passing their ELA and math courses.

Planned action 2.4 (Common instructional materials) was implemented, in that all students had access to standards-based common instructional materials and curriculum.

Planned action 2.5 (College and career readiness) was partially implemented in that not all students had access to career technical education courses or college and career readiness curriculum due to limited staffing and access to resources.

Planned action 2.6 was implemented, with enrichment activities in the form of Quests (field trips), and on-site community building activities were conducted across the different sites.

Planned action 2.7 (Dedicated MTSS staff) was implemented, with the MTSS administrator coordinating professional development and the implementation of MTSS-based strategies, including restorative practices, PBIS, and SEL.

Planned action 2.8 (Core services) was fully implemented, with students having core services provided at their site and classrooms.

Planned action 2.9 (Instructional technology and strategies) was partially implemented, in that not all sites implemented UDL-based or PBL instructional activities.

Planned action 2.10 (Instructional settings) was implemented, with students having access to different instructional schedules and settings to ensure they were provided the learning environment to ensure they could complete their graduation requirements.

Planned action 2.11 (Assessment completion) was implemented in that students were able to successfully complete their state assessments, local Edmentum assessments, and EL students were able to successfully complete their ELPAC assessments.

Planned action 2.12 (Curriculum, instruction, and professional learning for students with disabilities) was partially implemented for teachers and staff, in that professional development on this topic was not offered to all staff in the 2023-24 school year.

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

The material differences threshold is $100,000.

Action 2.1 (MTSS professional learning) was below the material difference threshold, however the action was still fully implemented. For action 2.1, the material differences resulted from supplementing with one-time COVID relief funds therefore the estimated actuals were less than budgeted.

Action 2.2 (curriculum, instruction, and professional learning for English learners) was below the material differences threshold because professional learning did not occur.

Action 2.4 (Common instructional materials) was below the material difference threshold, however the action was still fully implemented. For action 2.4, the material differences resulted from supplementing with one-time COVID relief funds therefore the estimated actuals were less than budgeted.

Action 2.6 (Enrichment activities) was above the material difference threshold, however the action was still fully implemented. For action 2.6, the material differences resulted from salary and benefits cost of living adjustment and off schedule salary payments

Action 2.7 (Dedicated MTSS staff) was above the material difference threshold, however the action was still fully implemented. For action 2.7, the material differences resulted from salary and benefits cost of a living adjustment and off schedule salary payments

Action 2.8 (Core services) was above the material difference threshold, however the action was still fully implemented. For action 2.8, the material differences resulted from salary and benefits cost of a living adjustment and off schedule salary payments

Action 2.9 (Instructional technology and strategies) was above the material difference threshold, resulted from the need to provide additional instructional technology to meet Goal 2.

Action 2.10 (Instructional settings) was below the material differences threshold, however the action was still fully implemented. For action 2.10, the material difference resulted from the expenses being lower than expected.

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

Action 2.1 (MTSS professional learning), Action 2.4 (Common instructional materials), Action 2.5 (College and career readiness), Action 2.6 (Enrichment activities), Action 2.7 (Dedicated MTSS staff), Action 2.8 (Core services), Action 2.10 (Instructional settings), Action 2.12 (Curriculum, instruction, and professional learning for students with disabilities) were effective. These actions were designed to increase student learning by addressing individual academic needs to increase graduation rates. Graduation rate from the baseline year (Metric 5E).

Action 2.3 (Reading and math interventions) and Action 2.9 (Instructional technology and strategies) were effective. These actions were designed to supporting individual student needs by improving student academic outcomes based on the students who increased their score one grade level from pre to post assessments (Metric 4A Local reading and math pre and post assessment data).

Action 2.11 (Assessment completion) was effective. This action was designed to increase student participation in local assessments to have more reliable performance data to make decisions based on the needs of the students. The participation rate significantly increased from the baseline year to the year 3 in both reading and math (Metric 4A local reading and math participation percentage).

Action 2.2 (Curriculum, instruction, and professional learning for English learners) was not effective in improving English Learner progress.

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.

Goal 2 is Goal 1 in the 2024-25 LCAP. The associated metrics and actions will be incorporated into the 2024-25 LCAP as follows:

Action 2.1 (MTSS Professional Learning) will be included in Goal 2 Action 2.6 (Multi-Tiered System of Supports MTSS) with revisions in the action description

Action 2.2 (Curriculum and Instruction Professional learning for English learners) will be Goal 1, Action 1.2 (English. Learner Program). This action was not effective due to professional learning specific to addressing the needs and program for English Learners did not occur as planned. Moving forward we have pending contracts with the regional English Learner expert to develop and provide targeted ongoing

professional development. This will include instructional strategies for staff including administrative tools to recognize and monitor the implementation of EL professional learning. Staff will be involved in timely discussions regarding the observable data to reflect and adjust instruction as needed.

Action 2.3 (Reading and math interventions) will be Goal 1, Action 1.3 (Academic Intervention) with revisions in the action description

Action 2.4 (Common Instructional Materials) will be Goal 1, Action 1.4 (Instructional Materials)

Action 2.5 (College and Career Readiness) will be Goal 1, Action 1.8 (College and Career Readiness) with revisions in the action description

Action 2.6 (Enrichment Activities) will be Action 2.4 (Student. Engagement) with revisions in the action description

Action 2.7 (Dedicated MTSS staff) will be included in Goal 2 Action 2.6 (Multi-Tiered System of Supports MTSS) with revisions in the action description

Action 2.8 (Core Services) will be Goal 1, Action 1.5 (Core Services)

Action 2.9 Instructional technology and strategies) and 2.10 (Instructional settings) are combined as Goal 1, Action 1.6 (Technology) with revisions in the action description

Action 2.11 (Assessment completion) is being removed.

Action 2.12 (Curriculum and Instruction Professional learning for students with disabilities) will be Goal 1, Action 1.7 (Support for Students with Disabilities) with revisions in the action description

Metrics1A,1B,1C, 2A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5E, 7, & 8 are included in Goal 1

Metric 4 Local Reading and Math and Metric 4E Percentage of ELs who participate in the ELPAC assessment are being removed

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

Goals and Actions

Goal

Goal #	Description
3	Cultivate positive relationships and engagement between schools, students, parents and the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3: Self reflection rating on Parent and Family Engagement: Building Relationships, Question #4) Rating of the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. Seeking Input for Decision Making # 9) Rate the LEA's progress in building the capacity of and supporting principals	Community & Court: 4) 4 - Full Implementation 9) 4 - Full Implementation 20/21 Local Indicators	Community & Court: 4) 4 - Full Implementation 9) 4 - Full Implementation 21/22 Local Indicators	Community & Court: 4) 4 - Full Implementation 9) 4 - Full Implementation 22/23 Local Indicators	Community & Court: 4) 3 - Initial Implementation 9) 3 - Initial Implementation 23/24 Local Indicators	Community & Court: 4) 5 - Full Implementation and Sustainability 9) 5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and staff to effectively engage families in advisory groups and with decision-making. (Local Indicator, Priority 3 Reflection Tool) Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability					
6C: Parent/Guardian LCAP Educational Partner survey on the areas of school Connectedness and School Safety measured by the percentage of parents/guardians surveyed who: 1) Agreed or somewhat agreed that their students' school is a safe place to learn.	Community & Court: 1) 100% 2) 72% 3) 84% 4) 88% 5) 86% 6) 79% 7) 95% 20/21 LCAP parent/guardian stakeholder survey	Community & Court: 1) 100% 2) 63% 3) 77% 4) 72% 5) 72% 6) 75% 7) 94% 21/22 LCAP parent/guardian stakeholder survey	Community & Court: 1) 89% 2) 63% 3) 77% 4) 77% 5) 80% 6) 77% 7) 91% 22/23 LCAP parent/guardian stakeholder survey	Community & Court: 1) 88% 2) 92% 3) 76% 4) 72% 5) n/a 6) n/a 7) 84% 23/24 LCAP parent/guardian survey	Community & Court: 1) 100% 2) 100% 3) 100% 4) 100% 5) 100% 6) 100% 7) 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2) Attended at least one parent/teacher conference in the current school year. 3) Indicated that they received information on what they can do at home to help their student improve and/or advance in their learning. 4) Indicated that they receive information on what they can do to help improve their student's attendance and engagements at school. 5) Indicated they receive information on what they can do to establish positive relationships between the school, students, parents and the community. 6) Indicated they are invited to meetings (in person or virtually) so that they can learn more about what is					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
going on at the school. 7) Agreed or somewhat agreed that if they had a question, concern or comment about their student that the school staff addressed it in a timely manner.					
6C: California Healthy Kids Survey on the areas of school Connectedness and School Safety. Percentage of students surveyed who: 1) Responded Strongly Agree or Agree on the school connectedness. 2) Responded feeling Very Safe or Safe at their school.	Community: 1) 50% 2) 61% Court : 1) 43% 2) 60%. 19/20 California Healthy Kids Survey	Community: 1) 61% 2) 78% Court : Data unavailable due to small sample size 21/22 California Healthy Kids Survey	CHKS was not administered this year (every other year administration). 23/24	Community: 1) 49% 2) 56% Court: Data unavailable due to small sample size California Healthy Kids Survey (completed in Dec. 2023)	Community: 1) 80% 2) 80% Court: 1) 80% 2) 80%
6C: Annual Teacher survey on the areas of school	1) 96% 2) 93%	1) 100% 2) 100%	1) 92% 2) 97%	1) 90% 2) 88%	1) 100% 2) 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Connectedness and School Safety Percentage of teachers surveyed who: 1) Agreed or somewhat agreed that the school environment is safe, nurturing, and welcoming for teachers. 2) Agreed or somewhat agreed that they felt connected with other teachers and staff at their school site.	20/21 Teacher Survey **Data is program wide and contains data from community, court and charter teachers.	21/22 Teacher Survey **Data is program wide and contains data from community, court and charter teachers.	22/23 Teacher Survey **Data is program wide and contains data from community, court and charter teachers.	23/24 LCAP Survey	
9: Local indicator rating of the assessment of the degree of implementation of the progress in coordinating instruction for expelled students. 1) Assessing status of triennial plan for providing educational services to all	Community and Court: 1) 5 - Full Implementation and Sustainability 2) 5 - Full Implementation and Sustainability 3) 5 - Full Implementation and Sustainability	Community and Court: 1) 5 - Full Implementation and Sustainability 2) 5 - Full Implementation and Sustainability 3) 5 - Full Implementation and Sustainability	Community and Court: 1) 5 - Full Implementation and Sustainability 2) 5 - Full Implementation and Sustainability 3) 5 - Full Implementation and Sustainability	Community and Court: 1) 5 - Full Implementation and Sustainability 2) 5 - Full Implementation and Sustainability 3) 5 - Full Implementation and Sustainability	Community and Court: 1) 5 - Full Implementation and Sustainability 2) 5 - Full Implementation and Sustainability 3) 5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
expelled students in the county, including. 2) Review of required outcome data 3) Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. 4) Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. 5) Coordinating on development and implementation of triennial plan with all LEAs within the county.	4) 5 - Full Implementation and Sustainability 5) 5 - Full Implementation and Sustainability 6) 5 - Full Implementation and Sustainability 7) 5 - Full Implementation and Sustainability 20/21 Local Indicators	4) 5 - Full Implementation and Sustainability 5) 5 - Full Implementation and Sustainability 6) 5 - Full Implementation and Sustainability 7) 5 - Full Implementation and Sustainability 21/22 Local Indicators	4) 5 - Full Implementation and Sustainability 5) 5 - Full Implementation and Sustainability 6) 5 - Full Implementation and Sustainability 7) 5 - Full Implementation and Sustainability 22/23 Local Indicators	4) 5 - Full Implementation and Sustainability 5) 5 - Full Implementation and Sustainability 6) 5 - Full Implementation and Sustainability 7) 5 - Full Implementation and Sustainability 23/24 Local Indicators	4) 5 - Full Implementation and Sustainability 5) 5 - Full Implementation and Sustainability 6) 5 - Full Implementation and Sustainability 7) 5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6) Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. 7) Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					
10A: Local indicator rating of the assessment of the degree of implementation of coordinated service program components for foster youth.	Community & Court: 5 - Full Implementation and Sustainability 20/21 Local Indicators	Community & Court: 5 - Full Implementation and Sustainability 21/22 Local Indicators	Community & Court: 5 - Full Implementation and Sustainability 22/23 Local Indicators	Community & Court: 5 - Full Implementation and Sustainability 23/24 Local Indicators	5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
10B: Local indicator rating of the assessment of the degree of implementation of coordinated service program components for foster youth. 1) Establishing ongoing collaboration	Community & Court: 5 - Full Implementation and Sustainability 20/21 Local Indicators	Community & Court: 5 - Full Implementation and Sustainability 21/22 Local Indicators	Community & Court: 5 - Full Implementation and Sustainability 22/23 Local Indicators	Community & Court: 5 - Full Implementation and Sustainability 23/24 Local Indicators	5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information					
10C: Local indicator rating of the assessment of the degree of implementation of coordinated service program components for foster youth. 1) Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	Community & Court: 5 - Full Implementation and Sustainability 20/21 Local Indicators	Community & Court: 5 - Full Implementation and Sustainability 21/22 Local Indicators	Community & Court: 5 - Full Implementation and Sustainability 22/23 Local Indicators	Community & Court: 5 - Full Implementation and Sustainability 23/24 Local Indicators	5 - Full Implementation and Sustainability
10D: Local indicator rating of the assessment of the degree of	Community & Court:	Community & Court:	Community & Court:	Community & Court:	5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
implementation of coordinated service program components for foster youth. 1) Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information	5 - Full Implementation and Sustainability 20/21 Local Indicators	5 - Full Implementation and Sustainability 21/22 Local Indicators	5 - Full Implementation and Sustainability 22/23 Local Indicators	5 - Full Implementation and Sustainability 23/24 Local Indicators	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Planned action 3.1 (Outreach communication) was implemented, utilizing communication tools (Language Link, Automated phone calls, emails) with families in increasing parent/guardian communication and participation in school-related activities.

Planned action 3.2 (Relationships with community organizations) was implemented, with local community organizations partnering to support at-promise students, including truant students, expelled students, foster youth and homeless students.

Planned action 3.3 (Family and community participation at SSC and ELAC) was implemented, with SSC meeting four times and ELAC meeting two times in the 2023-24 school year, with the participation of parent and community members.

Planned action 3.4 (Quests and Concept of one.) was implemented with the limited resources available to support students in the program.

Planned action 3.5 (Family engagement specialists) was implemented, with the two family engagement specialists conducting engagement activities and supports for families.

Planned action 3.6 (Independent Living Programs) was implemented in the 2023-24 school year.

Planned action 3.7 (PBIS, restorative practices, and Trauma-informed care) was implemented, with staff participating in these trainings throughout the school year.

Planned action 3.8 (CSTs) was implemented, with CCTs providing supports for students and families, by making phone calls and conducting home visits.

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

The material differences threshold is $100,000.

Action 3.2 (Relationships with community organizations) was above the material difference threshold, however the action was still fully implemented. For action 3.2, the material differences resulted from salary and benefits cost of a living adjustment and off schedule salary payments

Action 3.4 (Quests and Concept of one.) was below the material difference threshold, however the action was still fully implemented, For Action 3.4 the material differences resulted from the expenses were lower than budgeted.

Action 3.6 (Independent Living Programs) was below the material difference threshold, however the action was still fully implemented. For action 23.6, the material differences resulted from supplementing with one-time COVID relief funds therefore the estimated actuals were less than budgeted.

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

Action 3.2 (Relationships with Community Organizations) and 3.6 (Independent Living Programs) were effective. These actions were designed to implement coordinated services and program components for Foster Youth. Metric 10A, 10B 10C 10D have maintained a rating of 5 Full Implementation and Sustainability since the baseline.

Action 3.1 (Outreach Communication), 3.3 (Family and Community Participation at SSC and ELAC), 3.4 ((Quests and Concept of one.), 3.5 (Family engagement specialists), 3.7 (PBIS, restorative practices, and Trauma-informed care), 3.8 (CSTs) were effective. These actions were designed to maintain and improve students, parents and staff feelings of safety and connectedness to the school. Due to the student

population that we serve we cannot compare data from year to year. The responses indicate a high level of connectedness and safety. This will continue to be an area of focus in the 2024-25 LCAP.

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.

Goal 3 is Goal 2 in the 2024-25 LCAP with an updated goal title. The associated metrics and actions will be incorporated into Goal 2 in the 2024-25 LCAP as follows:

Action 3.1 (Outreach Communication) will be Action 2.1 (Educational Partner Communication) with revisions in the action description

Action 3.2 (Relationships with community organizations) and 3.6 (Independent Living Programs) will be combined as Action 2.2 (Supporting At-Promise youth) with revisions in the action description

Action 3.3 (Family and community participation at SSC and ELAC) and 3.5 (Family Engagement Specialists) are combined as Action 2.3 (Parent and Community Engagement)

Action 3.4 (Quests and Concept of one.) will be Action 2.4 (Student Engagement) with revisions in the action description

Action 3.7 (PBIS and Restorative Practices and Trauma-informed care) will be included in Action 2.6 (Multi-tiered System of Supports MTSS)

Action 3.8 (CSTs) will be included in Action 2.5 (Truancy Intervention) with revisions in the action description

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

Goals and Actions

Goal

Goal #	Description
4	Improve integrated student supports by creating additional school site support options, including Intervention Teachers, and strengthening restorative practices professional learning which will lead to a decrease in the suspension rate and an increase in the graduation rate. This goal was developed in response to supporting the needs of the following student groups: Black/African American (AA), English Learners (ELs), Foster Youth (FY), Hispanic, Homeless, two or more races, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White. The student groups were consistently low performing, which led to SJCOE's eligibility for differentiated assistance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A: Suspension Rate	10.4% of students suspended at least once Broken down by student group: 15.1% of AA 8.2% of ELs 16.8% of FY 10.5% of Hispanic 13.5% of Homeless 10.7% of Two or more races 11% SED 21.2%SWD 5.3% Asian 7.6% White As measured on Fall 2022 Dashboard		10.4% of students suspended at least once Broken down by student group: 15.1% of AA 8.2% of ELs 16.8% of FY 10.5% of Hispanic 13.5% of Homeless 10.7% of Two or more races 11% SED 21.2%SWD 5.3% Asian 7.6% White As measured on Fall 2022 Dashboard	9.9% of students suspended at least once Broken down by student group: 14.8% of AA 7.7% of ELs 17.1% of FY 9.3% of Hispanic 10.9% of Homeless 10.3% of Two or more races 10.4% SED 19.9%SWD 8.3% Asian 7.8% White As measured on Fall 2023 Dashboard	7.9% of students suspended at least once Broken down by student group: 12.6% of AA 6.1% of ELs 14.3% of FY 8% of Hispanic 11% of Homeless 8.2% of Two or more races 8.5% SED 18.7%SWD 2.8% Asian 5.1% White

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5E: Graduation Rate	53.5% of students graduated Broken down by student group: 52% of AA 40.8% of ELs 47.1% of FY 53.5% of Hispanic 50% of Homeless 52.5% SED 51.8%SWD 60% White As measured on the Fall 2022 Dashboard		53.5% of students graduated Broken down by student group: 52% of AA 40.8% of ELs 47.1% of FY 53.5% of Hispanic 50% of Homeless 52.5% SED 51.8%SWD 60% White As measured on the Fall 2022 Dashboard	40.9% of students graduated Broken down by student group: 39.1% of AA 34.3% of ELs 30.8% of FY 43.1% of Hispanic 34.7% of Homeless 39.7% SED 44%SWD 46% White As measured on the Fall 2023 Dashboard	60.3% of students graduated Broken down by student group: 59% of AA 47.8% of ELs 54.1% of FY 60.5% of Hispanic 57% of Homeless 59.5% SED 58.8%SWD 67% White

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Planned action 4.1(Teacher Professional Learning) was implemented with PLCs meetings reviewing discipline data over several PLC sessions in the Fall of 2023 and discussing how to improve discipline and restorative practices in their classrooms and sites. Restorative practice training was conducted at staff in-service in August and offered to staff throughout the school year.

Planned action 4.2 (Intervention Teacher Collaboration) was implemented with intervention teachers providing MTSS behavior, attendance, and academic support. Intervention teachers met consistently throughout the year to review student academic progress, attendance, and discipline data, received training in MTSS support as well as training in the SEL BASE curriculum, a component of the intervention class.

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

The material differences threshold is $100,000.

Action 4.1(Teacher Professional Learning) had no material differences

Action 4.2 (Intervention Teacher Collaboration) had no material differences

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

Action 4.1 was effective in making progress based on the decreased suspension rate (Metric 6A).

Action 4.2 was somewhat effective in intervention teachers providing MTSS behavior, attendance, and academic support based on the decreased graduation rate (Metric 5E).

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

This goal was created in 2023-24 and was required to address "consistently low performing student groups". This requirement was removed in ed code. Therefore, this goal including the associated metrics and actions is being removed in the 2024-25 LCAP.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Joaquin County Office of Education	Juan Jauregui Division Director, County Operated Schools and Programs	jjauregui@sjcoe.net (209) 468-4847

Plan Summary [2024-25]

General Information

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

The San Joaquin County Office of Education (SJCOE) operates the San Joaquin County Special Education programs and the County Operated Schools and Programs (COSP). SJCOE Special Education programs serve approximately 810 students from birth through age 22 with students who have moderate to severe and low incidence needs. Students are served across approximately 100 classrooms throughout San Joaquin County, including two SJCOE operated separate special education only school sites, over 50 general education campuses, and four community-based programs for young adults. SJCOE Special Education programs employ approximately 450 employees, including instructional assistants, special education teachers, related service providers, and special education administrators.

COSP includes John F. Cruikshank Jr. court school and San Joaquin County Community School, and are collectively referred to as the one.Program. Both of these schools are Equity Multiplier schools and provide differentiated supports for specific student groups who have been identified as performing at the lowest levels on the 2023 CA Dashboard. SJCOE's Court and Community Schools, established in 1991, and serves approximately 960 K-12 at-promise youth across the county, including those who have been expelled, or need significant attendance and behavior support, referred through the School Attendance Review Board (SARB), are homeless and/or foster youth, referred by local authorities or the juvenile court as an alternative to incarceration, are severely credit deficient, or are experiencing other extenuating circumstances. The schools and programs exist to serve the most marginalized students in San Joaquin County. There are currently a total of more than 40 satellite community school sites in San Joaquin County spanning from the southern region in Tracy to the most northern region in Lodi to John F. Cruikshank, Jr. Court School located in French Camp. The one.Program school sites are located throughout the county in order to serve the students directly within the community in which they live. The largest sites can accommodate approximately 100 students and the smallest site can accommodate up to 25 students. The different education settings within the one.Program range from "daily" sites where students attend school Monday through Friday, to independent study, where students meet with their teacher either individually or in small groups. John F. Cruikshank Jr. provides classes Monday through Friday in a "daily" setting.

See below for student demographic information:

2022-2023 School Year Data for San Joaquin County Office of Education schools (verified via CA Dashboard)
Race/Ethnicity:
African American: 11%
American Indian: 0.4%
Asian: 8.7%
Filipino: 2.9%
Hispanic or Latino: 53.7%
Pacific Islander: 0.7%
White: 14%
Two or More Races: 5.2%

Student Groups
English Learners: 22.1%
Foster Youth: 2.6%
Homeless: 6%
Socioeconomically Disadvantaged: 66.3%
Students with Disabilities: 51.6%

Reflections: Annual Performance

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

Based on review of the Fall 2023 California School Dashboard data for San Joaquin County Office of Education and the specific school sites, the following successes have been identified:

Suspension Rate declined overall for one.Program. Further review of site data shows a decline at John F. Cruikshank.   Overall, San Joaquin County Community suspension rate remained the same, however, African American and English Learner suspension rates declined.

Chronic Absenteeism Rate significantly declined for one.Program.   Further review of site data shows a significant decline at San Joaquin County Community.

Based on Review of local data for San Joaquin County Office of Education and the specific school site/program data, the following successes have been identified:

Attendance rates have maintained at 90% for CARE sites, 82% for intervention sites, 83% for truancy sites, and 71% for daily sites.

The one.Program has several growth areas based on student performance on the ELA and math CAASPP assessments, as well as English learner progress indicators. In the 2022-23 school year, Community students scored on average 240.5 points below standards met on the ELA CAASPP assessment, which was a 31.1 point decrease from the previous school year. For the math CAASPP assessment, Community

students scored on average 287 points below standards met, which declined by 26.9 points from the previous school year. For students at Cruikshank, students on average scored 263.5 points below standards met on the ELA assessment in the 2022-23 school year. Based on the Dashboard data for 2022-23, 21.8% of English learner students demonstrated making progress towards English language proficiency, which decreased by 17% from the previous school year. For English learner students who took the summative ELPAC assessment in the one.Program, 29.7% of EL students progressed at least one English Learner Progress Indicator (ELPI) level, 32.4% of EL students maintained their current ELPI levels of 1, 2L, 2H, 3L, 3H, and 37.9% of EL students decreased at least one ELPI level. The high school drop out rate (percentage of students in 9-12th grade who stop attending school and who do not enroll in another school) increased from 31.4% in the 2021-22 school year to 46% in the 2022-23 school year. The graduation rate for Community students decreased from 54.8% in 2021-22 to 41% in 2022-23. The graduation rate for students at Cruikshank court school maintained at 37.5% from 2021-22 to 2022-23.

Based on the 2023 California Dashboard data for San Joaquin County Special Education, there were areas of improvement and success in academic performance and attendance. In the 2022-23 school year, students scored on average 54.9 points below standards met on the ELA CAASPP assessment, which was an increase of 14.9 points from the previous school year. Students scored on average 79.1 points below standards met on the Math CAASPP assessment, which was an increase of 21.3 points from the previous school year. For English learner students who took the summative ELPAC assessment, 11.1% of EL students progressed at least one English Learner Progress Indicator (ELPI) level, 55.6% of EL students maintained their current ELPI levels of 1, 2L, 2H, 3L, 3H, and 33.3% of EL students decreased at least one ELPI level. For English learner students who took the Summative Alternate ELPAC assessment, 17.4% of EL students progressed on the Summative Alternate ELPAC, 6.6% of EL students maintained Summative Alternate ELPAC level 3, and 76% of EL students did not progress on the Summative Alternate ELPAC. The chronic absenteeism rate in 2022-23, was 58.4%, which was an 18.2% decrease from the previous school year

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

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

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

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

San Joaquin Community

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

Reflections: Technical Assistance

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

Based on the Fall 2023 California School Dashboard, San Joaquin County Office of Education (SJCOE) is eligible for Differentiated assistance based on a review of student group performance on the California School Dashboard for 2023 per California Education Code Section (EC) 52072.5. Based on a review of the 2018, 2019, 2022, and 2023 California School Dashboards it was determined that SJCOE meets the criteria set forth in EC 52072.5 (a). The criteria are met when three or more pupil subgroups meet the DA criteria for multiple LCFF priorities in three out of four consecutive years (or if a COE has less than three student groups, all of the student groups have met the DA criteria for three out of four consecutive years).

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

San Joaquin County Community School- Low Graduation Rate

Support for Identified Schools

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

The Continuous Improvement Support (CIS) team in SJCOE's Education Services Department provides guidance and support for the San Joaquin County Community school in developing a comprehensive support and improvement plan to address the growth areas as indicated on the CA Dashboard. This support includes providing professional development in strategies for academic intervention, MTSS, English learner support, and engaging families and communities as educational partners. The CIS team supports the LEA's school in providing resources to review and analyze data that informs school on how they can effectively develop their LCAP and improve their systems and practices to improve student achievement. The CIS team meets with the staff from the San Joaquin County Community school leadership staff throughout the year to ensure they are supported with the development of their LCAP and other state and federal accountabilities. A seven-step process will continue to be used in coordination with the SJCOE Continuous Improvement Support team:
Step 1: Establish a school wide planning team & clarify the vision for reform
Step 2: Create the school profile & identify data sources
Step 3: Analyze the data and current performance level
Step 4: Determine the root causes for performance gaps (utilizing Improvement Science tools and root cause analysis)
Step 5: Identify resource inequities
Step 6: Identify evidence based interventions to close the gaps
Step 7: Identify how SJCOE and San Joaquin County Community will monitor the implementation and effectiveness of proposed improvement strategies
Step 8: Review the evaluation outcomes and determine next steps for the following school year

Monitoring and Evaluating Effectiveness

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

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

1. Identification of students included in the cohort of prospective graduates upon enrollment and ongoing - October and January

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Local Bargaining Units	Draft goals, action steps, and metrics were reviewed with CTA representatives in the monthly bargaining unit meeting in February.
Students	Online survey was administered to students in February-March of 2024 to solicit feedback. School sites hosted LCAP meetings in February-March of 2024 to review draft goals, actions, and metrics and to obtain feedback. Student Advisory Council: April 30, 2024
Parents/Caregivers	Online survey was administered to parents/guardians in February-March of 2024 to solicit feedback. School sites hosted LCAP meetings in February-March of 2024 to review draft goals, actions, and metrics and to obtain feedback. Parent Advisory Council: April 30, 2024
Administrators/Principals	From February-April, the administrative team reviewed CA Healthy Kids Survey, CA School Staff Survey, and LCAP survey responses and developed revised general goals and discussed equity multiplier goal requirements. Admin meetings: March 8, April 5, 2024
Other School Personnel	Online survey was administered to staff in February-March of 2024 to solicit feedback. School sites hosted LCAP meetings for school site

	staff, including "other school personnel" in February-March of 2024 to review draft goals, actions, and metrics and to obtain feedback.
Teachers	Online survey was administered to teachers in February-March of 2024 to solicit feedback. School sites hosted LCAP meetings in February-March of 2024 to review draft goals, actions, and metrics and to obtain feedback. Teachers participated in Professional Learning Community (PLC) meetings from August to December of 2023 to review school data and provide feedback and actionable steps to inform the WASC self-study and the LCAP.
Advisory Councils	The School Site Council met in February, March, April, and May, and provided feedback on the LCAP goals, actions, and metrics. ELAC met in April and provided feedback on how the LCAP could include actions to specifically support English learners. The Parent Advisory Council and Student Advisory Council met in May and provided feedback on the general goals, Equity Multiplier goals and actions. School Site Council meetings: February 29, March 28, April 11, May 16, 2024 ELAC: April 9, May 14, 2024 Admin meetings: March 8, April 5, 2024 Parent Advisory Council: April 30, 2024 Student Advisory Council: April 30, 2024
Board and Public	A mid-year report was provided at the SJCOE Board meeting on February 21, 2024. A Public Hearing for the LCAP was held June 18, 2024 and the Board adopted the LCAP on June 20, 2024. The local indicators were presented to the board and public at the June 20, 2024 board meeting.
San Joaquin County Community (Equity Multiplier School)	School site council, administrators, Parent Advisory Council and Student Advisory Council consulted on the Equity multiplier requirements, including the goal, actions, and metrics. School Site Council meetings: February 29, March 28, April 11, May 16, 2024 ELAC: April 9, May 14, 2024 Admin meetings: March 8, April 5, 2024 Parent Advisory Council: April 30, 2024 Student Advisory Council: April 30, 2024

John F. Cruikshank School (Equity Multiplier School)	School site council, administrators, Parent Advisory Council and Student Advisory Council consulted on the Equity multiplier requirements, including the goal, actions, and metrics. School Site Council meetings: February 29, March 28, April 11, May 16, 2024 ELAC: April 9, May 14, 2024 Admin meetings: March 8, April 5, 2024 Parent Advisory Council: April 30, 2024 Student Advisory Council: April 30, 2024

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

Based on the feedback from educational partners through surveys and engagement meetings, the three general goals were consolidated into two goals. Goals one and two in the 2023-24 LCAP are included in Goal 1 of the 2024-25 LCAP. Goal three in the 2023-24 LCAP is Goal 2 in the 2024-25 LCAP

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

The feedback from the educational partners reinforced the need to expand strategies to increase student learning through ongoing professional development specific to addressing the needs of English learners to improve language acquisition and access to standards aligned curriculum, academic interventions and supports to address learning gaps, and college and career opportunities to all students.

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

The feedback from the educational partners reinforced the need to maintain actions to address truancy, attendance and chronic absenteeism, expand outreach and supports for families, expand general social emotional supports for students through the clinician and counseling teams, and increase professional learning in the areas of restorative practices, equity, gang and domestic violence awareness, Social and Emotional Learning (SEL), project-based learning (PBL) and improving PLC practices.

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

The feedback from educational partners at San Joaquin Community influenced the development of the equity multiplier goal and actions which focus on increasing tiered MTSS support for San Joaquin Community students. Students need continued tiered intervention based on

the unique needs of each student, specifically academic, behavioral, and social emotional. Feedback also identified the need to provide tiered support and professional development to focus on the specific needs of English learners.

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

The feedback from educational partners at John F. Cruikshank Jr. influenced the development of the equity multiplier goal and actions which focus on expanding the PBIS program, to address the behavioral and social emotional needs of the students. Feedback also identified the need to provide tiered support and professional development to focus on the specific needs of English learners.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

An explanation of why the LEA has developed this goal.

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

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; EL: English Learner; LTEL: Long Term English Learners; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; HOM: Homeless; FY: Foster Youth

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A	Teachers Credentialing and Assignments	All: Appropriately Assigned: 100% Fully Credentialed: 73%			All: Appropriately Assigned: 100%	

	Percentage of teachers appropriately assigned (AA) and fully credentialed (FC) in the subject area and for the students they are teaching.	Special Education: Appropriately Assigned: 100% Fully Credentialed: 67% Community: Appropriately Assigned: 100% Fully Credentialed: 79% Court: Appropriately Assigned: 100% Fully Credentialed: 86% 23/24 Data Local HR Info System			Fully Credentialed: 80% Special Education: Appropriately Assigned: 100% Fully Credentialed: 80% Community: Appropriately Assigned: 100% Fully Credentialed: 100% Court: Appropriately Assigned: 100% Fully Credentialed: 100%	
1B	Access to Instructional Materials Percentage of students who have sufficient access to the standards-aligned instructional materials	100% 2023-24 Board Resolution Sufficiency of Instructional Materials			100%	
1C	School Facilities Percentage of school facilities maintained in good repair or exemplary condition based on evaluation of each school site, using the Facilities Inspection Tool (FIT).	100% 2023-24 FIT			100%	

2A 2B	Implementation of State Standards and services for ELs Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and English Language Development standards. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 3 ELD: 2 Math: 3 NGSS: 3 History: 3 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 3 Math: 5 NGSS: 3 History: 5			Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 4 Math: 5 NGSS: 4 History: 5	
4A ELA	Statewide Assessments ELA Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment.	ELA Meet or Exceed ALL: 7.5% EL: 0% LTEL: 0% SED: 6.77% SWD: 4.62% HOM: 21.43% FY: 9.09%			ELA Meet or Exceed ALL: 10.5% EL: 3% LTEL: 3% SED: 9.77% SWD: 7.62% HOM: 24.43% FY: 12.09%	

		2023 CAASPP				
4A Math	Statewide assessment Mathematics Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC Math assessment.	Math Meet or Exceed ALL: 0.82% EL: 0% LTEL: 0% SED: 1.05% SWD: 1.64% HOM: 0% FY: NDA 2023 CAASPP			Math Meet or Exceed ALL: 3.82% EL: 3% LTEL: 3% SED: 4.05% SWD: 4.64% HOM: 3% FY: TBD	
4A Sci	Statewide Assessments Science Percentage of all students, grades 5, 8, 11 and 12 who meet or exceed standard on the CAST assessment.	Science Meet or Exceed ALL: 1.78% EL: 0% LTEL: 0% SED: 2.07% SWD: 4.35% HOM: 0% FY: NDA 2023 CAST			Science Meet or Exceed ALL: 4.78% EL: 3% LTEL: 3% SED: 5.07% SWD: 7.35% HOM: 3% FY: TBD	
4B	A-G Completion Percentage of students who meet CSU/UC a-g college entrance requirements	ALL: 0% EL: 0% LTEL: 0% SED: 0% SWD: 0% HOM: 0% FY: 0% Fall 2023 CA School Dashboard-			ALL: 0.5% EL: 0.5% LTEL: 0.5% SED: 0.5% SWD: 0.5% HOM: 0.5% FY: 0.5%	

		College/Career Levels Measures Data & Report (Class of 2023)				
4C	Career Technical Education (CTE) Percentage of students who successfully complete a CTE Pathway or program of study aligned with SBE approved CTE Standards and Frameworks	ALL: .0.6% EL: 0% LTEL: n/a SED: 0.4% SWD: 0% HOM: 0% FY: 0% Fall 2023 CA School Dashboard-College/Career Levels Measures Data & Report (Class of 2023)			ALL: 3.6% EL: 3% LTEL: TBD SED: 3.4% SWD: 3% HOM: 3% FY: 3%	
4D	A-G and CTE Completion Percentage of students who successfully complete both A-G requirements (4B) and a CTE Pathway (4C)	ALL: 0% EL: 0% LTEL: 0% SED: 0% SWD: 0% HOM: 0% FY: 0% Fall 2023 CA School Dashboard-College/Career Levels Measures Data & Report (Class of 2023)			ALL: 0.5% EL: 0.5% LTEL: 0.5% SED: 0.5% SWD: 0.5% HOM: 0.5% FY: 0.5% Fall 2023 CA School Dashboard-College/Career Levels Measures Data & Report (Class of 2023)	
4E	EL progress	EL Progress: 21.4%			EL Progress: 24.4%	

	Percentage of English Learners who make progress toward English proficiency as measured by the ELPAC EL Acquisition Results: The percentage of current EL students who: Progress at least one ELPI level; Maintain ELPI level 4; Maintain lower ELPI levels (1, 2L, 2H, 3L, or 3H); Decrease at least one ELPI Level	EL Acquisition: Progress: 28.9% Maintain level 4: DNA Maintain lower level: 32.9% Decrease: 38.2% Fall 2023 CA School Dashboard- English Learner Progress Indicator (ELPI)			EL Acquisition: Progress: 31.9% Maintain level 4: TBD Maintain lower level: 35.9% Decrease: 32.2%	
4F	EL Reclassification Rate Percentage of English Learner (EL) students who meet SJCOE standards to be reclassified as Fluent English Proficient.	SJCOE: 21.4% Community: 12.5% Court: 8.9%			SJCOE: 25% Community: 15% Court: 10%	
4G	AP Exams Percent of students who pass at least one Advanced Placement (AP) exam with a score of 3 or higher.	0% December 2023, College Board Report			0.5%	
4H	College Preparedness Percentage of students who demonstrate college	ELA ALL: 8.56% EL: 0%			ELA ALL: 11.56% EL: 3%	

	preparedness by meeting/exceeding standard on 11th grade CAASPP Early Assessment Program (EAP) exam in English Language Arts and Math	LTEL: 0% SED: 8.52% SWD: 0% HOM: 25% FY: NDA Math ALL: 0.76% EL: 0% LTEL: 0% SED: 1.01% SWD: 0% HOM: NDA FY: NDA 2023 11th Grade CAASPP			LTEL: 3% SED: 11.52% SWD: 3% HOM: 28% FY: TBD Math ALL: 3.76% EL: 3% LTEL: 3% SED: 4.01% SWD: 3% HOM: TBD FY: TBD	
5E	High School Graduation Rate Percentage of students in the four-year cohort who meet the SJCOE graduation requirements	ALL: 40.9% EL: 34.3% LTEL: DNA SED: 39.7% SWD: 44% HOM: 34.7% FY: 30.8% Fall 2023 CA School Dashboard (Class of 2023)			ALL: 43.9% EL: 37.3% LTEL: TBD SED: 42.7% SWD: 47% HOM: 37.7% FY: 33.8%	
7A 7B 7C	Broad Course of Study The extent to which students have access to, and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted	All: 100% SED: 100% EL: 100% FY: 100% SWD: 100% 23-24 SIS, Master Schedule			All: 100% SED: 100% EL: 100% FY: 100% SWD: 100%	

	course of study for grades 7 to 12; programs and services developed and provided to low income, English learner and foster youth students; and programs and. services developed and provided to students with disabilities.				
7	CTE Course Enrollment Percentage of students who are enrolled in at least one CTE course	Baseline will be established in 2024-25			TBD
8	College Career Preparedness Percentage of students approaching prepared on the College Career Indicator (CCI) by completing one college credit course.	ALL: 18.2% EL: 0% LTEL: TBD SED: 22.2% SWD: 100% HOM: 50% FY: 100% Fall 2023 CA School Dashboard-College/Career Levels Measures Data & Report (Class of 2023)			ALL: 22% EL: 5% LTEL: TBD SED: 25% SWD: 100% HOM: 60% FY: 100%
9	Instruction of Expelled Students How the county superintendent of schools will coordinate instruction of expelled	1) 5 - Full Implementation and Sustainability 2) 5 - Full Implementation and Sustainability			1) 5 - Full Implementation and Sustainability 2) 5 - Full Implementation and Sustainability

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

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

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Provide ongoing professional learning for staff, focused on developing academic rigor and consistency across all school sites, including Differentiated Assistance professional learning to address the need to the students groups who continue to perform at the lowest level based on the CA Dashboard.	$543,903.00	No
1.2	English Learner Program	Provide ongoing professional development, accurate assessment systems and effective program development to improve language acquisition for EL and LTEL students.	$383,460.00	Yes
1.3	Academic Intervention	Provide academic intervention support (MTSS) staff, resources, and programs for foster youth, low income, and English learners.	$365,731.00	Yes

1.4	Instructional Materials	Provide and utilize common instructional materials and curriculum that meet current California academic standards and follow instructional frameworks.	$328,680.00	No
1.5	Core Services	Core services provided to support student education in a safe learning environment.	$14,922,501.00	No
1.6	Technology	Provide a variety of technology to enhance the learning options of all students so they can earn or recover credits for graduation.	$219,120.00	No
1.7	Support for Students with Disabilities	Provide ongoing training for teachers and staff to ensure students with disabilities are able to access the core curriculum and be successful in their courses.	$54,780.00	No
1.8	College and Career Readiness	Provide career technical education (CTE) and college-readiness programs and staff to ensure students have skills and resources to successfully transition to college and/or a career.	$1,130,444.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The actions within this goal are designed to build positive relationships between students, staff, and families so as to increase student engagement and supports for students so they can be at school consistently and engaged in the learning. We will monitor and evaluate the actions by collecting and reviewing specific data on attendance, chronic absenteeism, participation in engagement activities, parent engagement, and survey responses on school connectedness. We will review data and solicit feedback throughout the year that will provide evidence of the impact of the actions on suspensions, attendance, and parent engagement participation. Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learners; SED: Socioeconomically Disadvantaged; HOM: Homeless; SWD: Students with Disabilities

Measuring and Reporting Results

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

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

					underrepresented groups in the school community. 5 - Full Implementation and Sustainability	
5A	School Attendance Rate The percentage of students attending school daily on average by site/program CARE sites: CARE Intervention sites: Intervention Truancy sites: Truancy Daily sites: Daily Independent Study sites: IS Residential sites: Residential	Community: CARE: 89% Intervention: 77% Truancy: 77% Daily: 74% Independent study: 93% Residential: 100% Court: Biddick K-6: 22% Cruikshank: 95% 2023-24 P2 Attendance percentages Local SIS			Community: CARE: 95% Intervention: 83% Truancy: 83% Daily: 80% IS: 95% Residential: 100% Court: Biddick K-6: 28% Cruikshank: 95%	
5B	Chronic Absenteeism Rate Percentage of students K-12 who are absent from school 10% or more for the total number of days that they are enrolled in school.	ALL: 44.1% EL: 49% LTEL: NDA SED: 43.9% SWD: 54% HOM: 52% FY: 61.9% 2022- 2023 DataQuest			ALL: 35% EL: 35% LTEL: TBD SED: 35% SWD: 35% HOM: 35% FY: 35%	
5C	Middle School Dropout Rate	Community: 0% Court: 0%			Community: 0% Court: 0%	

	Percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school.	2022-23 CALPADS Report 1.12				
5D	High School Dropout Rate Percentage of students in grades 9-12 who stop coming to school and who do not enroll in another school.	Community: 46% Court: 45% 2022-23 CALPADS Report 15.1			Community: 35% Court: 35%	
6A	Suspension Rate Percentage of students who are suspended at least once during the academic year.	ALL: 9.9% EL: 7.7% LTEL: NDA SED: 10.4% SWD: 19.9% HOM: 10.9% FY: 17.1% Fall 2023 CA School Dashboard			ALL: 6.9% EL: 4.7% LTEL: TBD SED: 7.4% SWD: 16.9% HOM: 7.9% FY: 14.1%	
6B	Expulsion Rate Percentage of students who are expelled from the district during the academic year.	ALL: 0% EL: 0% LTEL: NDA SED: 0% SWD: 0% HOM: 0% FY: 0% 2023 DataQuest			ALL: 0% EL: 0% LTEL: TBD SED: 0% SWD: 0% HOM: 0% FY: 0%	
6C	Safety & School Connectedness	Feel Safe at School: Students: 56% Staff: 54%			Feel Safe at School: Students: 65%	

	Percentage of students and staff who feel the school is safe. Percentage of students and staff who feel connected to the school. 1) Students responding on average they "Agree" or "Strongly Agree" to their school having "school connectedness" 2) Students who perceive their school as "safe" or "very safe" 3) Staff who perceive their school as "safe or "very safe" for staff 4) Staff who perceive their school as "safe or "very safe" for students (CA Healthy Kids Survey/CA School Staff Survey)	Feel Connected to School: Students: 49% Staff: 46% 2023-24 CHKS/CSSS Results			Staff: 65% Feel Connected to School: Students: 60% Staff: 60%	
10A 10B 10C 10D	Services for Foster Youth How the county superintendent of schools will coordinate services for foster children working with the county child welfare agency to minimize changes in school	10A- Q1) 5 - Full Implementation and Sustainability 10B & 10D- Q5) 5 - Full Implementation and Sustainability 10C- Q7) 5 - Full Implementation			10A- Q1) 5 - Full Implementation and Sustainability 10B & 10D- Q5) 5 - Full Implementation and Sustainability	

placement 10A 1) Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). 10B & 10D 5) Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information 10C 7) Developing strategies to prioritize the needs of foster youth in the	and Sustainability 2023-24 Local Indicators			10C- Q7) 5 - Full Implementation and Sustainability	

community, using community-wide assessments that consider age group geographical area, and identification of highest needs students based on academic needs and placement type. Local Indicator Reflection Tool: Rubric: 1 Exploration and Research 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation and Sustainability					

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Educational Partner Communication	Enhance communication with educational partners using a range of technologies, tools and strategies.	$81,182.00	No
2.2	Supporting At-Promise Youth	Build and strengthen relationships with neighboring counties and community partners to serve at-promise students including foster and homeless youth, low income, and English learners. Maintain effective relationships and staff that directly support foster and homeless students.	$1,378,745.00	Yes
2.3	Parent and Community Engagement	Increase parent and community participation in the advisory councils, including the Parent Advisory (PAC) and English Learner Advisory (ELAC) committees, with an emphasis on having representation from foster youth, low income, English learners and reclassified English learner families.	$431,622.00	No
2.4	Student Engagement	Provide Quest (field trips) and Concept of one. (community building) activities for all students including foster youth, low income and English learners to foster positive relationships among students, staff, and the community.	$383,460.00	Yes
2.5	Truancy Intervention	Provide truancy intervention that includes staffing and partnerships with community agencies and organizations, as well as providing attendance incentives, transportation, and other supports to ensure students are able to consistently attend school.	$1,814,070.00	Yes

| 2.6 | Multi-Tiered System of Supports (MTSS) | Provide an effective multi-tiered system of supports for students that provides a continuum of services that address student behavioral, social-emotional, health and well-being needs. | $3,618,675.00 | Yes |

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; EL: English Learner; HOM: Homeless; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; HISP: Hispanic; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A ELA	Statewide Assessment ELA	ALL: 7.43% EL: 0% HOM: 21.43%			ALL: 10% EL: 3% HOM: 24%	

	Percentage of all students, grades 3–8 and 11 who meet or exceed standard on the SBAC ELA assessment. San Joaquin Community School student data	SED: 6.96% SWD:0% AA: 2.38% HISP: 6.1% WH: 10.64% 2022-23 CAASPP			SED: 10% SWD: 3% AA: 5% HISP: 9% WH: 13%	
4A Math	Statewide Assessment Mathematics Percentage of all students, grades 3–8 and 11 who meet or exceed standard on the SBAC Math assessment.	ALL: 0.62% EL: 0% HOM: 0% SED: 0.79% SWD: 0% AA: 0% HISP: 1.01% WH: 0% 2022-23 CAASPP			ALL: 3% EL: 3% HOM: 3% SED: 3% SWD: 3% AA: 3% HISP:4% WH: 3%	
4E	EL Progress Percentage of English Learners who make progress toward English proficiency as measured by the ELPAC. EL Acquisition Results: The percentage of current EL students who: Progress at least one ELPI level; Maintain ELPI Level 4; Maintain lower ELPI levels (1, 2L, 2H, 3L, or 3H); Decrease at least one ELPI Level	21.8% EL Acquisition-Progress: 29.7% Maintain level 4: 0% Maintain lower level: 32.4% Decrease: 37.9% Fall 2023 CA School Dashboard- English Learner Progress Indicator (ELPI)			25% EL Acquisition-Progress: 32.7% Maintain level 4: 3% Maintain lower level: 35.4% Decrease: 28.9%	

	increasing one ELPI level					
5A	School Attendance Rate The percentage of students attending school daily on average by program.	CARE sites: 89% Intervention sites: 77% Truancy sites: 77% Daily sites: 74% Independent study sites: 93% Residential sites: 100% 2023-24 P2 Attendance percentages Local SIS			CARE sites: 95% Intervention sites: 83% Truancy sites: 83% Daily sites: 80% Independent study sites: 95% Residential sites: 100%	
5E	High School Graduation Rate Percentage of students in the four-year cohort who meet SJCOE graduation requirements	ALL: 41% EL: 33.3% HOM: 35.1% SED: 39.7% SWD: 45% AA: 44.4% HISP: 42.1% WH: 45.8% Fall 2023 CA School Dashboard			ALL: 44% EL: 37% HOM: 38% SED: 43% SWD: 48% AA: 47% HISP: 45% WH: 49%	
6A	Student suspension rates Percentage of students who are suspended at least once during the academic year.	ALL: 8.9% EL: 6% HOM: 10.3% SED: 9.3% SWD: 15.9% AA: 13.7% HISP: 8.2% WH: 1.7% Fall 2023 CA School Dashboard			ALL: 4% or Less EL: 4% or Less HOM: 4% or Less SED: 4% or Less SWD: 4% or Less AA: 4% or Less HISP: 4% or Less WH: 4% or Less	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Learner Intervention	Expand support for English learners by providing the staffing and resources to facilitate EL professional development and tiered intervention for EL students	$315,079.00	No
3.2	Academic Intervention and Counseling	Provide additional tiered academic intervention and counseling for the student groups that received the lowest performance level on the 2023 CA Dashboard.	$451,139.00	No
3.3	Socioemotional and Well-being Support	Expand tiered socioemotional, health and well-being support for the student groups that received the lowest performance level on the 2023 CA Dashboard.	$328,680.00	No

3.4	Family Engagement Support	Enhance the Family Engagement Team to provide additional support and programs for families of the identified student groups that received the lowest performance level on the 2023 CA Dashboard.	$405,682.00	No
3.5	Factory Institute of Training (FIT) Program	Expand the FIT Program to provide more student access to tier 2 academic and behavior intervention and team-building activities.	$328,680.00	No
3.6	Academic, Career and College-Related Activities	Expand academic, career, and college-related programs, activities and field trips for the identified student groups beyond the school site.	$219,120.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on a review of the CA Dashboard for John F. Cruikshank Jr. court school, there is a need to provide services specific to the needs of English Learners and African American students to reduce suspension.

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

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; EL: English Learner; AA: African American

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5A	School Attendance Rate	Biddick K-6: 22% Cruikshank: 95%			Biddick K-6: 28% Cruikshank: 95%	

	The percentage of students attending school daily on average	2023-24 P2 Attendance percentages Local SIS				
6A	Student suspension rates

Percentage of students who are suspended at least once during the academic year. | ALL: 12.3%
EL: 14.3%
AA: 15.2%

Fall 2023 CA School Dashboard | | | ALL: 2.3%
EL: 4.3%
AA: 5.2% | |

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	English Learner Intervention	Expand support for English learners by providing the staffing to facilitate EL professional development and tiered intervention for EL students	$18,890.00	No
4.2	Academic and Counseling Intervention	Provide additional tiered academic intervention and counseling for the identified student groups	$325,225.00	No
4.3	MTSS and Wellness	Develop and maintain an effective school-based Wellness Center that provides timely access to MTSS-based social emotional, mental health, and academic support services.	$0.00	No
4.4	PBIS and Restorative Practices	Develop and maintain a PBIS and restorative practice program that is based on trauma-informed practices, art-based therapy, and encourages all students to maintain positive behavior, and supports students who need additional social-emotional and behavior intervention.	$54,780.00	No
4.5	Academic, Career, and College-Readiness Activities	Provide additional academic, career, and college-readiness activities at Cruikshank to increase student engagement for the identified student groups.	$54,780.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,393,910.00	$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
15.627%	0.000%	$$0.00	15.627%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Academic Intervention **Need:** Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment: ALL: 7.5% EL: 0%	Action 1.3 will include MTSS supports, staffing and resources to these student groups so they can improve their proficiency in ELA and math. This action is being provided on a LEA-wide basis to ensure all students have the opportunity to access these resources so they can also improve their proficiency in ELA and math.	Metric 4A- Statewide Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY: 9.09% SED: 6.77% Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC math assessment: ALL: 0.82% EL: 0% FY: NDA% SED: 1.05% Educational partner feedback and review of data indicated we need more opportunities for students to receive targeted intervention and support meeting students at their current academic level to improve academic performance in ELA and Math. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics Sections. **Scope:** LEA-wide		
2.2	**Action:** Supporting At-Promise Youth **Need:** Suspension Rate ALL: 9.9% EL: 7.7% SED: 10.4% FY: 17.1%	Action 2.2 will include staffing and resources to provide tiered support for foster youth and homeless youth, low income, and EL students, to build relationships among students and staff and increase engagement in the school setting. This action is being provided on a LEA-wide basis to ensure all students have the opportunity to access these resources so they can also increase engagement in the school setting.	Metric 6A - Suspension Rate (CA Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partner feedback and review of data indicated we need to create a positive culture by providing supports and build relationships with students and families throughout the LEA. By building a positive climate and culture, student engagement will increase, thus reducing discipline incidents, reducing suspension rates. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics Sections. **Scope:** LEA-wide		
2.4	**Action:** Student Engagement **Need:** Suspension Rate ALL: 9.9% EL: 7.7% SED: 10.4% FY: 17.1% Educational partner feedback and review of data indicated we need to increase student engagement by providing opportunities to extend student learning through educational excursions and concept of one. activities which focus on problem solving and team building. By building a positive climate and culture, student engagement will increase,	Action 2.4 will include engaging students in academic and enrichment field trips and activities to building relationships among students and staff and to minimize behavior issues that arises from when students do not have positive relationships with each other or with staff. This action is being provided on a LEA-wide basis to ensure all students have the opportunity to access these field trips and activities so they can build relationships with other students and staff.	Metric 6A - Suspension Rate (CA Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	thus reducing discipline incidents which will reduce suspension rates. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics Sections. **Scope:** LEA-wide		
2.5	**Action:** Truancy Intervention **Need:** Chronic Absenteeism ALL: 44.1% EL: 49% SED: 43.9% HOM: 52% FY: 61.9% Educational partner feedback indicated we need to create a positive culture regarding attendance throughout the LEA and make transportation more accessible for Foster Youth students. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	We will provide additional transportation, with a focus on areas foster youth students live in, and implement an incentive-based program that emphasizes the importance of attendance and builds community to reduce chronic absenteeism. These services will create an opportunity to reduce chronic absenteeism by increasing attendance for foster youth students because they are designed to address their identified needs. However, these service are being provided on an LEA-wide basis to maximize the impact in decreasing overall chronic absenteeism rates for all students	5B- Chronic Absenteeism (DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Multi-Tiered System of Supports (MTSS) **Need:** Suspension Rate ALL: 9.9% EL: 7.7% SED: 10.4% FY: 17.1% Educational partner feedback and review of data indicate needed expanded multi-tiered system of supports for students that addressed student behavior, social emotional, health, and well-being needs in order to reduce the suspension rate. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics Sections. **Scope:** LEA-wide	We will provide additional behavior supports as well (Restorative Practices and PBIS) as well as health and social emotional services to students, with a focus on foster youth and socio-economically disadvantaged students. By providing these tiered supports, student engagement will increase, thus reducing discipline incidents which will reduce suspension rates. These service are being provided on an LEA-wide basis to maximize the impact in decreasing overall suspension rates for all students	Metric 6A - Suspension Rate (CA Dashboard)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** English Learner Program	Based on the identified needs as indicated on the CA Dashboard for LEA, professional development	Metric 4E- EL Progress (CA Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: 21.4% of English learners in the LEA made progress towards English language proficiency in 2022-23, which was a 17.1% decline from 2021-22. Educational partner feedback and review of data indicated we need to provide services focused specifically on professional learning and the language acquisition program to address the needs of English learners. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics. Sections. **Scope:** Limited to Unduplicated Student Group(s)	to improve EL instructional strategies is needed for all the schools in the LEA as well as improved systems to monitor, assess and reclassify EL students.	

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

Additional Concentration Grant Funding

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

N/A

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$40,916,749.00	6,393,910.00	15.627%	0.000%	15.627%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$23,270,991.00	$3,152,462.00		$1,734,975.00	$28,158,428.00	$20,566,162.00	$7,592,266.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.																
1	1.1	Professional Development	All		No				July 2024 - June 2027	$330,811.00	$213,092.00	$543,903.00	$0.00	$0.00	$0.00	$543,903.00
1	1.2	English Learner Program	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024 - June 2027	$0.00	$383,460.00	$383,460.00	$0.00	$0.00	$0.00	$383,460.00
1	1.3	Academic Intervention	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$37,051.00	$328,680.00	$354,671.00	$0.00	$0.00	$11,060.00	$365,731.00
1	1.4	Instructional Materials	All		No				July 2024 - June 2027	$0.00	$328,680.00	$328,680.00	$0.00	$0.00	$0.00	$328,680.00
1	1.5	Core Services	All		No				July 2024 - June 2027	$13,826,901.00	$1,095,600.00	$14,521,268.00	$0.00	$0.00	$401,233.00	$14,922,501.00
1	1.6	Technology	All		No				July 2024 - June 2027	$0.00	$219,120.00	$219,120.00	$0.00	$0.00	$0.00	$219,120.00
1	1.7	Support for Students with Disabilities	Students Disabilities	with	No				July 2024 - June 2027	$0.00	$54,780.00	$54,780.00	$0.00	$0.00	$0.00	$54,780.00
1	1.8	College and Career Readiness	All		No				July 2024 - June 2027	$1,020,884.00	$109,560.00	$1,130,444.00	$0.00	$0.00	$0.00	$1,130,444.00
2	2.1	Educational Partner Communication	All		No				July 2024 - June 2027	$26,402.00	$54,780.00	$78,886.00	$0.00	$0.00	$2,296.00	$81,182.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Supporting At-Promise Youth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,089,031.00	$289,714.00	$292,764.00	$650,407.00	$0.00	$435,574.00	$1,378,745.00
2	2.3	Parent and Community Engagement	All	No				July 2024 - June 2027	$322,062.00	$109,560.00	$0.00	$0.00	$0.00	$431,622.00	$431,622.00
2	2.4	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$383,460.00	$383,460.00	$0.00	$0.00	$0.00	$383,460.00
2	2.5	Truancy Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,485,389.00	$328,681.00	$1,529,578.00	$0.00	$0.00	$284,492.00	$1,814,070.00
2	2.6	Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,974,273.00	$1,644,402.00	$3,449,977.00	$0.00	$0.00	$168,698.00	$3,618,675.00
3	3.1	English Learner Intervention	English Learners	No				July 2024 - June 2027	$150,739.00	$164,340.00	$0.00	$315,079.00	$0.00	$0.00	$315,079.00
3	3.2	Academic Intervention and Counseling	All	No				July 2024 - June 2027	$0.00	$451,139.00	$0.00	$451,139.00	$0.00	$0.00	$451,139.00
3	3.3	Socioemotional and Well-being Support	All	No				July 2024 - June 2027	$0.00	$328,680.00	$0.00	$328,680.00	$0.00	$0.00	$328,680.00
3	3.4	Family Engagement Support	All	No				July 2024 - June 2027	$196,457.00	$209,225.00	$0.00	$405,682.00	$0.00	$0.00	$405,682.00
3	3.5	Factory Institute of Training (FIT) Program	All	No				July 2024 - June 2027	$0.00	$328,680.00	$0.00	$328,680.00	$0.00	$0.00	$328,680.00
3	3.6	Academic, Career and College-Related Activities	All	No				July 2024 - June 2027	$0.00	$219,120.00	$0.00	$219,120.00	$0.00	$0.00	$219,120.00
4	4.1	English Learner Intervention	English learners	No				July 2024 - June 2027	$7,934.00	$10,956.00	$0.00	$18,890.00	$0.00	$0.00	$18,890.00
4	4.2	Academic and Counseling Intervention	English learners and African American students	No				July 2024 - June 2027	$98,228.00	$226,997.00	$0.00	$325,225.00	$0.00	$0.00	$325,225.00
4	4.3	MTSS and Wellness	English learners and African American students	No				July 2024 - June 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.4	PBIS and Restorative Practices	English learners and African American students	No				July 2024 - June 2027	$0.00	$54,780.00	$0.00	$54,780.00	$0.00	$0.00	$54,780.00
4	4.5	Academic, Career, and College-Readiness Activities	English learners and African American students All	No				July 2024 - June 2027	$0.00	$54,780.00	$0.00	$54,780.00	$0.00	$0.00	$54,780.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
$40,916,749.00	6,393,910.00	15.627%	0.000%	15.627%	$6,393,910.00	0.000%	15.627 %	**Total:**	$6,393,910.00
								LEA-wide Total:	$6,010,450.00
								Limited Total:	$383,460.00
								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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.2	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$383,460.00	
1	1.3	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$354,671.00	
2	2.2	Supporting At-Promise Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$292,764.00	
2	2.4	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$383,460.00	
2	2.5	Truancy Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,529,578.00	
2	2.6	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth	All Schools	$3,449,977.00	

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

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$23,670,635.00	$24,154,748.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	**1.1**	Attendance monitoring	Yes	$3,547,063.00	$2,921,444.05
1	**1.2**	Truancy intervention team	No	$581,018.00	$332,688.06
1	**1.3**	Mental health clinicians	Yes	$1,382,018.00	$1,164,943.68
1	**1.4**	Campus Safety Technicians	No	$757,794.00	$774,978.13
1	**1.5**	Student Expulsion and SARB support	No	$578,144.00	$492,511.83
1	**1.6**	Truancy Intervention school sites	Yes	$529,597.00	$261,605.23
1	**1.7**	Transportation	Yes	$190,733.00	$332,677.52
2	**2.1**	MTSS professional learning	No	$331,630.00	$343,144.41
2	**2.2**	Curriculum and Instruction Professional learning for English learners	Yes	$394,098.00	$250,104.28
2	**2.3**	Reading and math interventions	Yes	$36,025.00	$51,851.40

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Common instructional materials	No	$2,156,257.00	$2,024,427.22
2	2.5	College and Career Readiness	No	$657,331.00	$637,514.63
2	2.6	Enrichment activities	Yes	$49,981.00	$267,640.51
2	2.7	Dedicated MTSS staff	No	$172,163.00	$276,432.55
2	2.8	Core services	No	$4,567,080.00	$6,358,993.07
2	2.9	Instructional technology and strategies	Yes	$168,804.00	$444,805.22
2	2.10	Instructional settings	No	$1,779,156.00	$1,666,538.99
2	2.11	Assessment completion	No	$312,092.00	$212,674.04
2	2.12	Curriculum and Instruction Professional learning for students with disabilities.	No	$0.00	0.00
3	3.1	Outreach communication	No	$786,732.00	$690,573.09
3	3.2	Relationships with community organizations	Yes	$783,704.00	$1,121,588.90
3	3.3	Family and community participation at SSC and ELAC	Yes	$136,131.00	$125,747.54
3	3.4	Quests and Concept of one.	Yes	$2,362,090.00	$2,247,426.54

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Family Engagement Specialists	Yes	$118,736.00	$123,115.45
3	3.6	Independent Living Programs	Yes	$797,766.00	$562,487.70
3	3.7	PBIS and Restorative Practices and Trauma-informed care	No	$105,755.00	$90,958.04
3	3.8	CSTs	No	$360,069.00	$376,730.04
4	4.1	Teacher Professional Learning	No	$11,489.00	$1,146.78
4	4.2	Intervention Teacher Collaboration	No	$17,179.00	$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$7,224,184.00	$9,158,044.00	$9,430,632.80	($272,588.80)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Attendance monitoring	Yes	$3,369,931.00	$2,921,444.05		
1	1.3	Mental health clinicians	Yes	$1,356,626.00	$1,164,943.68		
1	1.6	Truancy Intervention school sites	Yes	$436,582.00	$261,605.23		
1	1.7	Transportation	Yes	$154,599.00	$332,677.52		
2	2.2	Curriculum and Instruction Professional learning for English learners	Yes	$374,499.00	$250,104.28		
2	2.3	Reading and math interventions	Yes	$36,025.00	$51,851.40		
2	2.6	Enrichment activities	Yes	$49,981.00	$267,640.51		
2	2.9	Instructional technology and strategies	Yes	$158,454.00			
3	3.2	Relationships with community organizations	Yes	$778,355.00	$1,121,588.90		
3	3.3	Family and community participation at SSC and ELAC	Yes	$40,319.00	$125,747.54		
3	3.4	Quests and Concept of one.	Yes	$2,354,434.00	$2,247,426.54		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Family Engagement Specialists	Yes	$22,074.00	$123,115.45		
3	3.6	Independent Living Programs	Yes	$26,165.00	$562,487.70		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$50,297,730.00	$7,224,184.00	0	14.363%	$9,430,632.80	0.000%	18.750%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o 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,

  o 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.

o 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.

o 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.

o 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.

o 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.

o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

- 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

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

- 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.

  o 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.

- Enter the action number.

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

- Provide a brief description of the action.

- o 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.

- o 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.

- o 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.

  - o **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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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%).

- 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.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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%).

    o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

- o 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**

  - o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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