TULARE COUNTY BOARD OF EDUCATION

05/08/2024 [03:00 PM]

REGULAR BOARD MEETING

For the Regular Board Meeting of May 8, 2024, at 3:00 p.m., in the Redwood Conference Center at the Jim Vidak Education Center, 6200 S. Mooney Blvd., Visalia, California.

1. CALL TO ORDER

   a. Pledge of Allegiance
   b. Welcome
   c. **Poetry & Prose Student Presentation – Chris Meyer**

2. ADA ACCOMMODATION REQUIREMENT

Persons who are in need of a disability-related modification or accommodation in order to participate in the board meeting must make a request in writing to the Office of the County Superintendent of Schools, 6200 South Mooney Boulevard, Visalia, California, P.O. Box 5091, 559/733-6301. A request for accommodation should specify the nature of the modification or accommodation requested, including any necessary auxiliary aids or services required and the name and telephone number of the person making the request. The written request should be made as soon as possible and no later than 2 days before the meeting. The agenda, agenda packet and any written documents distributed to the board during a public meeting will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act.

Written documents concerning agenda items are available for public inspection during normal business hours within 72 hours of a regular board meeting at the Tulare County Office of Education, 6200 South Mooney Boulevard, Visalia, California.

3. PUBLIC COMMENTS

Members of the public may address the board on any agenda item, or other item of interest within the subject matter jurisdiction of the board during the public comment period. Agenda items may also be addressed by the public at the time they are taken up by the board. The board is not able to discuss or take action on any item not appearing on the agenda. A five-minute time limit can be imposed on public input for individuals/issues as deemed necessary.

4. ACTION ITEMS

4.a. Routine Matters

4.a.a. Consent Calendar

   a. Approval of Minutes for the Regular Board Meeting of April 10, 2024, Encl. No. 1

   b.   Authorization of Countywide Registration of Credentials, Encl. No. 2

   c.   Authorization of Temporary County Certificates, Encl. No. 3

   d.   Authorization of Countywide Emergency Permit Applications, Encl. No. 4

4.b. New Business

4.b.a. Presentation of the Williams/Valenzuela Uniform Complaint Report, 1st Quarter of 2024 for Tulare County School Districts -- **Dedi Somavia,** Encl. No. 5

4.b.b. Consideration and Approval, Part C, Early Education Program Grant Award 2023-2024 ($140,675) -- **Ron Pekarek,** Encl. No. 6

4.b.c. Public Hearing for Local Control and Accountability Plan (LCAP) for TCOE, Special Services -- **Kevin Jessee,** Encl. No. 7

4.b.d. Public Hearing for Local Control and Accountability Plan (LCAP) for LSMA -- **Jose Bedolla,** Encl. No. 8

4.b.e. Public hearing for Local Control and Accountability Plan (LCAP) for UPHS -- **Dr. Hellen Milliorn-Feller,** Encl. No. 9

4.b.f. Presentation of the Arts, Music, and Instructional Materials Discretionary Block Grant for TCOE ($337,763) -- **Kevin Jessee,** Encl. No. 10

4.b.g. Presentation of the Arts, Music, and Instructional Materials Discretionary Block Grant for LSMA ($132,836) -- **Jose Bedolla,** Encl. No. 11

4.b.h. Presentation of the Arts, Music, and Instructional Materials Discretionary Block Grant for UPHS ($81,500) -- **Dr. Helen Milliorn-Feller,** Encl. No. 12

4.b.i. Presentation of the 2024-2025 Proposed Budget for TCOE -- **Jody Arriaga,** Encl. No. 13

4.b.j. Public Hearing for the 2024-2025 Proposed Budget for TCOE -- **Dr. Fernie Marroquin,** Encl. No. 14

4.b.k. Consideration and Approval, Adopt Resolution 23/24-23, Call for Board Election on November 5, 2024 -- **Tim Hire,** Encl. No. 15

4.b.l. Discussion of Changes Between CSBA and CCBE -- **Tim Hire,** Encl. No. 16

5. Information (Non-Discussion Items)

   a. Letters and Communication/Correspondence

   b. Reports from Superintendent and Staff

   c. Reports from Board, Information and Questions

6. Next Scheduled Board Meeting

June 12, 2024 -- 3:00 p.m., Redwood Conference Center, 6200 S. Mooney Blvd., Visalia.

7. Adjournment

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

TULARE COUNTY BOARD OF EDUCATION

04/10/2024 [10:00 AM] – 41569 Bear Creek Road, Springville, CA, 93265 at the Blue Oak Classroom

MINUTES OF THE REGULAR BOARD MEETING

1. CALL TO ORDER

   a. Pledge of Allegiance
   b. Welcome

Joe Enea welcomed everyone and called the meeting to order at 10:00 am. Celia Maldonado-Arroyo led the Pledge of Allegiance.

2. Board Members and Staff Present

Board members present: President Joe Enea, Vice President Debby Holguin, Judy Coble, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez, and Ex-Officio Secretary Tim A. Hire. Staff members present: Julie Berk, Tammy Bradford, Angela Gomez, Dr. Fernie Marroquin, Rebecca Nace, Gabriela Porter, Dianne Shew, and John Vining. Guest present: Desiree Serrano.

3. ADA ACCOMMODATION REQUIREMENT

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Mr. Enea announced that ADA accommodations had been met.

4. PUBLIC COMMENTS

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Members of the public did not address any matter of jurisdiction.

5. ACTION ITEMS

5.a. Routine Matters

5.a.a. Consent Calendar

  a. Approval of Minutes for the Regular Board Meeting of March 13, 2024, Encl. No. 1
  b. Authorization of Countywide Registration of Credentials, Encl. No. 2
  c. Authorization of Temporary County Certificates, Encl. No. 3
  d. Authorization of Countywide Emergency Permit Applications, Encl. No. 4

Vote Results

Yea:	7	Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay:	0	
Abstain:	0	
Not Cast:	0	

Motion: Tom Link   **Second:** Tony Rodriguez

5.b. Old Business

5.b.a. Consideration and Approval, Second Reading, Board/Superintendent Policy (BP/SP) 5141.52 and Administrative Regulation (AP) 5141.52 - Suicide Prevention -- John Vining, Encl. No. 5

John Vining asked the Board for approval of the Suicide Prevention Board/Superintendent Policy 5141.52 and Administrative Regulation 5141.52.

Vote Results

Yea:	7	Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay:	0	
Abstain:	0	
Not Cast:	0	

Motion: Celia Maldonado-Arroyo   **Second:** Tony Rodriguez

5.c. New Business

5.c.a. Consideration and Approval, Preschool Staff Development Grant Award 2023-2024 ($4,194) -- Joe Martinez, Encl. No. 6

Tammy Bradford introduced Becky Nace and Angela Gomez to the Board. Ms. Bradford asked for approval on the Preschool Staff Development grant award for 2023-2024 for $4,194.

Vote Results

Yea:	7	Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay:	0	
Abstain:	0	
Not Cast:	0	

Motion: Tony Rodriguez   **Second:** Judy Coble

5.c.b. Consideration and Approval, SELPA Policy #2520 - Special Education Litigation and Due Process Hearing Costs -- Tammy Bradford, Encl. No. 7

Tammy asked for approval from the Board on the Selpa Policy #2520 - Special Education Litigation and Due Process hearing costs.

Vote Results

Yea:	7	Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay:	0	
Abstain:	0	
Not Cast:	0	

Motion: Debby Holguin   **Second:** Tom Link

5.c.c. Consideration and Approval, SELPA Policy #8040 - Independent Educational Evaluations (IEE) -- Tammy Bradford, Encl. No. 8

Tammy Bradford asked for approval on SELPA, policy #8040 - Independent Education Evaluations (IEE).

Vote Results

Yea:	7	Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay:	0	
Abstain:	0	
Not Cast:	0	

Motion: Chris Reed   **Second:** Celia Maldonado-Arroyo

5.c.d. Consideration and Approval, Local Control and Accountability Plan (LCAP) - Set Public Hearing Date, Time and Location -- Dr. Fernie Marroquin, Encl. No. 9

Dr. Fernie Marroquin requested the Board's approval of a public hearing date, time and location. Date to be set for May 8, 2024, at 3:00 p.m. at the May board meeting at 6200 S. Mooney Blvd., Visalia.

Vote Results

Yea:	7	Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay:	0	
Abstain:	0	
Not Cast:	0	

Motion: Tony Rodriguez   **Second:** Judy Coble

5.c.e. Consideration and Approval, 2024-2025 Tulare County Office of Education Budget Hearing - Set Public Hearing Date, Time and Location -- Dr. Fernie Marroquin, Encl. No. 10

Dr. Fernie Marroquin asked for the Board's approval on setting a public hearing date, time, and location for the 2024-2025 TCOE Budget. Date to be set for May 8, 2024, at 3:00 p.m. at the May board meeting, 6200 S. Mooney Blvd., Visalia.

Vote Results

Yea:	7	Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay:	0	
Abstain:	0	
Not Cast:	0	

Motion: Celia Maldonado-Arroyo   **Second:** Tony Rodriguez

5.c.f. Consideration and Approval, CSBA Delegate Assembly Run-off Ballot for Region 12 County -- Tim A. Hire, Encl. No. 11

Superintendent Hire asked the Board to do a run-off vote in selecting the CSBA Delegate Assembly for Region 12 (Tulare and Kern Counties). Joe Enea was selected.

Vote Results

Yea:	7	Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Chris Reed, Tony Rodriguez
Nay:	0	
Abstain:	0	
Not Cast:	0	

Motion: Tony Rodriguez   **Second:** Celia Maldonado-Arroyo

6. Information (Non-Discussion Items)

a. Letters and Communication/Correspondence
b. Reports from Superintendent and Staff
c. Reports from Board, Information and Questions

Mr. Hire called on Dianne Shew to give a report on SCICON. Dianne thanked the Board for attending today's meeting. Dianne then asked Gabbi Porter to show a video that showed students experiencing SCICON.

Dianne thanked Mr. Hire, Gabbi Porter, and Julie Berk.   Mrs. Shew also mentioned that the condo that Donna Hardy gifted to SCICON was sold for $462,000. This money will be used for huge improvements needed at SCICON. SCICON also recently received a $24,000 grant from Disney. The Board was reminded of the SCICON Barbecue scheduled on April 21.

Tim thanked all the SCICON staff for all that they do. He also thanked Dr. Marroquin, for stepping in, and thanked the Board for letting him miss the last board meeting for his NCERT conference. Mr. Hire presented to over 85 other superintendents throughout the US.

Mr. Hire reported that they will be updating some restrooms and adding more restrooms at SCICON. The changes will be creating more changing space, adding showers and urinals.

We had a successful Equity conference. He thanked the board members who were able to attend.   Poetry & Prose starts today with a record number of student and school participants.

Mr. Hire said Woodlake USD should have announced, last night, who the new superintendent will be. His name is TJ Ryan. The district also asked Mr. Hire to stay on and mentor him. Tim said he will meet with their board and advise them what their expectations should be. Woodville also asked Mr. Hire to conduct a training for their superintendent and board.

The neighbor, east of the recently purchased property east of the Mooney site, asked if TCOE would consider buying 15 of his acres. He said he would support us in developing the front half of his property into a gated community. Mr. Hire feels he will be passing on the offer. He feels we have enough property right now to accommodate our needs.

7. Next Scheduled Board Meeting

May 8, 2024 -- 3:00 p.m., Redwood Conference Center, 6200 S. Mooney Blvd., Visalia.

8. Adjournment

The meeting was adjourned at 11:09 a.m.

CREDENTIALS REGISTERED

May 8, 2024

240088078	TC2	CL	ACOSTA DAISY A
240089790	TC3S	L2	AGDA CORAZON C
240077881	SUBP	EM	ALAMILLA SERINA
240078964	SC1A	CL	ALDACO TAMARA L
240078963	TC1	CL	ALDACO TAMARA L
240080189	TC2	P5	ALONSO AMBER D
240089776	TC1	CL	ALVARADO JESUS J
240094884	SUBP	EM	ALVARADO MAITE
240083868	SUBP	EM	ALVAREZ YOLANDA L
240019602	SUBP	EM	ALVES ANTONY
240075516	TC2	CL	ALVES-MUNOZ ROSEMARY M
240078593	TC1	CL	ANDREWS DEBRA L
240074390	SUBP	EM	ARCILA-ORTEGA BRENDA
240083939	TC2	CL	ARREOLA ANABEL
240077493	TC14	SE	ARRIOLA - MATTSON AMBER C
240094372	TC1	CL	AUBIN THOMAS W
240088804	SC2A	CL	AUDINO KARLENE M
240076994	TC13	SE	AVILA AMANDA L
240077505	TC2	CL	AVILA DEANNE E
240073369	SC5	CL	AYALA RUTH
240082821	SUBP	EM	AZEVEDO CHERSTEN
240007267	SUBP	EM	BAILEY JUSTIN
240094575	SUBP	EM	BAILON GOMEZ MELISSA
240090056	SUBP	EM	BARAJAS JR JOSE
240076583	SUBP	EM	BARBERENA HEYLING
240098512	TC1	CL	BARNES DEBORAH E
240075746	SUBP	EM	BAROCIO ALEJANDRA
240076529	SUBP	EM	BECERRA EFRAIN
240098759	TC2	CL	BECK THERESA M
240075229	SUBT	EM	BEDOLLA GLORIA
240084411	SUBP	EM	BERMUDEZ-VARGAS ALEJANDRO
240090419	SUBP	EM	BERMUDEZ-VARGAS ALEJANDRO
240090166	SUBP	EM	BERNAL CORY
240100455	SC2E	EM	BESE DENISE
240096026	TC2	CL	BILLIET CORRIE G

CREDENTIALS REGISTERED

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240093396	TC13	ML	BIVONA DAVID J
240010626	SUBP	EM	BLACK ANNIE
240078084	TC1	CL	BLACKWELL JEROMY A
W24000897	SA14	WV	BOLANOS NANCY
240081961	SUBP	EM	BONDS BAILEY R
240049400	TC3S	CL	BOOKER CARRIE
230149650	TC1	P5	BOS KELSEY
240094956	TC2	CL	BRAITHWAITE ERIN E
240086403	TC1	CL	BRAVO-ACEVEDO SARAI
240097710	TC3S	L2	BRESHEARS STEPHANIE L
240069716	SC5	CL	BRICENO MIOZOTY
240081969	SUBP	EM	BROWN TAYLOR B
240091249	TC2	CL	BUELL MERRI E
240097447	TC3S	L2	BULLICK BARBARA L
240077342	SC5	CL	BUTLER MARY M
240075332	TC2	IN	CALDERON DOMONIC A
240087454	TC2	CL	CAMACHO ANDREW S
240088497	P12A	CD	CAMARILLO DENISE M
230313130	TC1	CL	CANTU LUDIVINA
240092672	SUBP	EM	CARRASCO DOMINGO
240099448	SUBP	EM	CARRASCO REYNALDO
240098352	TC1	CL	CARVALHO MARTIN L
240095725	P12E	CD	CASIMIRO MARISELA
240081122	SUBP	EM	CASTELLOW MEGAN N
240084747	SC1A	CE	CASTILLO JESSICA N
240095742	P12C	CD	CATEDRAL MIRELLA
240082030	SUBP	EM	CEBALLOS ESMERALDA
240095266	TC1	CL	CEBALLOS JR FABIAN
240098403	SUBP	EM	CERVANTES GERARDO D
240083703	SC1A	P5	CERVANTES-SANCHEZ ELIANA A
240071616	SUBP	EM	CHAVES ADRIANA
240082626	SUBP	EM	CHAVEZ AARON
240075262	SUBT	EM	CHAVIRA SAUCEDO MARIA G
240083845	SA13	EM	CLEVENGER HANNAH
240075446	TC3S	CL	COELHO MICHELLE R

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240075445	TC2	CL	COELHO MICHELLE R
240085907	TC1	CL	COLVIN KATHERINE M
240090299	SUBP	EM	CONTRERAZ ALMA
240085410	TC2	CL	CONWAY EVELYN L
240081742	SUBP	EM	COOMBS CHRISTINE H
240100686	SUBP	EM	CORNEJO JAMILET
240092527	SUBP	EM	CORNEJO-RODRIGUEZ JESSICA
240083769	SC1A	CL	CORONADO JESSE A
240084404	TC2	CL	CORONADO JESSE A
240075231	SUBT	EM	CORTEZ AMANDA G
240080517	SUBT	EM	CORTEZ AMANDA G
240087056	TC1	CL	COSTANZA RICHARD C
240099794	SUBP	EM	COTA MATTHEW G
240080210	CTE	CL	COTTEN BONNIE J
240091183	TC3S	L2	CRUZ VERONICA M
230234634	SUBP	EM	CUEVAS EDITH
240096376	TC2	CL	CUEVAS WENDY D
240085111	SUBP	EM	DALEY ELENE M
240033503	TC2	CL	DAVALOS AIDA
240095877	TC2	CL	DAVIS SARAH L
240075149	TC2	CL	DEHART KERRIE L
240096962	TC2	CL	DEL TORO CHRISTOPHER L
240078904	SUBP	EM	DELAHOUSSAYE ANGELA
240078554	SUBP	EM	DELGADO MENDOZA ERIKA
240082052	TC2	CL	DIAZ ALEXANDRA T
240079202	SUBP	EM	DIAZ SUSANA
240084157	SUBP	EM	DILL MEGAN
240090800	TC13	SL	DILLON BENJAMIN L
240075391	SUBT	EM	DOMINGO CHARLIZE
240075457	SUBP	EM	DONALD TED R
240095743	P12C	CD	DORADO HYDEE S
240077237	SUBP	EM	DUVAL BRANDON J
240082179	TC1	CL	EDSBERG MILDRED I
240092931	TC2	CL	ELLIOTT CYNTHIA M
240075500	SUBP	EM	ERRECART VANESSA M

CREDENTIALS REGISTERED

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240094005	SUBP	EM	FAJARDO JR JOHNNY
240089896	CTE	P3	FEEHAN CALVIN M
240080578	SUBP	EM	FERNANDEZ NATHALY O
240099141	SUBP	EM	FIGUEROA CRISTIAN
W24000934	SC8	WV	FINSTER BRIANNE M
240085846	SUBP	EM	FIORI HEATHER
240089722	TC2	CL	FLORENTE MARGIE S
240097995	TC2	CL	FLORES EDUARDO Z
240095171	SUBP	EM	FOX ERIN E
240100248	SC1A	CL	GAEBE JACQUELINE A
240082551	SC4	CL	GAFFNEY SUSANNE K
240074252	SUBT	EM	GALINDO ANTHONY
240086290	SC5	CL	GALLARDO KAREN L
240081732	TC13	ML	GALLEGOS AARON J
240081299	TC2	CL	GARCIA AMANDA
240084887	SUBP	EM	GARCIA GARCIA YOSELIN Y
240022045	SUBP	EM	GARCIA MAITE
240075873	P12C	CD	GARCIA NANCY P
240096350	TC10	SL	GARCIA ROBERT
240093650	TC10	SL	GARCIA ROBERT
240098427	TC1	CL	GARCIA TERESA C
240093532	P12C	CD	GARCIA YESENIA
240084246	SUBP	EM	GARCIA-LOPEZ LESLIE M
240083279	TC2	CL	GARVER AMANDA
240090389	ASCC	CC	GARZA JENNIFER
240080761	SUBP	EM	GARZA LETICIA
240083154	TC2	CL	GILBERT DEBRA A
240099355	P12C	CD	GLORIA OLGA L
240078261	TC10	SL	GODINEZ JOSE S
240094163	TC1	CL	GOMEZ WALTER
240081619	SUBP	EM	GONZALES JOSEPH
240076687	SUBP	EM	GONZALEZ BRANDON J
240094814	SUBP	EM	GONZALEZ HAILEIGH M
240089898	SC1A	CE	GONZALEZ SONIA E
240089360	TC2	CL	GONZALEZ SONIA E

Enclosure No.
Agenda of 5/8/2024

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240088337	SUBP	EM	GONZALEZ STEPHANIE R
240074199	SUBT	EM	GONZALEZ-IBARRA ANALI
240018690	SUBP	EM	GORDILLO HERREJON MARIA
240089380	SUBP	EM	GRAY CHELSEY S
240090127	SUBP	EM	GREEN ROBERT
240085275	TC3S	P5	GREER CASSANDRA A
240078245	TC10	ML	GUERRA-MORENO KARINA
240097082	TC2	CL	GUEVARA MICHELE R
240077151	TC1	CL	GUHLE NATALIE
240075342	SUBT	EM	GUTIERREZ BERENICE
240084122	CTE	CL	GUTIERREZ EDERLEN
240096050	SUBP	EM	GUTIERREZ GONZALEZ GUSTAVO A
240081602	SUBP	EM	GUTIERREZ KARINA
240074473	SUBT	EM	GUTIERREZ OSCAR
240074563	TC2	CL	GUTIERREZ RALPH
240081176	SUBP	EM	GUTIERREZ VAZQUEZ ANDORENI
240023513	TC2	P5	GUZMAN NANCY
240074201	SUBT	EM	GUZMAN-GARCIA ADAN
240062418	SUBP	EM	HAILS DAVID
240076517	TC1	CL	HANGER GREGORY C
240086082	TC3S	CL	HARPER KRISTINE M
240096458	SUBP	EM	HAWKINS MICALAH
240097234	TC1	P5	HEATH KARYN
240077705	TC1	CL	HEEGER SHELLEY D
240086626	RLLS	CL	HELM MICHELE L
240082985	TC3A	CL	HENDERSON CHRISTINE N
240075227	SUBT	EM	HERNANDEZ MARTINEZ CARLOS
240041973	SUBP	EM	HERNANDEZ MCDOWELL JAMES
240078160	SUBP	EM	HERNANDEZ VARGAS GUADALUPE
240088524	P12B	CD	HERNANDEZ YASMINE
240082848	SUBP	EM	HERRERA YESBETH
240074469	SUBP	EM	HICKS MARISA
240086481	TC2	CL	HIGGINS KATHRYN A
240081899	TC2	CL	HOAG JERI L
240081900	TC3G	CL	HOAG JERI L

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240082832	TC1	CL	HOSKINS SALLY A
240098861	SA12	C8	HOVER MARGUERITE R
240075958	TC13	SL	HUGHES CALLIE
220036256	SC1A	CL	INCHCLIFF MEGAN
240099110	TC2	CL	IRVINE LORI A
240099836	TC2	CL	JACKSON JORDAN R
240095676	P12A	CD	JACKSON MARISA
W24000928	SA17	WV	JACUINDE JR. FERNANDO
240085802	TC1	CL	JAMES KELLY A
240083324	TC1	CL	JAROCKI LAWRENCE A
240095120	TC13	ML	JENNINGS TIFFANY D
240099358	P12A	CD	JIMENEZ CECILIA D
240090751	TC2	CL	JOB JAMIE L
240074200	SUBT	EM	JONES DAVONTE
240096416	TC2	CL	JOST KATE S
240090786	TC2	P5	KAYLOR KENDALL
240082170	TC2	CL	KELLER DAVID L
200094599	SC5	CL	KELLY LESLIE
240086867	SUBP	EM	KNIGHT LINDSAY M
240092964	SC1A	CL	KOCHEVAR MARGARET F
240091107	TC2	CL	KOCHEVAR MARGARET F
240077450	SUBP	EM	KRUMDICK KURTIS F
240090662	SUBP	EM	KUMPE JENNIFER B
240081237	SUBP	EM	LANTING AMERY G
240088045	TC1	CL	LAWSON LARRY P
240094738	SC1A	CL	LEAL ADRIAN A
240094737	TC2	CL	LEAL ADRIAN A
240075264	SUBT	EM	LEDESMA KATHERIN S
240088032	P12F	CD	LEE DEE
240075221	SUBT	EM	LEE FAITH J
240077003	SUBP	EM	LEE JONATHAN M
240086640	SUBP	EM	LEON ALEXIS
240086156	TC2	CL	LERMA RAMON G
230157263	TC1	P5	LESLIE KARA
240080424	TC3S	IN	LEWIS MELISSA

CREDENTIALS REGISTERED

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240075755	TC2	CL	LITTLEJOHN PAMELA K
240093698	TC1	CL	LOPEZ FREDDIE
240097059	SUBP	EM	LOPEZ ROSA A
240086031	SUBP	EM	LOPEZ-GIL JONATHAN
240088625	SUBP	EM	LOZANO CHARISSE
240088823	TC2	CL	LUANGSRINHOTHA MINA
240094056	SUBP	EM	LUCIO CAITLIN P
240075219	SUBT	EM	LUNA ESI
240075220	SUBT	EM	LUNA GLORIA T
240093527	P12B	CD	LUNA MARLENE
240078905	SUBP	EM	MADRIGAL VANESSA
240060718	TC2	CL	MALDONADO RUBEN
240099233	P12F	CD	MALDONADO SOTO YERANIA L
240076051	TC13	SE	MANNING TIFFANY M
240076714	TC3A	CL	MARINELLI FRANK
240076713	TC1	CL	MARINELLI FRANK
240090203	TC2	CL	MARTIN AUDREY L
240075966	TC13	SL	MARTINEZ NATALIE
240091797	TC2	CL	MARTINEZ REBECA
240086381	SUBP	EM	MARTINEZ RODRIGUEZ ELYSSA A
210088225	P12E	CD	MARTINEZ-MELGOZA ADRIANNA
240001205	SUBP	EM	MARTINEZ-MELGOZA ADRIANNA
190275847	P12C	CD	MARTINEZ-MELGOZA ADRIANNA
240099454	SUBP	EM	MATHISON TAMARA M
240087850	TC2	CL	MCCUSKER RYAN P
240079108	SUBP	EM	MEDRANO LUCY P
240075207	SUBP	EM	MENCHACA TANYA
240094183	SC5	CL	MENDEZ ERICA L
240089904	TC13	SL	MENDEZ TERENCE R
240088553	P12A	CD	MENDOZA CANDACE M
240099754	SUBP	EM	MENDOZA MICHELLE
240075127	TC2	CL	MILLER HILLARY N
240077993	TC2	CL	MILLER MARCY L
240085244	TC10	IN	MONROE BRITTANY A
240083793	TC1	CL	MONTEJANO EDGAR

CREDENTIALS REGISTERED

May 8, 2024

240077871	TC13	SL	MONTGOMERY NOLAN S
240075874	P12A	CD	MORALES ALCANTAR DENISE
240079448	SUBP	EM	MORENO-MARTINEZ ESTEVAN
240081891	SUBP	EM	MORLAND WILLIAM G
240095799	SUBP	EM	MOTL JUSTIN M
240089941	TC2	CL	MULLOWNEY DEBORAH A
240086239	TC3S	P5	MUNOZ YVETTE
240093526	P12C	CD	MURGUIA CARINA
240083659	P12B	CD	MURPHY JOSETTE A
240042515	TC2	P5	MYATT SYDNEY
230316580	SC5	CL	MYERS NICOLETTE
240088750	SUBP	EM	NAJERA ERIKA
240089047	SC1A	CL	NAYLOR JOY M
240078703	SUBP	EM	NELSON ERIN M
240078869	SUBP	EM	NUNEZ YURIANA
240090165	SUBP	EM	NUNO ALEJANDRA
240075142	SUBP	EM	OCAMPO XITLALY
240086494	AETC	CL	ONTIVEROS ERIK M
240097866	SUBP	EM	ORTEGA CHRISTOPHER L
240084858	SUBP	EM	ORTIZ NARCEDALIA
240079625	TC1	CL	OTTO BLAKE J
240079639	TC13	SL	PACHECO CAITLIN D
240075218	SUBT	EM	PADILLA ALEJANDRO
240098602	SUBP	EM	PADILLA MUNOZ LUIS A
240074304	TC3S	P5	PALOMAREZ ESTEFANIA
240074303	TC2	P5	PALOMAREZ ESTEFANIA
240089384	TC1	CL	PALOMO JOSE A
240082502	SUBP	EM	PANIAGUA RUBEN D
240078594	SUBP	EM	PARREIRA TANYA M
240088269	TC3S	P5	PENNINGTON ELI K
240077469	TC2	CL	PEREZ JONATHAN R
240075783	TC1	CL	PEREZ JOSE L
240075784	SC1A	CL	PEREZ JOSE L
W24000932	SA17	WV	PEREZ LISA E
240081498	SUBP	EM	PEREZ LUIS F

CREDENTIALS REGISTERED

May 8, 2024

240079709	TC13	SE	PETERSON KATHLEEN A
230283212	TC2	P5	PHILPOTT DIANE
240090561	TC2	CL	PINEDA BRAVO MELINA P
240074566	SUBP	EM	PLASCENCIA PAULINA
240098273	SUBP	EM	PONCEY BIANCA C
240089101	TC2	CL	PORTER HOWARTH KATHERINE L
240093139	SUBP	EM	QUINTERO RODRIGUEZ MARIA
240081242	SUBP	EM	RALSTON MARY
240087988	SC5	CL	Ramirez Christopher A
240054266	TC3S	CL	RAMIREZ CYNTHIA
240074577	SUBT	EM	RAMIREZ DANIELA
240090200	TC2	CL	RAMIREZ ROBYN A
240093973	SUBP	EM	RAMOS JULISSA
240088768	SUBP	EM	RAMOS MARIAH V
240099040	TC3S	L2	RANGE RUSSELL E
240049417	SUBP	EM	RENTERI GOMEZ MONICA
240076505	SUBP	EM	RHYMAN TAYLOR N
240086345	SUBP	EM	RICO REBECCA
240038017	SUBP	EM	RINCON EVELYN
240089419	SUBP	EM	ROBLEDO YARELI
240084932	TC2	CL	ROCHA SARA K
240078897	SUBP	EM	RODRIGUEZ ANGELICA
240074256	SUBT	EM	RODRIGUEZ BRIANNA A
240097403	TC1	CL	RODRIGUEZ ROSALIE S
240028898	SUBP	EM	RODRIGUEZ VIVAR BRENDA
240094774	SUBP	EM	ROEBUCK LAUREN G
240096243	P12B	CD	ROMERO MELISSA A
240080020	SUBP	EM	ROMERO VIVIANA
240083273	TC1	CL	ROMO ANA L
240090352	SUBP	EM	ROMO SANCHEZ ARACELI M
240083536	SUBP	EM	ROSALES RICARDO
240079840	TC1	CL	RUIZ DANIEL
240092644	SUBP	EM	RUSSELL RAY N
240099491	SUBP	EM	RUTH MELISSA G
240099498	SUBP	EM	Ruth Michael K

CREDENTIALS REGISTERED

May 8, 2024

240093536	TC1	CL	SACHTLEBEN REGINA N
240099636	SUBP	EM	SALDANA APRIL
240076117	SUBP	EM	SALINAS CORTES ANA Z
240098212	TC2	P5	SANCHEZ ESLI
240102807	SUBP	EM	SANCHEZ SAVANNAH
240099132	P12C	CD	SANCHEZ TORREZ JULIANA
240080065	SUBP	EM	SANCHEZ-ZUNIGA ANAKAREN
240079387	TC2	CL	SANDERS KRYSTEN L
240084399	TC1	CL	SANDERS RYAN G
240095565	TC2	CL	SCHEENSTRA AUDRA M
240083512	TC2	CL	SCOTT TIFFANY S
240085616	TC1	CL	SEITZ CHRISTINA J
240095150	CTE	CL	SHUBIN JIMMY J
240097224	SUBP	EM	SMITH CRISTINA M
240090256	TC2	CL	SOTELO RITA A
240078761	SC1A	P5	SOUZA CARSON
240086263	SC1B	CL	STALEY FLORENCE V
240091944	TC10	SL	STEPHENS BRODRICK A
240099434	TC2	CL	STOEBIG GAY L
240069128	SUBP	EM	STREETER CARLOS
240075230	SUBT	EM	TAPIA MALDONADO GIOVANNI
240099635	TC1	CL	TARANGO MEGAN E
240078161	TC1	CL	TAYLOR CHRISTOPHER M
230291444	SC5	CL	TENORIO ISELA
240077351	SUBP	EM	THOMPSON ELIZABETH J
240085824	TC1	CL	TIDERMAN GLEN A
240075339	SUBT	EM	TORRES CHELSI
240100310	SUBP	EM	TOSCANO GISSELLE E
240095078	P12D	CD	TREADAWAY SARAH C
240091036	SC5	CL	TURK DONDREIA L
240097859	SUBP	EM	TURNER ANDREW
240101680	TC2	CL	TUTTLE MADILYNN
240102853	SC1A	P5	TYLER KIMBERLIE
240075266	SUBT	EM	URBINA ISLA
240096934	SUBP	EM	VACA PATRICK MICHAEL

CREDENTIALS REGISTERED

May 8, 2024

240090210	TC2	CL	VALDEZ ANDREA
240086684	TC2	CL	VALENCIA BRITTNEY P
240077800	SUBP	EM	VALENCIA HERNANDEZ EMANUEL
240075167	P12B	CD	VALLEJO DE URBANO MARTHA
240090486	TC13	SE	VARGAS KARINA
240083224	SUBP	EM	VARGAS SAN MARTIN N
240075346	SUBT	EM	VERDUZCO ANNA L
240098817	TC13	SL	VILLEGAS EDGAR
240099945	SC1A	CL	VOSHALL LAURA
240099944	TC2	CL	VOSHALL LAURA
240081622	TC13	SE	WALLACE BRANDON
240092270	TC10	ML	WALSH AMY L
240078895	TC2	CL	WARNER ISAAC F
240029620	SUBP	EM	WATAMURA COLIN
240082595	SUBP	EM	WATKINS RONNETTE
240077354	TC2	CL	WILCOXSON DEANNA L
240095602	SUBP	EM	WILSON BRANDON
240098418	SUBP	EM	WILSON DARLA
240092719	TC2	CL	WISNOM KYLE
240098513	SUBP	EM	XIONG KEO
240076076	TC14	SE	XIONG KHOU
240077866	SUBP	EM	YAGER HARRISON B

APPROVAL OF TEMPORARY COUNTY CERTIFICATES

May 8 2024

ALBA ASHTYNN	CD SITE SUPERVISOR PERMIT	BURTON
BUENROSTRO RODRIGUEZ ALEJANDRO	STSP: PE	CUTLER OROSI
LOZANO DENISE	DIST INTERN: ESN ED SPEC	TCOE
EVERETT JACKIE	PRELIM ADMIN SVCS	TIPTON
SUN MADISON	SUPP AUTH: ENGLISH	TIPTON
CLEVENGER HANNAH	EMERG CLAD	TULARE CITY
TYLER KIMBERLIE	PRELIM ADMIN SVCS	TULARE CITY
ACOSTA YADIRA	PROSPECTIVE SUB PERMIT	VARIOUS
BOYD FANISHA	PROSPECTIVE SUB PERMIT	VARIOUS
ESQUIVEL KEVIN	SUPP AUTH: MUSIC	VARIOUS
GRAY BRITTANY	PROSPECTIVE SUB PERMIT	VARIOUS
LANDRY CALEB	PROSPECTIVE SUB PERMIT -RENEWAL	VARIOUS
MORA MELANIE	PROSPECTIVE SUB PERMIT	VARIOUS
NAVARRO SAMANTHA	PROSPECTIVE SUB PERMIT	VARIOUS
PATTERSON TERRA	PRELIM SCHOOL NURSE SVCS -EXT	VARIOUS
COOPER AMANDA	PRELIM ADMIN SVCS	VISALIA
HACHEE JANICE	EMERG 30 DAY SUB CTE- RENEWAL	VISALIA
MAGALLANES AIDA	PRELIM ADMIN SVCS	VISALIA
SOUZA CARSON	PRELIM ADMIN SVCS	VISALIA
GUERRA ROGELIO	CLEAR SS: PE	WOODLAKE
MORENO JERREMY	PIP: BIO SCI	WOODLAKE

**APPROVAL OF EMERGENCY PERMITS
FOR FULL-TIME EMPLOYMENT**

May 8,2024

Emergency Permits: Online Recommendations

STSP: PE	CUTLER OROSI	BUENROSTRO RODRIGUEZ ALENJADRO
EMERG CLAD	TULARE CITY	CLEVENGER HANNAH
STSP: MULT SUBJ	VALLEY LIFE	SOLIS STEPHANIE
PIP: BIO SCI	WOODLAKE	MORENO JERREMY

Emergency Permits: Mailed

TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

<u>SUBMITTED BY</u>:   Dedi Somavia, Assistant Superintendent, Human Resources

<u>SUBJECT</u>:

Presentation of the Williams/Valenzuela Uniform Complaint Report for the 1st Quarter 2024 from the Tulare County school districts.

<u>DESCRIPTION/SUMMARY</u>:

1st Quarter 2024 Report of Tulare County school districts' complaints received pertaining to: 1) instructional materials, 2) facilities, and 3) teacher vacancy & misassignment and the resolution if need be, as well as items associated with the Valenzuela Settlement.

<u>FINANCING</u>:

n/a

<u>RECOMMENDATION</u>:

Information only.

	Quarterly Uniform Complaint Report Summary for Submission to Tulare County Office of Education Board											

Quarter Covered by this Report		X January/March		___April/June		___July/September		___October/December		Year 2024		

	Textbooks & Instructional Materials: *Enter zero in any cell that does not apply.*			Facilities:			Teacher Vacancy & Misassignment			Totals		
District	# of complaints received in quarter	# of complaints resolved	# of complaints unresolved	# of complaints received in quarter	# of complaints resolved	# of complaints unresolved	# of complaints received in quarter	# of complaints resolved	# of complaints unresolved	# of complaints received in quarter	# of complaints resolved	# of complaints unresolved
Allensworth	0	0	0	0	0	0	0	0	0	0	0	0
Alpaugh	0	0	0	0	0	0	0	0	0	0	0	0
Alta Vista	0	0	0	0	0	0	0	0	0	0	0	0
Buena Vista	0	0	0	0	0	0	0	0	0	0	0	0
Burton	1	1	0	0	0	0	0	0	0	1	1	0
Columbine	0	0	0	0	0	0	0	0	0	0	0	0
Cutler-Orosi	0	0	0	0	0	0	0	0	0	0	0	0
Dinuba	0	0	0	0	0	0	0	0	0	0	0	0
Ducor	0	0	0	0	0	0	0	0	0	0	0	0
Earlimart	0	0	0	0	0	0	0	0	0	0	0	0
Exeter	0	0	0	0	0	0	0	0	0	0	0	0
Farmersville	0	0	0	0	0	0	0	0	0	0	0	0
Hope	0	0	0	0	0	0	0	0	0	0	0	0
Hot Springs	0	0	0	0	0	0	0	0	0	0	0	0
Kings River	0	0	0	0	0	0	0	0	0	0	0	0
Liberty	0	0	0	0	0	0	0	0	0	0	0	0
Lindsay	0	0	0	0	0	0	0	0	0	0	0	0
Monson-Sultana	0	0	0	0	0	0	0	0	0	0	0	0
Oak Valley	0	0	0	0	0	0	0	0	0	0	0	0
Outside Creek	0	0	0	0	0	0	0	0	0	0	0	0
Palo Verde	0	0	0	0	0	0	0	0	0	0	0	0
Pixley	0	0	0	0	0	0	0	0	0	0	0	0
Pleasant View	0	0	0	0	0	0	0	0	0	0	0	0
Porterville	0	0	0	0	0	0	0	0	0	0	0	0
Richgrove	0	0	0	0	0	0	0	0	0	0	0	0
Rockford	0	0	0	0	0	0	0	0	0	0	0	0
Saucelito	0	0	0	0	0	0	0	0	0	0	0	0
Sequoia Union	0	0	0	0	0	0	0	0	0	0	0	0
Springville	0	0	0	0	0	0	0	0	0	0	0	0
Stone Corral	0	0	0	0	0	0	0	0	0	0	0	0
Strathmore	0	0	0	0	0	0	0	0	0	0	0	0
Sundale	0	0	0	0	0	0	0	0	0	0	0	0
Sunnyside	0	0	0	0	0	0	0	0	0	0	0	0
Terra Bella	0	0	0	0	0	0	0	0	0	0	0	0
Three Rivers	0	0	0	0	0	0	0	0	0	0	0	0
Tipton	0	0	0	0	0	0	0	0	0	0	0	0
Traver	0	0	0	0	0	0	0	0	0	0	0	0
Tulare City	0	0	0	0	0	0	0	0	0	0	0	0
Tulare COE	0	0	0	0	0	0	0	0	0	0	0	0
Tulare JUHSD	0	0	0	0	0	0	0	0	0	0	0	0
Visalia	0	0	0	1	1	0	0	0	0	1	1	0
Waukena	0	0	0	0	0	0	0	0	0	0	0	0
Woodlake	0	0	0	0	0	0	0	0	0	0	0	0
Woodville	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	1	1	0	1	1	0	0	0	0	2	2	0

* <u>Burton School District</u> - Complaint about a SEL topic a student was working on while using an electronic district adopted instructional program (Ripple Effects). School Administration was able to answer the parent's concern and resolve the complaint.

* <u>Visalia Unified School District</u> - Complaint about the District's LJ Williams Theater not being accessible to individuals with disabilities. The district submitted a letter of response to the Office of Civil Rights identifying the building's points of access.

TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:

Part C, Early Education Program Grant Award 2023-2024

DESCRIPTION/SUMMARY:

This grant supplements the Bright Start Parent Infant Program's (Early Intervention Birth to 3) on-going operations for specialist services such as physical and occupational therapies; materials and supplies for group and individual instruction; supports parent liaison services; and supplements staff travel, rents, and staff development. Bright Start presently serves 948 infants and toddlers.

FINANCING:

$140,675 to be expended by June 30, 2024.

RECOMMENDATION:

Approval of funds.

TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:

Public Hearing of the Local Control and Accountability Plan, Tulare County Office of Education,
Special Services.

DESCRIPTION/SUMMARY:

A public hearing is required for the first reading of the Local Control and Accountability Plan.

FINANCING:

None

RECOMMENDATION:

Information only to request public hearing for first reading of the Local Control and
Accountability Plan.

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
Tulare County Office of Education	Tammy Bradford Assistant Superintendent	tammy.bradford@tcoe.org (559) 730-2910 x 5120

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.

Tulare County Office of Education (TCOE) is made up of three separate schools, the Special Education School, Court School and Community School in the rural Central Valley. TCOE serves a wide range of students including expelled or incarcarated youth and students with disabilities with moderate to severe. These three schools serve students including those that may be English Langauge Learners, Low Income, Foster Youth as well as Students with Disabilities. As of Census Day (October 4th, 2024) TCOE had a total of 1169 students enrolled in the district in grades TK through 12th grade. The Special Education School had 1089. Court School had 68. Community School had 12. The student population served by the Tulare County Office of Education includes:

- 76.4% Socioeconomically Disadvantaged or Low Income
- 2.1% Foster Youth,
- 10.9% English Language Learners districtwide

Each of our three schools serve very distinct populations of students. Each may include English Language Learners, Foster Youth, Low Income and Students with Disabilities.

COURT SCHOOL: Located at the Juvenile Detention Facility serves incarcerated youth ranging in ages 12-19 and provides comprehensive educational services for students who are under the custodial care of the Tulare County Probation Department. The Court School is year round and enrollment varies continuously throughout the school year as students come and go from the Juvenile Detention Facility as determined by the adjudication process of the juvenile court. The average number of days court school students were enrolled was 32. 63% of students were enrolled less than 14 days. 75% were enrolled less than 30 days, while 82% were enrolled less than 60 days, the balance of the studnets were enrolled 90 plus days.

COMMUNITY SCHOOL: The community school serves students ranging in grades 7-12. The Community School is Tulare County's educational program for expelled and probation/court referred youth. The program is a multi-tiered approach involving Tulare County Office of Education, Tular County Probation, Tulare County Mental Health, and other collaborative partners. Students attending are either court-ordered, probation referred (formal or informal), or who have been expelled from district schools. Students are provdied with an educational program tailored to meet their individual academic learning level and behavioral needs. Students are typically enrolled for one to two

semesters with the goal of transitioning back to their school of origin. There is a high transient population with the average number of days Community School students were enrolled of 84. 11% of students enrolled less than 14 days, 44% of students enrolled less than 60 days.

SPECIAL EDUCATION SCHOOL: The Tulare County Special Education School is a special education program titled AcCEL, Academic Collaborative of Exceptional Learners serving students TK through 12 and preschool. The Special Education School provides special education instruction and services to students with disabilities by IEP team decision. The Special Education School is the service provider for students with moderate to servere disabilities for our 43 member school districts in Tulare County. As of Census day the total number of students in grades Transitional Kindergarten through 12th grade was 1089. The Special Education School offers educational services to students with moderate to severe disabilities including those with intellectual disabilities. TCOE Special Education School students are served in satallite classes at regular education school campuses throughout the county and in four special education centers located in Visalia, Tulare, Porterville and Yettem. The 1089 students are served in over 75 satallite classes and the four centers throughout the county to serve students either within their neigborhood school or closer to them. The curriculum follows the Califonia State Standards, but is significaintly modified to meet the individual needs of studnets who have moderate to severe intellectual disabiltiies. Students interact with their typcially developing peers to the maximum extent possible. Students who are education in one of our four centers generally have multiple or profound disabilities and/or are able to function best in a more sheltered environment.

Both Court School and Community School are 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.

A review of the California School Dashboard indicates some successes to highlight as well as areas Tulare County Office of Education will focus improvement efforts in the following three years of this LCAP cycle. These areas of focus are those areas identified in the lowest performance level on the California Dashboard.

Two highlights in the California Dashboard include improvements in English Learners proficiency and suspension rates overall.
- 55.6% English Learners are making progress towards English language proficiency which is arease of 19.8% districtwide.
- Suspension rates for all students declined by .8% to 1.6% of students suspended at least one day.
Survey data indicates: The health kids survey indicated 49% of surveyed students in Court school reported having caring relationships with adults in school. Considering the short time that students in a juvenile detention facility, 49% of students reporting caring relationships within that setting is positive.
- 73% of students in court school reported "No" to feeling chronically sad or hopeless. This is below the state average.
Students provided feedback during site visits:
- Teachers explain things and help both academically and emotionally
- Appreciate staff patience, fairness, equality and the student store to motivate
- Staff checking in with students, help them feel cared for

Tulare County Office of Education district level red performance on Dashboard: Graduation rate for All students and Socioeconomically

Disadvantaged

Special Education School red on the Dashboard:
- Chronic absenteeism for All students, Hispanic, Socioeconomically disadvantaged, English Learners, Students with Disabilities
- Graduation rate for All students, Hispanic, Socioeconomically disadvantaged, English Learners, Students with Disabilities
- College/Career rate All students

Community School level red on Dashboard:
- Suspension rate for Hispanic students

Court School students identified in the health kids survey that:
31% of students reported social emotional distress
only 66% of students reported no missing any days of school in the last 30 days
18% of students reported missing school due to feeling very sad, hopeless, anxious, stressed or angry

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Tulare County Special Education School is eligible 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.

Tulare County Office of Education supported the Special Education School in conducting their needs assessments by providing professional learning on understanding and analyzing student data and supporting troubleshooting procedures. TCOE will work with the SELPA and the CAC to explore data and improvement ideas.

Monitoring and Evaluating Effectiveness

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

Monitoring the implementation of the CSI plan includes site leaders using action aligned data metrics to evaluate action effectiveness and support effective implementation and/or begin a new cycle of improvement based on the interventions effectiveness or lack thereof.

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
Teachers	- Surveyed staff in March 2024 to request input student needs, climate and possible actions to support development of the new LCAP - Met with teachers during staff meetings to discuss the Equity Multiplier funds and goals during monthly meetings. LCAP development and goals was addressed with staff input during School Site Council meetings in February and March.
Parents	- Presented Mid year LCAP to School Site Council meetings including parents on Feburary 8th and March 18th. Discussed LCAP planning and development process. - Surveyed parents in March 2024 to gain input on LCAP development. - Presented LCAP draft to School Site Council on 4/23 and discussed the Equity Multiplier funds and goals and actions. Educational Partners provided input to the development of LCAP goals and activities during the SSC meetings. Chronic Absenteeism continues to be an ongoing area of need. Parent engagement and involvement was also discussed and options for inclusion opportunities, training for parents and activities for students.
Students	

	- Surveyed students to request input in LCAP development on March 2024 - Met with students in group forum to discuss their needs and obtain feedback on what's working April 19th. Students provided input on the LCAP actions and goals. Discussion of incentives and strategies fro improving Chronic Absenteeism.
Administrators	- Conducted LCAP meetings with adminstrators to collaborate on current student needs, metrics, goals, review data and discuss ideas for addressing ongoing needs in the LCAP. Meetings occurred approximately monthly and included discussions of the new Equity Multiplier funds and goal - Individual and joint meetings with administrators to explore students needs and ideas for improvement for developing new LCAP quarterly
Other School Personnel including local bargaining units	- Surveyed staff including bargaining unit members to request input on student needs and possibe actions to update LCAP. - School Site Council meetings held on February 8th and March 18th to present LCAP data, planning and development process and discussed of the new Equity Multiplier funds and goal
SELPA	- Met monthly with SELPA administrators to discuss and review needs of students with disabilities and possible actions to include in LCAP development. This included reviewing student data, discussing root causes of areas of need, and exploring professional development ideas and included discussions of the new Equity Multiplier funds and goal - Met monthly with district Directors of Special Education to discuss students with disabiltiies needs and potential ideas for improvment with SELPA staff and how these actions align with district priorities addressed in the LCAPs. Each district participating in the monthly DOSE meetings includes

	Students with Disabilities in their LCAP. DOSE share potential goals and actions to address the needs of students with disabilities in their respective LCAPs.

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

In response to the needs identified through discussion with Educational Partners TCOE identified needs related to student performance and attendance and TCOE will implement a goal that includes actions to improve attendance across all student groups identified in the lowest performance area.

Educational Partners provided great feedback through surveys, meetings and site visits. Students expressed barriers to attendance include transportation, lack of sleep, feeling stressed and lack of motivation. Students expressed ideas to improve attendance included more activities, sports, field trips, rewards, facility improvements and getting connected to other services and programs. Additional ideas shared to improve outcomes for students included supplemental materials and supplies such as calculators, supplemental curriculum.

Staff Surveys indicated Professional development options are useful and effective and more is needed. More parent participation is desired along with additional materials for supporting academics.

Parents surveys indicated the need for additional materials such as reading books to improve ELA. Parents expressed appreciation for the support of staff, feel staff respect and care for their students.

Parents provided additional feedback during School Site Council meetings that additional parent trainings and activities would be appreciated, especially on how parents can support their students at home.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All TCOE students will demonstrate improvement in educational performance in all academic areas including ELA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through analysis of the data and input from Educational Partners. The analysis of the California Dashboard data continues to indicate a need to support all TCOE students in Math and ELA performance and English Langauge Development to support Long Term English Language Learners. As measured by the dashboard, TCOE students are performing 185.9 points below standard in ELA and 211.9 points below standard in Math. During LCAP development process, feedback from staff, parents and students identified the need for ongoing instructional support in ELA, Math and ELD. Feedback from Educational Partners agreed that actions to improve educational outcomes for students is warranted including the following actions:
- Continued educational support from highly qualified teachers and support staff
- Purchase and utilization of additional supplementary supplies and materials for reading, writing, math, ELD and CTE.
- Professional Development for instructional staff to improve learning and teaching modalities and increase student achievement.
- Expanded instructional support to guide teachers in meeting the needs of diverse learners through highing Teachers on Special Assignment to provide additional support to students and teachers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Langauge Arts CAASPP performance represented by distrance from standard	TCOE • All TCOE students: 185.9 points			TCOE: • All TCOE students: 100	

	Data year: 2022-23 Data sourced: CAASPP, Dashboard	below standard - Hispanic Court Students: 184.8 points below standard - Low income students: 185 points below standard * Other student groups were too small to display dashboard data (ie. foster, swd) Court School: - All Court Students: 211.9 points below standard - Hispanic Court Students: 201.7 points below standard - Low income students: 211.9 points below standard * Other student groups were too small to display dashboard data (ie. foster, swd) - Community School:			points below standard - Hispanic Court Students: 100 points below standard - Low income students: 100 points below standard Court School: - All Court Students: 100 points below distance standard - Hispanic Court Students: 150 points below standard - Low income students: 150 points below standard	

		No placement data is available for the 2023 reporting year			Date source: Dashboard	
1.2	Math CAASPP performance represented by distrance from standard Data year: 2022-23 Data sourced: CAASPP, Dashboard	- All TCOE Students 255.5 points below standard - All Court Students: 278.3 points below standard - Hispanic Court Students: 278.5 points below standard - Low income students: 278.3 points below standard * Other student groups were too small to display dashboard data (ie. foster, swd) - Community School: * no data availlable			- All TCOE Students 200 points below standard - All Court Students: 200 points below standard - Hispanic Court Students: 200 points below standard - Low income students: 200 points below standard Date source: Dashboard	
1.3	English Langauge Learner Progress on ELPAC by percent of EL students making	- TCOE 55.6% making progress			- TCOE 55.6%	

	progress towards English Langauge Proficiency. Data year: 2023-2024 Data source: English Learner Progress Indicator, Dashboard	• Court School: 58.3% making progress • Community School: * no data availlable			making progress • Court School: 60% making progress	
1.4	Credit accrual for 100% of students will gain credits towards graduation Data year: 2022-23 Data sourced: Student information system	Percentage of students accruing credits towards graduation during period of attendance Community: 90% Court: %			Community: 95% Court: 75%	
1.5	CTE course completion Data Year: 2022-23 Date Source: student information system	Community: 17/42 students (40%) accrued at least some CTE credit Court: 2/425 students (0%) accrued at least some CTE credit			Community: 50% Court: 1%	
1.6	Student participation in CTE courses and Vocational certificates Data year: 2022-23 Data sourced: Dashboard	Court: in 2022-23 6 out of 18 students completed the Retail Customer Service CTE certificate in 2023-24 3 out of 10 students completed the Retail Customer Service CTE certificate Community: * no data availlable			Court: 20 students will complete Retail Customer Service and obtain the CTE Certfiicate	

1.7	College course dual or concurrent enrollment Data year: 2022-23 Data sourced: Dashboard	Students enrolled in concurrent college enrollment: Court School: 2022-2023- 1 student 2023-2024- 1 student Community School: 0			Students enrolled in Dual or concurrent Enrollment: 2 Community School: 0	
1.8	CTE Pathway and Completion rates Data year: 2022-23 Data sourced: Dashboard, College Career indicator	TCOE: all students 3.3% prepared Court School: 0% prepared • Hispanic Court Students: 0% prepared • Low income students: 0% prepared * Other student groups were too small to display dashboard data (ie. foster, swd)			Court: 0% Community: 0%	
1.9	A-G Completion Rate Data year: 2022-23 Data sourced: CALPADS EOY 3, Dashboard	0%			5% Data Source: College Career indicator on Dashboard	
1.10	AP Passage rate	0% Data year: 2022-23 Data source: CALPADS			0% Data source: CALPADS	
1.11	English Learner Reclassification rate	Court: 0 Community 0			Court: 0 Community 0	

		SPED: 3 Data Year: 2022-2023 Data Source: CALPADS 2.16, EOY 3 TCOE 10.43% SPED school 21.57% Data Year: 2020- 2021 Data Source: Ed Data			SPED: 3 Data Source: CALPADS 2.16, EOY 3	
1.12	Early Assessment Program (EAP) Data year: 2022-23 Date source: Dataquest	0%			0%	
1.13	LTELs	# of LTELs (Long term ELs) SPED school: 45 Court: 11 Community: 6 Data Year: 23-23 Data Source: Data quest			# of LTELs (Long term ELs) SPED school: 14 Court: 8 Community: 5 Data Source: Data quest	
1.14	California Science Test (CAST)	TCOE: 5.26% met or exceeded Court: 9.09% met or exceeded Community No data available Sped school: 15.46% met or exceeded Data Year: 2022-2023 Data Source: CAASPP ETS			TCOE: 10% met or exceeded Court: 15% met or exceeded Sped school: 15.46% met or exceeded Data Source: CAASPP ETS	

1.15	Graduation rate and/or completers	Graduation rate: TCOE total: 3.2% Court: 0% Community: 0% Special Ed: 0% Graduation Cohort rate Court: 0 Community: 0 Special Ed: 0% grade, 56.12% Certificate of Completion Data Year: 2022-23 Data Source: Ed Data Graduation/completers annual: Court: 2 Community: Special Ed: 110 certificate of completion Data Year: 2022-23 Data Source: CALPADS			Graduation rate: TCOE total: 10% Court: 5% Community: 10% Special Ed: 0% Graduation Cohort rate Court: 5% Community: 5% Special Ed: 0%, 65% Certificate of Completion Data Source: Ed Data Graduation/comple ters annual: Court: 4 Community: 4 Special Ed: 110 certificate of completion Data Source: CALPADS	
1.16	Implementation of academic content and performance standards	Full implementation and Sustainability			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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide highly qualified teachers and staff	To address the needs identified in the data analysis and input from educational partners, continued hiring and maintaining appropriate highly qualified staff are needed to address educational outcomes for all TCOE students. The combination of credentialed teachers, support staff, counselors, instructional assistants/aides, transition specialists, truancy officers and teachers on special assignment work together to support TCOE students.	$1,736,867.00	Yes
1.2	Supplemental materials and supplies for ELA, Math, ELD and CTE, targeting performance of SWDs as well aslow income students and Hispanic students	The purchase of supplemental materials and supplies for reading, writing and math to supplement and enhance learning of all TCOE students in ELA, Math, ELD and CTE to meet their unique and individualized learning needs. This action is essential to improving CAASPP scores and graduation rates for SWDs.	$93,750.00	No
1.3	Online educational programs for credit recovery and	To improve educational outcomes and opportunities for all TCOE students, additional learning options through online formats including CTE and intervention based supports.	$110,000.00	Yes

		increased access to curriculum areas			
1.4	Professional Development	Professional Development to support improved instructional practices targeting indvidualized needs of Low income and Hispanic student and English Language Learners. For Long Term English Learners PD will target strategies for increasing redesignation.	$15,000.00	Yes
1.5	Maintain updated technology for students to access curriculum and resources	Maintain update to date technology to support individualized learning needs to access supports.	$1,800.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Within three years all TCOE students will improve or maintain appropriate attendance rates to improve access to education and supports by engaging in a supportive learning environment.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goals was developed in response to the needs identified through data analysis and input from our educational partners. The analysis of the California State Dashboard (Dashboard) data clearly indicated that since the COVID-19 pandemic students have continued to struggle to return to school and maintain attendance. Despite various prior efforts many of TCOE students continue to miss signfiicant days of attendance thus identying continued high levels of Chronic Absenteeism as evidenced on the California Dashboard. TCOE is committed to continuing to expand resources to target barriers to attendance through actions developed to improve transportation options, incentivize attendance and improve school climate and connectedness for our students.

During the LCAP development process, TCOE engaged all Educational Partners in discussion to explore barriers to attendance and possible strategies for new actions to target and improve attendance for TCOE students. The Educational Partners identifed perceived barriers to attendance including transportation, lack of sleep, lack of motivation and feeling stressed. Educational Partners recognized the need to improve attendance through new and enhanced LCAP actions and provide more options for students to get to school. Through collaboration with your Educational Partners including feedback on surveys additional strategies and actions were explored to improve Chronic Absenteeism. The value of social worker support was recognized as action to address the feelings of stress and being overwhelmed and increase these services to students during this next LCAP cycle. Additional input suggested more field trip and career exploration opportunities may improve students desire to attend and address motivation recognized by Educational Partners. Through additional support, interventions and resources developed through this LCAP devleopment cycle, TCOE will provide the following actions to target chronic absenteeism.
- Increase parent involvement
- Incrase Social Worker to 5 days a week
- Increase options for transportation for students with an additional tranport vehicle and bus passes for students

- Increase Student Transition Specialists to work with students and building connections to staff, the school community and availabe resources and supports to improve desire to attend
- Improve the school environment through well maintained and updated facilities
- Incentivize attendance by offering rewarding and engaging acitivities, and reinforcers for students with good or improved attendance
-

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate Data year: 2023-2024, up to this point in the year (March) Data source: Student Information System (Aeries)	Court: Current average daily attendance: 100% Community: Current average daily attendance: 62.24% Special Ed School: 82.%			Court: average daily attendance: 100% Community: average daily attendance: 75% Special Ed School: 90%	
2.2	Chronic Absenteeism Date Year: 2021-22 Data Source: 2023 Dashboard Data Year: 2023-24 Data Source: Student Information System Aeries Analytics Attendance Percentage Chronic	Districtwide: 55.1% Low income: 53.4% Students with Disabilities: 57.3% English Learners: 54.5% Foster: 51.7% 10% or greater Chronic Absenteeism Special Ed School: 44.4% Court: 10.2% Community: 50%			Districtwide: 30% Low income: 30% Students with Disabilities: 30% English Learners: 30% Foster: 30% Data Source: Dashboard 10% or greater Chronic Absenteeism Special Ed School: 30% Court: 5% Community: 50%	

2.3	Appropriately assigned and fully credentialed teachers	62.7% Clear Date Year: 2021-22 Data Source: 2023 Dashboard.			85% Clear Data Source: Dashboard	
2.4	Access to standards aligned instructional materials Data year: 2023-2024 Data Source: Local Indicators, 2023 Dashboard	100%			100%	
2.5	Facilities maintained in good repair Data year: 2023-2024 Data Source: Local Indicators, 2023 Dashboard	100%			100%	
2.6	Seek parent input and promote parent participation in programs for students with disabilities and low income students	Full implementation Data year: 2023-2024 Data Source: Local Indicators, 2023 Dashboard			Full implementation Data Source: Local Indicators Dashboard	
2.7	Suspension data Date Year: 2023-24 Data Source: 2023 Dashboard	Districtwide: 1.6% Students with Disabilities: 5.6% English Learners: 4.9% Court: 0% Community: 16.7% suspensions at least one day SPED: 0.4%			Districtwide: 1.6% Students with Disabilities: 5.6% English Learners: 4.9% Court: 0% Community: 10% suspensions at least one day SPED: 0.4%	

| 2.8 | Drop out data

Date Year: 2022-23
Data Source: CALPADS EOY | Districtwide:
Low income: 5 students
Students with Disabilities: 2 students
English Learners: 1 students
Foster:

Court: 3 student
Community: 3 student
SPED: 1 student

Cohort drop out rate (includes data inaccuracies)
Court: 94.74%
Community: 100%
SPED school: 43.88% | | | Cohort drop out rate:
Court: 10%
Community: 10%
SPED school: 10% | |

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Involvement	Continue education, training, and collaboration with parents and guardian with focus on improving attendance and targeting Chronic Absenteeism.	$0.00	Yes
2.2	Social Worker contract to improve SEL	Contract Social Worker to help address issues related to Chronic Absenteeism and increase days from one to 5 days.	$140,000.00	Yes
2.3	Transportation bus and bus pass	Remove barriers to transportation to school impacting attendance and chronic absenteeism by increasing transportation options available. Purchasing an additional transport van for transportation and bus passes to allow more options including those principallly directed for low income and Hispanic students.	$65,000.00	Yes
2.4	Additional Student Transition Specialist	With Chronic Absenteeism continuing to impact our Hispanic and low income students additional staffing support through hiring an additional Student Transition Specialist is needed.	$110,000.00	Yes
2.5	Maintain and update proper facilities	To improve student belonging and sense of pride in coming to school, school facilitities will be properly maintained and updated to ensure the optimal learning environment.	$74,769.00	Yes
2.6	incentive structures and supports	To improve attendance throughout TCOE, additional resources for incentives, interventions and supports targeting chronic absenteeism of SWD, Hispanic, and low income students is needed.	$20,000.00	Yes

2.7	Field trip and incentives for career exploration and improved school connectedness	To improve school connectedness to address chronic absenteeism field trips to explore careers will be provided.	$5,000.00	Yes
2.8	Incentives and interventions for attendance	To improve attendance for SWD through additional resources for incentives, interventions and supports targeting chronic absenteeism	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students at Court and Community Schools including students who are Low income, English Language Learners, Students with Disabilties and Hispanic will demonstrate improved outcomes specifically including Chronic Absenteeism and Graduation rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This focus goal was developed by analyzing the data available and collaborating with the Educational Partners at our two Equity Mulitiplier schools (Court and Community) to help develop actions to best meet the needs of our students in the lowest performance areas, specifically Chronic Absenteeism and Graduation rates for our Low income, Hispanic, English Language Learners and students with disabiltiies. Through our discusions and analysis of data with Educational Partners additional staffing is needed to improve outcomes for students particularly in the area of attendance and graduation rates. Input obtained via the LCAP development process by engaging Educational Partners, the data clearly indicated that staff are critical to improving outcomes for students. Increasing staff available to support our students academic and social emotional needs will improve outcomes for our students. In addition students expressed the desire to learn skills for employment and the CTE curriculum helps students gain these skills and therby improve both attendance and graduation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Dashboard Graduation rates Data Year: 2024 Data Source: California Dashboard	Court: 5% - Hispanic: 5.3 - English Learners: 8.3% - Low income: 5%			Court: 10% Community: 10%	

		Community: • Less than 9 students, therefore data not displayed for privacy for 2023 • 7.7% (2022 data)				
3.2	Chronic Absenteeism rates Data Year: 2024 Data Source: Student information System (Aeries) *California Dashboard data not available due to too few students	Districtwide: 55.1% (district dashboard metric used due to data not available at school level from CA dashboard) Low income: 53.4% Students with Disabilities: 57.3% English Learners: 54.5% Foster: 51.7% Special Ed School: 63.5% ELLs: 64.5% Hispanic: 65% Low Income: 62.5% SWD: 63.5% Date Year: 2023 Data Source: Dashboard Court: 53.33% Community: 0% Data Source CALPADS EOY Data Year: 2023			10% or greater Chronic Absenteeism Court: 5% Community: 50% Data Source: Student Information System Aeries Analytics Attendance Percentage Chronic	

		10% or greater Chronic Absenteeism Court: 10.2% Community: 50% Data Year: 2023-24 Data Source: Student Information System Aeries Analytics Attendance Percentage Chronic				
3.3	Percentage of Court and Community students participating in interventions	Court: This year all court students participate in credit recovery and interevention courses. (Specific participation baseline will be established during 2024-25) Community: Current participation baseline will be established during 2024-25			Court: 100% Community: 100%	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community School Equity Multiplier additional staffing	Evidence based interventions provided by the additional staffing to support improved outcomes for low income, hispanic, ELL and students with disabilities in our Community Schools. Based on feedback	$50,000.00	No
3.2	Court school additional staffing support	additional needs for students based on feedback, through additional teacher, and Student Transition Specialist, social worker	$155,280.00	No
3.3	CTE curriculum	CTE curriculum		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	WIthin three years Tulare County Court School and Tulare County Community School students will demonstrate improvement in academic progress including ELA, Math and Graduation rate.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to feedback from Educational Partners by analyzing both qualitative and quantitative data from a vareity of sources including the California Dashboard CAASPP scores, Chronic Absenteeism, graduation rates as well as surveys provided by Educational partners. Throughout the LCAP year, Educational Partners engaged in discussion at School Site Council meetings, through surveys to identify areas of need as well as ideas for improvement. Following the Covid pandemic students continue to demonstrate challenges in emotional regulation and properly addresing mental health concerns. This continues to be an area of need for our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP performance on English Langauge Arts by distance from Standard	Court School: 211.9 Points below standard • Hispanic: 201.7 Points below standard • Low income: 211.9 points below standard *All other groups have too few students to display data			Court School: 100 Points below standard • Hispanic: 100 Points below standard • Low income: 100 points	

		Community School: too few students to provide a performance level including specific student groups			below standard *All other groups have too few students to display data Community School:	
4.2	CAASPP performance on Math by distance from standard	Court School: 278.3 Points below standard • Hispanic: 278.5 Points below standard • Low income: 278.3 points below standard *All other groups have too few students to display data Community School: too few students to provide a performance level including specific student groups			Court School: 150 Points below standard • Hispanic: 150 Points below standard • Low income: 150 points below standard *All other groups have too few students to display data Community School:	
4.3	Graduation rate from California Dashboard (Year 2023)	Court School: • All students: 5% • English Learners: 8.3% • Low income: 5%			Court School: • All students: 15% • English Learners: 15%	

		• Hispanic: 5.3% Community School:			• Low income: 15% • Hispanic: 15% Community School:	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Equity Multiplier Court School additional supports	Additional staffing to support social emotional learning of students in Court School including Mental Health Clinician, Intervention Teacher, and a Triage Social Worker		No

4.2	Equity Multiplier Court School SEL and CTE curriculum	Additional SEL and CTE curriculum to support low income, Hispanic, English Learners, Students with Disabilities at Community School		
4.3	Community School SEL and CTE curriculum	Community school students will receive additional curriculum to support their improvement in social emotional learning and CTE.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing

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
$1,097,215	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.958%	3.782%	$1,043,422.00	7.740%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Provide highly qualified teachers and staff **Need:** Reviewing the Dashboard student groups including Low income, Hispanic, English Learners are performing in the lowest level in ELA, Math, Chronic Absenteeism,	Highly qualified provide necesary supports and instruction to support the unduplicated struggling students in TCOE. Nearly all students attending TCOE Court and Community are low income.	CA Dashboard CAASPP performance in ELA, Math,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	**Action:** Online educational programs for credit recovery and increased access to curriculum areas **Need:** Graduation rate and low academic performance for low income, Hispanic, English Learners. **Scope:** LEA-wide	Increased academic options for credit recovery to improve graduation rates and more learning intervention options	Graduation rate from CA dashboard, local measures of credit completion and accrual of students during period of enrollment.
1.5	**Action:** Maintain updated technology for students to access curriculum and resources **Need:** Low performance in Graduation rates and academic performance for Low income **Scope:** LEA-wide	Students need access to online curriculum tools and resources to be better prepared and engaged in their learning. Access to updated technology assets allows students to access and engage in their learning to improve their scores on assessments.	CAASPP performance measures
2.1	**Action:** Parent Involvement **Need:** Chronic Absenteeism for Low income, Hispanic, and English Learners	Based on input from Educational Partners further intervention and focus on incentivising attendance is needed to Positive Behavior Invention ans supports	Chronic Absenteeism on 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
	Scope: LEA-wide		
2.2	**Action:** Social Worker contract to improve SEL **Need:** Chronic absenteeism **Scope:** Schoolwide	Increasing mental health services available to our Court and Community School students	Chronic Absenteeism rate
2.3	**Action:** Transportation bus and bus pass **Need:** Chronic Absenteeism **Scope:** Schoolwide	Remove barriers to transportation to school impacting attendance and chronic absenteeism by increasing transportation options available.	Chronic Absenteeism on dashboard
2.4	**Action:** Additional Student Transition Specialist **Need:** Chronic Absenteeism **Scope:** Schoolwide	Student Transition Specialists help students support students in addressing motivation and lack of connection to school.	Chronic Absenteeism on dashboard
2.5	**Action:** Maintain and update proper facilities **Need:** Chronic Absenteeism	Providing well maintained facilities improves school connectedness to help improve attendance	Chronic Absenteeism on 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
	Scope: LEA-wide		
2.6	**Action:** incentive structures and supports **Need:** Chronic Absenteeism **Scope:** LEA-wide	Improving climate through an incentive intervention will reduce absenteeism	Chronic Absenteeism on dashboard
2.7	**Action:** Field trip and incentives for career exploration and improved school connectedness **Need:** Chronic Absenteeism **Scope:** LEA-wide	To further improve attendance and address chronic absenteeism TCOE will provide additional resources for field trips for career exploration and help students feel more connected.	Chronic Absenteeism on 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
1.3	**Action:** Online educational programs for credit recovery and increased access to curriculum areas	Increased academic options for credit recovery to improve graduation rates and more learning intervention options	Graduation rate from CA dashboard, local measures of credit completion and accrual of

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Graduation rate and low academic performance for low income, Hispanic, English Learners. **Scope:** Limited to Unduplicated Student Group(s)		students during period of enrollment.
1.4	**Action:** Professional Development **Need:** Low performance in ELA and Math on CAASPP for Low income, Hispanic, English Learners including LTELs **Scope:** Limited to Unduplicated Student Group(s)	Professional development designed to improve instructional practices and provide teachers more tools to serve students in our lowest performing groups will improve test performance including on the ELPAC	Student progress will be measured by CAASPPand ELPAC performance in a reduction of the distance from standard.

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.

Professional Development and Online educational programs were selected based on the review of qualititative and quantative data analysis including feedback from Educational Partners. Based on this process TCOE believes that these actions will support Low income, English Leaners and Hispanic students performing in the lowest range.

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	27,719,632	1,097,215	3.958%	3.782%	7.740%

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	$2,372,186.00	$255,280.00			$2,627,466.00	$2,067,147.00	$560,319.00

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	Provide highly qualified teachers and staff		Yes	LEA-wide		All Schools		$1,736,867.00	$0.00	$1,736,867.00				$1,736,867.00
1	1.2	Supplemental materials and supplies for ELA, Math, ELD and CTE, targeting performance of SWDs as well aslow income students and Hispanic students	Students with Disabilities, Low Income, Hispanic All Students with Disabilities	No					$0.00	$93,750.00	$93,750.00				$93,750.00
1	1.3	Online educational programs for credit recovery and increased access to curriculum areas	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$110,000.00	$110,000.00				$110,000.00
1	1.4	Professional Development	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		$15,000.00	$0.00	$15,000.00				$15,000.00
1	1.5	Maintain updated technology for students to access curriculum and resources		Yes	LEA-wide		All Schools Specific Schools: Court School and Communi		$0.00	$1,800.00	$1,800.00				$1,800.00

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
							ty School								
2	2.1	Parent Involvement		Yes	LEA-wide				$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	2.2	Social Worker contract to improve SEL	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Court and Community Schools		$0.00	$140,000.00	$140,000.00				$140,000.00
2	2.3	Transportation bus and bus pass	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Community School		$0.00	$65,000.00	$65,000.00				$65,000.00
2	2.4	Additional Student Transition Specialist	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			$110,000.00	$0.00	$110,000.00				$110,000.00
2	2.5	Maintain and update proper facilities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$0.00	$74,769.00	$74,769.00				$74,769.00
2	2.6	incentive structures and supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Court and Community Schools		$0.00	$20,000.00	$20,000.00				$20,000.00
2	2.7	Field trip and incentives for career exploration and improved school connectedness	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Court and Community Schools		$0.00	$5,000.00	$5,000.00				$5,000.00
2	2.8	Incentives and interventions for attendance	Students with Disabilities	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	3.1	Community School Equity Multiplier additional staffing	Hispanic, income, ELL Students Disabilities Students Low and with All with	No					$50,000.00	$0.00	$0.00	$50,000.00	$0.00	$0.00	$50,000.00

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
			Disabilities												
3	3.2	Court school additional staffing support	Hispanic, Low income, and ELL All Students with Disabilities	No					$155,280.00	$0.00	$0.00	$155,280.00	$0.00	$0.00	$155,280.00
3	3.3	CTE curriculum	All Students with Disabilities	No											
4	4.1	Equity Multiplier Court School additional supports	Low income, English Learners, and Hispanic students Students with Disabilities	No											
4	4.2	Equity Multiplier Court School SEL and CTE curriculum													
4	4.3	Community School SEL and CTE curriculum	Low Income, Hispanic, English Learners Students with Disabilities	No					$0.00	$50,000.00		$50,000.00			$50,000.00

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]
27,719,632	1,097,215	3.958%	3.782%	7.740%	$2,278,436.00	0.000%	8.22 %	**Total:**		$2,278,436.00
								LEA-wide Total:		$1,948,436.00
								Limited Total:		$125,000.00
								Schoolwide Total:		$315,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Provide highly qualified teachers and staff	Yes	LEA-wide		All Schools	$1,736,867.00	
1	1.3	Online educational programs for credit recovery and increased access to curriculum areas	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$110,000.00	
1	1.4	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$15,000.00	
1	1.5	Maintain updated technology for students to access curriculum and resources	Yes	LEA-wide		All Schools Specific Schools: Court School and Community School	$1,800.00	
2	2.1	Parent Involvement	Yes	LEA-wide			$0.00	
2	2.2	Social Worker contract to improve SEL	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Court and	$140,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Community Schools		
2	2.3	Transportation bus and bus pass	Yes	Schoolwide	English Learners Low Income	Specific Schools: Community School	$65,000.00	
2	2.4	Additional Student Transition Specialist	Yes	Schoolwide	English Learners Low Income		$110,000.00	
2	2.5	Maintain and update proper facilities	Yes	LEA-wide	English Learners Low Income		$74,769.00	
2	2.6	incentive structures and supports	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Court and Community Schools	$20,000.00	
2	2.7	Field trip and incentives for career exploration and improved school connectedness	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Court and Community Schools	$5,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$2,713,242.00	$2,248,165.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
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**	Provide a highly qualified staff	Yes	$2,425,259.00	2,046,475
1	**1.2**	Increase student achievement for all students	Yes	$57,462.00	26,822
1	**1.3**	All school facilities are maintained.	Yes	$55,717.00	39,588
1	**1.4**	Professional development to support improved instructional outcomes including English Learner acquisition	Yes	$17,600.00	6,400
1	**1.5**	Identify and provide a free and appropriate public education (FAPE) for each student with a disability	No	$0.00	0
2	**2.1**	Parent Involvement	No	$0.00	0
2	**2.2**	Contracted Social Worker and Supplemental curriculum and materials to support Social emotional wellness	Yes	$23,500.00	21,880
2	**2.3**	Student-directed learning	Yes	$133,704.00	107,000
2	**2.4**	Expelled Youth return to home district	Yes	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Promote school stability for foster youth	No	$0.00	0
3	3.2	Ensure foster youth are promptly and appropriately enrolled	No	$0.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,291,587	$2,457,274.00	$2,248,165.00	$209,109.00	0.00%	0.000%	0.00%

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	Provide a highly qualified staff	Yes	$2,176,553.00	2,046,475		
1	1.2	Increase student achievement for all students	Yes	$50,200.00	26,822		
1	1.3	All school facilities are maintained.	Yes	$55,717.00	39,588		
1	1.4	Professional development to support improved instructional outcomes including English Learner acquisition	Yes	$17,600.00	6,400		
2	2.2	Contracted Social Worker and Supplemental curriculum and materials to support Social emotional wellness	Yes	$23,500.00	21,880		
2	2.3	Student-directed learning	Yes	$133,704.00	107,000		
2	2.4	Expelled Youth return to home district	Yes	$0.00	0		

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)
27,591,366	3,291,587	0	11.930%	$2,248,165.00	0.000%	8.148%	$1,043,422.00	3.782%

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)](#);

  o **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.

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

- In addition to this information, the LEA must also identify:

    - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

  - The baseline data must remain unchanged throughout the three-year LCAP.

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  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.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    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.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    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.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- 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%).

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  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 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.

- o 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).

California Department of Education
November 2023

TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY: Jose Bedolla, Principal, LSMA

SUBJECT: Public Hearing of the Local Control and Accountability Plan, La Sierra Military Academy.

DESCRIPTION/SUMMARY: A public hearing is required for the first reading of the Local Control and Accountability Plan.

FINANCING: None

RECOMMENDATION: Information only to request public hearing for first reading of the Local Control and Accountability Plan.
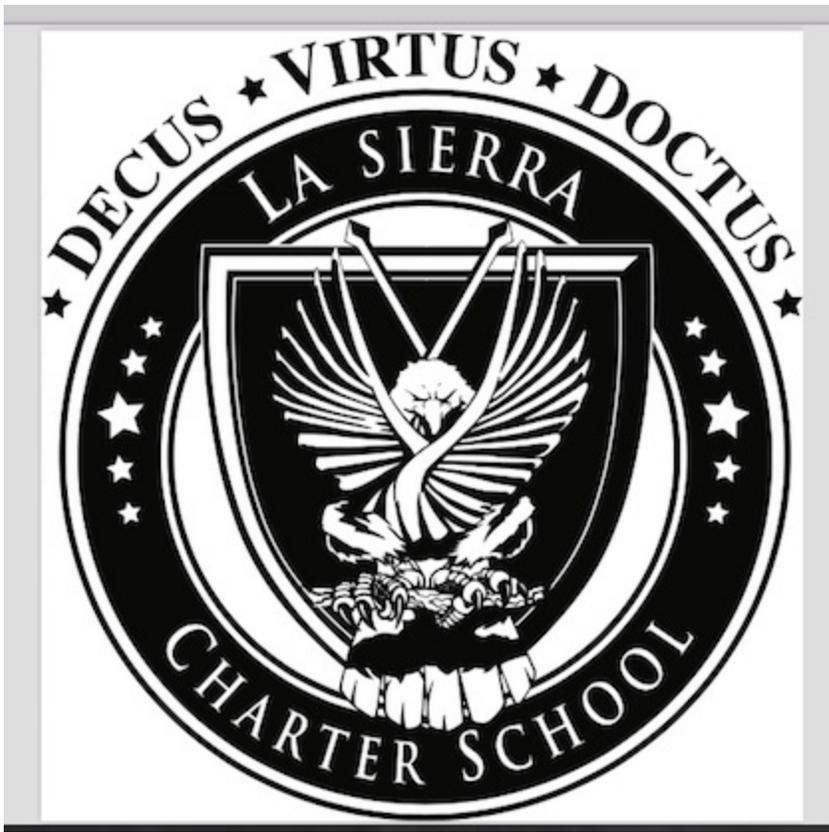
Local Control and Accountability Plan

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
Tulare County Office of Education	Jose Bedolla Principal	jose.bedolla@tcoe.org 559.733.6963

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.

La Sierra Charter High is governed by the Tulare County Board of Education with Tim Hire serving as Tulare County Superintendent of Schools. At La Sierra High School, we are committed to presenting an educational vision and program that celebrates and assures all of our

students are successful and college and career ready. We are a learning community dedicated to assisting all of our youth in becoming adults who are competent, confident, competent, productive and adaptable with the skills and talents to enable them to successfully contribute to society. La Sierra High School serves Tulare County and surrounding counties and is open to all students in grades 7-12. La Sierra is designed to serve students who desire a small learning community in a structured environment. Through an individualized learning plan, the school provides an alternate solution to a large comprehensive high school setting. La Sierra is a unique school that serves as a safety net for students who are struggling academically and socially and are at risk of dropping out of school. Approximately 88% of students enter La Sierra credit deficient. La Sierra has an enrollment of 195 students and 27 part-time and full time staff members. As a military academy, La Sierra affiliates in recruitment with all segments of the armed services i.e., (Army, Navy) in terms of service recruitment for students upon graduation from high school. La Sierra prides itself on being a stellar academic and service learning institution that provides students with the leadership skills for success for all levels of adult life.

Reflections: Annual Performance

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

The 2022-2023 CAASPP data via the California Dashboard demonstrates that La Sierra increased by 10 points in ELA in comparison to the 2021-2022 ELA CAASPP Data. La Sierra decreased by 21 points in Math in comparison to the 2021-2022 CAASPP exam. The Graduation Rate for La Sierra increased by 9% in comparison to the 2021-2022 Graduation Rate metric. The Chronic Absenteeism rate for La Sierra declined by 2.2% in comparison to the 2021-2022 Chronic Absenteeism rate. The Suspension rate for La Sierra increased by 0.8% in comparison to the 2021-2022 school suspension rate.

Reflections: Technical Assistance

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

La Sierra will be placed on technical assistance for the 2024-2025 school year. La Sierra is committed to continuous improvement in raising student achievement across all academic and social sectors. Removed from the school's LCAP Plan, La Sierra High will also utilize the advent of an improvement plan it will develop in partnership with Kern County Superintendent of Schools for school improvement purposes for the upcoming 2024-2025 school year. The improvement plan will be geared towards providing La Sierra High greater accountability measures towards raising student achievement across all academic and social sectors for continual school improvement measures over time. The plan will address specifically learning constructs as it pertains to improving instruction across all subject areas for staff and student capacity building efforts. The plan will also address improving the school's tiered structures of support towards further strengthening student and familial connections to the school for student engagement and positive learning outcomes for student success efforts. Removed from this, the plan will also address school improvement efforts as it pertains to college and career readiness indicators towards providing students with the necessary educational frameworks necessary to be successful in post secondary settings upon graduation from the military academy.

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.

La Sierra High has been designated for Comprehensive Support and Improvement Designation for the upcoming 2024-2025 school year.

Support for Identified Schools

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

La Sierra High completed a WASC Self Study during the month of March of 2024. La Sierra is utilizing the the feedback it received from the WASC visiting committee to improve its systems for ongoing school improvement efforts for the upcoming 2024-2025 school year. La Sierra has incorporated the assessments from the WASC committee as part of its documentation with its educational partners towards the development and planning of the site's LCAP plan for school capacity building efforts. La Sierra recognizes the importance of external organizational observation as a critical component towards further assisting in helping the school improve its tiered systems of support for the raising of student achievement across all grade levels spans and student subgroup needs for school improvement measures for reform.

Monitoring and Evaluating Effectiveness

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

Due to La Sierra High's designation for technical assistance, the school site will receive outside guidance for school improvement measures via the Kern County Superintendent of Schools for the upcoming 2024-2025 school year. The Kern County Superintendent of Schools will help provide educational leadership and school recommendations to La Sierra High on best practices towards further improving its educational programs and tiered structures of support for student and staff success efforts. Through its internal needs assessment and root cause analysis evaluations, La Sierra High recognizes that continuous improvement is needed specifically in the areas of instruction, curriculum planning, student tiered practices and professional development for its staff for ongoing school improvement efforts towards raising student achievement over time. La Sierra High is appreciative of the partnership with the Kern County Superintendent of Schools towards further improving its school systems for the betterment of the students and families it proudly represents and serves.

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
The development of La Sierra's LCAP plan was completed via the advent of direct collaboration with all of the site's educational partners i.e., (students, parents and staff). All of the LCAP goals reflect the site's improvement plan for raising student achievement across all academic and social sectors for student capacity building efforts. La Sierra is committed to improving student academic performance and will utilize the LCAP plan for school improvement efforts for student and program monitoring efforts.	La Sierra engaged educational partners via the advent of School Site Council Meetings, English Learner Advisory Meetings and Focus groups to complete program needs assessments that provided the necessary input towards the drafting and completion of the site's 2024-2025 LCAP plan.

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

Through collaboration with the site's Educational Partners, coupled with local and state reporting data, the following goals have been calibrated by La Sierra for the upcoming 2024-2025 school year to further help students find academic and social success:

Goal 1: All LSMA students will improve academically in English language arts through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement in all components of Reading, Writing, Speaking and Listening domains.

Goal 2: All LSMA students will improve academically in Mathematics through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement through the vertical alignment of math instruction in the content areas of Pre Algebra, Algebra I, Geometry and Trigonometry.

Goal 3: All LSMA English Learner students will improve academically in literacy and language acquisition through quality differentiated instruction towards raising English proficiency for student growth and achievement.

Goal 4: All LSMA students will graduate high school and be competitively college and career ready through personalized learning and targeted systems of support.

Goal 5: All LSMA students' individual academic and socio-emotional needs will be met through quality direct instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All LSMA students will improve academically in English language arts through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement in all components of Reading, Writing, Speaking and Listening domains.	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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Annual CAASPP and CDE Dashboard Data indicate low student performance in ELA. Removed from this, La Sierra's local assessment via STAR Renaissance, indicate a significant need to improve student achievement in all aspects of English Language Arts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Assessment	21-22 CAASPP ELA Data- 108.4 points below standard. 22-23 CAASPP ELA Data- 97.6 points below standard.			Achieve 80% percent proficiency in grades 7, 8 and 11th grade in State CAASPP ELA Assessments during the 2024-2025 school year.	
1.2	STAR Renaissance Reading Assessment	The STAR Reading exam will be administered four times during a given school year. Twice during the			Each LSMA student will increase one Grade Level Equivalent in	

| | | Fall Semester and twice during the Spring Semester. | | | Reading Comprehension during the 2024-2025 school year. | |

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	STAR Renaissance Reading Program	The STAR Renaissance Program will be utilized during the 2024-2025 school year to assess students in all components of English Language Arts.	$3,000.00	No Yes
1.2	ELA Materials & Supplies	The purchase of ELA materials for grade levels 7-12 for student daily use and application.	$4,000.00	No Yes

1.3	Professional Learning	Provide professional learning opportunities for ELA teachers to attend ELA trainings for continual teacher capacity building efforts in ELA instruction.	$5,000.00	No Yes
1.4	After School ELA Tutoring	Provide after school ELA tutoring to LSMA students in grades 7-12 who require additional ELA instruction and intervention support.	$4,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All LSMA students will improve academically in Mathematics through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement through the vertical alignment of math instruction in the content areas of Pre Algebra, Algebra I, Geometry and Trigonometry.	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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Annual CAASPP and CDE Dashboard Data indicate low student performance in Mathematics. Removed from this, La Sierra's local assessment via STAR Renaissance, indicate a significant need to improve student achievement in all aspects of Mathematical foundations and problem solving frameworks.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math Assessment	21-22 CAASPP Math Data- 174.6 points below standard. 22-23 CAASPP Math Data- 196.1 points below standard.			Achieve 80% percent proficiency in grades 7, 8 and 11th grade in State CAASPP Math Assessments during the 2024-2025 school year.	
2.2	STAR Renaissance Math Assessment	The STAR Math exam will be administered four times during a given school year.			Each LSMA student will increase one Grade Level	

| | | Twice during the Fall Semester and twice during the Spring Semester. | | | Equivalent in Mathematics Application during the 2024-2025 school year. | |

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	STAR Renaissance Math Program	The STAR Renaissance Program will be utilized during the 2024-2024 school year to assess students in all components of Mathematics.	$3,000.00	No Yes
2.2	Math Materials & Supplies	The purchase of Math materials for grade levels 7-12 for student daily use and application.	$4,000.00	No Yes

2.3	Professional Learning	Provide professional learning opportunities for Math teachers to attend Math trainings for continual teacher capacity building efforts in Mathematics instruction.	$5,000.00	No Yes
2.4	After School Math Tutoring	Provide after school Math tutoring to LSMA students in grades 7-12 who require additional Math instruction and intervention support.	$4,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All LSMA English Learner students will improve academically in literacy and language acquisition through quality differentiated instruction towards raising English proficiency for student growth and achievement.	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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Annual CAASPP and CDE Dashboard Data indicate low student performance in English Language Arts and the ELPAC exam for the site's English Learner students. Removed from this, La Sierra's local assessment via STAR Renaissance, indicate a significant need to improve student achievement in all aspects of English Language Arts for EL student capacity building efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State ELPAC Assessment	39.1% of La Sierra EL students made progress English Language Proficiency.			50% of La Sierra EL students will make progress towards English Language Proficiency.	
3.2	CAASPP ELA Assessment	21-22 CAASPP ELA Data- La Sierra EL students were 133 points below standard.			La Sierra EL students will achieve 50% percent proficiency in grades 7, 8 and	

		22-23 CAASPP ELA Data- La Sierra EL students were 95.9 points below standard.			11th grade in State CAASPP ELA Assessments during the 2024-2025 school year.	
3.3	STAR Renaissance Reading Assessment	The STAR Reading exam will be administered four times during a given school year. Twice during the Fall Semester and twice during the Spring Semester.			Each LSMA student will increase one Grade Level Equivalent in Reading Comprehension during the 2024-2025 school year.	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	STAR Renaissance Reading Program	The STAR Renaissance Program will be utilized during the 2024-2024 school year to assess students in all components of English Language Arts.	$3,000.00	No Yes
3.2	ELD Materials & Supplies	The purchase of ELD materials for grade levels 7-12 for student daily use and application.	$4,000.00	Yes
3.3	Professional Learning Implementation	Provide professional learning opportunities for ELD teachers to attend ELD trainings for continual teacher capacity building efforts in Designated and Integrated ELD instruction.	$3,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All LSMA students will graduate high school and be competitively college and career ready through personalized learning and targeted systems of support.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Annual CDE Dashboard Data indicate only 7.9% of La Sierra students were College & Career ready at the conclusion of the 22-23 school year. La Sierra recognizes that significant improvements need to be made in order to raise student achievement for college and career expansion efforts on behalf of La Sierra students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CDE Dashboard College & Career Indicator	22-23 College & Career Dashboard Data- Only 7.9% of La Sierra students were College & Career ready.			The College & Career indicator for La Sierra students will increase by 4% for the 2024-2025 school year.	
4.2	CDE Dashboard High School Graduation Rate	22-23 High School Graduation Rate- 97%			La Sierra will have a 100% High	

		of La Sierra students graduated from the high school program. 21-22 High School Graduation Rate- 87% of La Sierra students graduated from the high school program.			School Graduation Rate for the 2024-2025 school year.	
4.3	A-G Requirement Completion	1% of students met A-G requirements during the 22-23 school year. 1% of students met A-G requirements during the 21-22 school year.			30% of LSMA students will meet A-G requirements during the 2024-2025 school year.	
4.4	CTE Completer's Certificate	0% of students achieved Completer status during the 22-23 school year.			50% of LSMA students will earn a CTE Completer's Certificate during the 2024-2025 school year.	
4.5	CDE Dashboard Chronic Absenteeism Indicator	22-23 Chronic Absenteeism Indicator- 25.7% of students were chronically absent. 21-22 Chronic Absenteeism Indicator- 27.9% of students were chronically absent.			Chronic Absenteeism will reduce by 2% during the 2024-2025 school year.	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Transition Specialist	The Student Transition Specialist assists students in determining post-secondary plans which include transitioning to a post-secondary path to college, vocational program, military service or work force. The STS also helps students navigate to meet A-G requirements in order to be prepared for college admission. Removed from this, the STS also assists students in the completion of credit recovery plans for student capacity building efforts for successful high school graduation. The STS also works with school administration in the implementation of student study teams for all 7-12 grade level spans for student improvement efforts.	$112,843.36	No Yes
4.2	CTE Pathways	The continual offering of CTE courses in Culinary and Media/Graphic Arts. Students who successfully complete the CTE requirements via these two	$195,000.00	No Yes

		pathways attain a CTE Completer's Certificate that can be utilized for post-secondary student capacity building efforts for professional advancement.		
4.3	College, Career and Counseling Center	The College and Career Center provides a variety of resources for students to explore and gain knowledge regarding post-secondary options. The center also provides services for students and parents such as College/University application assistance, ASVAB analysis, FAFSA seminars and work force resources for La Sierra students and families. The (CCC) center will also be utilized for parent presentations to La Sierra middle school students and families regarding CTE and college and career pathways for student investigation and career exploration.	$2,000.00	No Yes
4.4	After School Credit Recovery Program	Provide an after school credit recovery program for credit deficient students to earn additional credits after the school day to help designated students stay on track towards successful completion of high school within the traditional four-year span.	$5,000.00	Yes
4.5	ASVAB Workshop	The implementation of ASVAB Workshops. The CCC Center will conduct multiple ASVAB workshops to prepare students for the ASVAB assessment and to analyze the results with students upon completion of the exam. In addition, the CCC center will work directly with our local Military Service recruiters with the administration of the ASVAB exam and exploring options for Military Service upon graduation from La Sierra Military Academy.	$300.00	No Yes
4.6	CTE Food Culinary Arts Instructor	The CTE instructor provides daily CTE instruction to students in grades 9-12 on all components of Food Culinary Arts. Students who complete the pathway receive a CTE Completer's Certificate after successful completion of all CTE course sequences.	$122,004.24	No Yes
4.7	CTE Media/Graphic Arts Instructor	The CTE instructor provides daily CTE instruction to students in grades 9-12 on all components of Food Culinary Arts. Students who complete the pathway receive a CTE Completer's Certificate after successful completion of all CTE course sequences.	$60,392.83	No Yes

4.8	Independent Study Teacher	The La Sierra Independent Study teachers provides independent study instruction to students in grade levels 7-12 for student capacity building efforts towards successfully graduating from La Sierra in four years of high school study and entry into a college/career pathway of standing.	$93,001.57		No Yes
4.9	Truancy Officer	The Truancy Officer works with all La Sierra Educational partners towards the daily progress monitoring of attendance for all La Sierra 7-12 grade level spans. The Truancy Officer will carry out and implement interventions to help support and reduce student chronic absenteeism for student capacity building efforts for college and career entry.	$116,007.75		No Yes
4.10	Attendance Clerk	The attendance clerk is responsible for managing and administering all attendance procedures and policies for all 7-12 grade level spans. The attendance clerk will work closely with School Administrative staff and the Truancy Officer to establish systems of intervention and the promulgation of daily home contact to address and resolve student attendance issues for school improvement efforts towards further ensuring that every student continues to be on path towards future college and career standing.	$94,218.78		No Yes
4.11	School Registrar	The School Registrar operates as La Sierra's office manager for educational partner affairs. The school registrar enrolls and manages student enrollment records, the managing of student grading information and transcript documentation for student outreach towards post-secondary pathways of placement upon graduation from La Sierra Military Academy. The School Registrar also assists school administrative and instructional staff with the scheduling of parent meetings for ongoing school improvement efforts.	$98,912.71		No Yes
4.12	Military Science Teacher	The La Sierra Military Academy Science Teacher provides daily military science instruction in all segments of military programming for grade levels 9-12. As a military program, the LSMA Military Science instructor also ensures that all LSMA military policies and procedures are in alignment with California Cadet Corps. The LSMA Military Science teacher prepares	$102,849.13		No Yes

		students upon graduation from the military academy to be successfully prepared for possible entry into one of the country's armed services branches if they choose to do so.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	All LSMA students' individual academic and socio-emotional needs will be met through quality direct instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The analysis of La Sierra's 22-23 CDE Dashboard data, demonstrate that La Sierra still needs to make significant improvements toward addressing and reducing student suspension rates. Removed from this, analysis of CDE Dashboard data indicate that La Sierra has significant equity gaps with relation to student achievement specifically in high school mathematics courses for student capacity building efforts. Educational Partner meetings have further substantiated that redressing these areas through the advent of further refinement via the school's tiered structures of support will be of critical importance towards supporting at-promise students towards greater academic and social success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CDE Dashboard Suspensions Indicator	22-23 Suspension Rate Indicator- 23.9% of students were suspended at least one time.			La Sierra will decrease student suspension rates by 2% during the 2024-2025 school year.	

		21-22 Suspension Rate Indicator- 23.1% of students were suspended at least one time.				
5.2	CAASPP Math Assessment	21-22 CAASPP Math Data- 174.6 points below standard. 22-23 CAASPP Math Data- 196.1 points below standard.			Achieve 70% percent proficiency in grades 9-12 in State CAASPP Math Assessments during the 2024-2025 school year.	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Learning Director	The Learning Director will assist the site principal in the execution of all daily school operations. The Learning Director will help oversee the implementation of all student tiered systems school wide for ongoing school improvement efforts in all academic, social, fiscal and facility sectors. The Learning Director will help provide professional support to all certificated and classified La Sierra staff for ongoing school efforts for raising student achievement across all academic learning domains. The Learning Director will oversee student discipline affairs as it pertains to implementing restorative principles for improving student culture and familial relations.	$174,423.42	No Yes
5.2	High School Mathematics Teacher	The High School Mathematics teacher will provide quality direct instruction that utilizes differentiated instructional practices towards raising student achievement in the content areas of Algebra I, Geometry and Trigonometry for student capacity building efforts towards future college and career entry.	$152,154.33	No Yes

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
$605963	$90809

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
37.362%	36.535%	$593,711.00	73.897%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** STAR Renaissance Reading Program **Need:** School Wide District ELA Assessment for student progress monitoring. **Scope:**	The exam will provide semester progress regarding student proficiency towards meeting grade level standards as measured by the CAASPP state assessment in ELA.	The exam will be completed four times during the 2024-2025 school year.

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
	LEA-wide Schoolwide		

1.2	**Action:**
	ELA Materials & Supplies
	
	Need:
	Purchase of print McGraw Hill Student Consumable Workbooks
	
	Scope:
	  LEA-wide
	  Schoolwide
		The student consumable workbooks will be used for everyday ELA student instruction and capacity building efforts.	The workbooks will be utilized in preparation for the ELA CAASPP Assessment.

1.3	**Action:**
	Professional Learning
	
	Need:
	Professional Training for ELA Middle School & High School Teachers
	
	Scope:
	  LEA-wide
	  Schoolwide
		Ongoing Professional training for ELA capacity building towards improving all components of differentiated instruction in English Language Arts for raising student achievement.	CAASPP ELA & STAR Renaissance Reading Exams

2.1	**Action:**
	STAR Renaissance Math Program
	
	Need:
	School Wide District Math Assessment for student progress monitoring.
	
	Scope:
	  LEA-wide
	  Schoolwide
		The exam will provide semester progress regarding student proficiency towards meeting grade level standards as measured by the CAASPP state assessment in Math.	The exam will be completed four times during the 2024-2025 school year.

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

2.2	**Action:**
	Math Materials & Supplies
	
	Need:
	Purchase of print Houghton Mifflin Student Consumable Workbooks.
	
	Scope:
	  LEA-wide
	  Schoolwide
		The student consumable workbooks will be used for everyday Math student instruction and capacity building efforts.	The workbooks will be utilized in preparation for the Math CAASPP Assessment.

2.3	**Action:**
	Professional Learning
	
	Need:
	Professional Training for Math Middle School & High School Teachers.
	
	Scope:
	  LEA-wide
	  Schoolwide
		Ongoing Professional training for Math capacity building towards improving all components of differentiated instruction in Mathematics for raising student achievement.	CAASPP Math & STAR Renaissance Math Exams

3.1	**Action:**
	STAR Renaissance Reading Program
	
	Need:
	School Wide District Reading Assessment for student progress monitoring.
	
	Scope:
	  LEA-wide
	  Schoolwide
		The exam will provide semester progress regarding student proficiency towards meeting grade level standards as measured by the CAASPP state assessment in English Language Arts.	The exam will be completed four times during the 2024-2025 school year.

4.1	**Action:** Student Transition Specialist	The STS provides tiered supports for student capacity building efforts for students to	CDE College & Career Indicator, CDE High School Graduation

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

	Need:
	The STS provides student academic and social services for raising student achievement towards college and career readiness.
	
	Scope:
	  LEA-wide
	  Schoolwide
		successfully enter post-secondary pathways upon graduation from La Sierra.	Indicator, A-G Program Standing, CTE Completer Status Metric

4.2	**Action:**
	CTE Pathways
	
	Need:
	The offering of two CTE Pathways in Culinary and Media/Graphic Arts for La Sierra students.
	
	Scope:
	  LEA-wide
	  Schoolwide
		Upon student completion of the CTE pathway course sequences, students can earn a CTE Completer's Certificate that they can utilize for future career advancement upon graduation from La Sierra.	CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric

4.3	**Action:** College, Career and Counseling Center **Need:** The College and Career Center provides post-secondary individual and collective student planning for students to investigate and prepare for college and career pathways. The center also provides familial and student presentations regarding school academic and social policies for student capacity building efforts. **Scope:**	The implementation of the CCC center further helps towards raising student achievement in all 7-12 grade level spans towards becoming 21st century ready for college and career entry upon graduation from La Sierra Military Academy.	CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric

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
	LEA-wide Schoolwide		

4.5	**Action:**
	ASVAB Workshop
	
	Need:
	The provision of ASVAB exams for students interested in pursuing a career through one of the Military Service options available through our country.
	
	Scope:
	  LEA-wide
	  Schoolwide
		The application of the ASVAB exams and workshops provides students and families the resources necessary to make the best decision regarding which military service branch a student should enroll in upon graduation from La Sierra Military Academy.	The ASVAB Battery Test

4.6	**Action:**
	CTE Food Culinary Arts Instructor
	
	Need:
	The CTE Culinary Arts Instructor provides instruction in the CTE pathway for Food Culinary Arts.
	
	Scope:
	  LEA-wide
	  Schoolwide
		Students who complete the Culinary Arts sequence receive a CTE Completer's Certificate for post-secondary professional application after graduating from La Sierra Military Academy.	CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing.

4.7	**Action:** CTE Media/Graphic Arts Instructor **Need:** The CTE Media/Graphic Arts Instructor provides instruction in the CTE pathway for Food Culinary Arts.	Students who complete the Media/Graphic Arts sequence receive a CTE Completer's Certificate for post-secondary professional application after graduating from La Sierra Military Academy.	CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

	Scope:
	  LEA-wide
	  Schoolwide		

4.8	**Action:**
	Independent Study Teacher
	
	Need:
	The Independent Study teacher works with students who require independent study to meet grade level and course requirements to successfully graduate from high school within four years of course study.
	
	Scope:
	  LEA-wide
	  Schoolwide
		Students who complete the Independent Study program have the opportunity to complete their secondary studies via an individualized learning program under the supervision of the Independent Study teacher.	CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing.

4.9	**Action:**
	Truancy Officer
	
	Need:
	The Truancy Officer works with La Sierra Educational Partners to promote daily student attendance for all La Sierra students to receive a high quality education for college and career development.
	
	Scope:
	  LEA-wide
	  Schoolwide
		Through the promotion of healthy student attendance, the Truancy Officer ensures that students receive their daily educational modalities for future college and career student advancement upon graduation from the La Sierra Military program.	CDE Chronic Absenteeism Indicator, CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric.

4.10	**Action:** Attendance Clerk **Need:**	The implementation of the position ensures that all La Sierra students are on track towards maintaining healthy daily attendance for the raising	CDE Chronic Absenteeism Indicator, CDE College & Career Indicator, CDE High School Graduation

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

	The attendance clerk ensures that all attendance protocols and policies are followed for school improvement efforts towards ensuring that all La Sierra students receive a top quality education for future college and career standing.
	
	Scope:
	  LEA-wide
	  Schoolwide
		of student achievement towards future college and career standing.	Indicator, A-G Program Standing, CTE Completer Status Metric.

4.11	**Action:**
	School Registrar
	
	Need:
	The School Registrar provides daily office support towards ensuring that daily school operations for student capacity building efforts are completed with fidelity for ongoing school improvement measures.
	
	Scope:
	  LEA-wide
	  Schoolwide
		The School Registrar ensures the successful documentation of all student academic and social records that are utilized for student outreach efforts for future college and career advancement upon graduating from La Sierra Military Academy.	CDE Chronic Absenteeism Indicator, CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric.

4.12	**Action:** Military Science Teacher **Need:** As a military charter school, the military science teacher provides daily military instruction and training to La Sierra students regarding military science techniques and procedures that are in direct alignment with the California Cadet Corps.	The Military Science teacher provides training that will successfully prepare La Sierra students to have the capacity and training necessary to enter one of the armed services branches upon graduation from the military academy.	ASVAB Battery Test, CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

	Scope:
	  LEA-wide
	  Schoolwide		

5.1	**Action:**
	Learning Director
	
	Need:
	The Learning Director will assist the site principal in ensuring that all daily school operations and systems are executed successfully on a daily basis for ongoing school improvement efforts across all academic and social domains for student and staff capacity building efforts.
	
	Scope:
	  LEA-wide
	  Schoolwide
		The implementation of the Learning Director position will help ensure that the site's tiered systems of support continue to improve over time for school improvement efforts towards raising student achievement and establishing stronger student/familial relations with the school site.	ASVAB Battery Test, CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric, CAASPP Math Assessment, CAASPP ELA Assessment, Chronic Absenteeism Indicator.

5.2	**Action:**
	High School Mathematics Teacher
	
	Need:
	The high school mathematics teacher will provide strong differentiated mathematics instruction in all A-G course sequences to ensure that all high school La Sierra students are making academic progress towards future college and career student placement upon graduation from La Sierra Military Academy.
	
	Scope:
	  LEA-wide
	  Schoolwide
		The high school mathematics instructor will provide instruction that is aligned with A-G course design models towards ensuring that all students receive on a daily basis rigorous direct instruction. The instructor will progress monitor student achievement through the new adopted Houghton Mifflin math course curriculum in conjunction with the STAR Renaissance Math program for student capacity building efforts.	CAASPP Math Assessment, STAR Renaissance Math Program, CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing.

Limited Actions

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** After School ELA Tutoring **Need:** The ELA after school tutoring program will be targeted ELA intervention to the site's most at-promise students in English Language Arts for student capacity building measures. **Scope:** Limited to Unduplicated Student Group(s)	The ELA after school tutoring program will provide targeted ELA intervention that will raise student achievement for the site's most at-promise students in English Language Arts.	STAR Renaissance Reading Assessment
2.4	**Action:** After School Math Tutoring **Need:** The Math after school tutoring program will be targeted Math intervention to the site's most at-promise students in Mathematics for student capacity building measures. **Scope:** Limited to Unduplicated Student Group(s)	The Math after school tutoring program will provide targeted Math intervention that will raise student achievement for the site's most at-promise students in Mathematics.	STAR Renaissance Math Assessment.
3.2	**Action:** ELD Materials & Supplies **Need:** The purchase of student and teacher print materials from the EDGE ELD curriculum series for student daily instruction and capacity building efforts.	The purchase of this curriculum will further enable teachers to provide top quality ELD instruction to all La Sierra EL students for respective student language acquisition efforts for the promulgation of english proficiency for all La Sierra EL students.	State ELPAC Exam, State ELA CAASPP Exam, STAR Renaissance Reading Assessment.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.3	**Action:** Professional Learning Implementation **Need:** Implement Professional Learning Opportunities for La Sierra ELD teachers to learn best practices in ELD instruction for raising EL student achievement in all components of ELD and English Language Arts sectors. **Scope:** Limited to Unduplicated Student Group(s)	The provision of professional development will raise the instructional capacity of the site's ELD teachers towards helping EL students achieve english proficiency in all levels of language acquisition.	State ELPAC Exam, State ELA CAASPP Exam, STAR Renaissance Reading Assessment.
4.4	**Action:** After School Credit Recovery Program **Need:** The after school credit recovery program will be offered to the site's most at-promise students who are credit deficient and require additional intervention to stay on track towards graduating from high school in four years. **Scope:** Limited to Unduplicated Student Group(s)	The implementation of this program will provide a safety net towards assisting La Sierra at-promise students with having the opportunity to complete credit recovery courses to maintain satisfactory academic standing towards earning a high school diploma in four years.	CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing.

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.

All of the action items listed in this section is for raising the academic and social achievement of specific unduplicated groups at La Sierra who require additional targeted intervention and tiered services for ongoing school improvement efforts towards raising student achievement over time.

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.

New funding revenue for the upcoming 2024-2025 school year will be utilized for school improvement efforts towards improving educational services for students across all academic and tiered systems of support. The funding will also help provide targeted intervention and academic support to the site's most at-promise students towards raising student academic achievement across all 7-12 grade level spans. The funding will also be utilized to expand the La Sierra administrative team through the creation of the Learning Director position. The Learning Director position will provide daily tiered student and staff support for ongoing student and staff capacity building efforts towards elevating student achievement for future college and career entry upon graduating from La Sierra.

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		We currently have 195 students enrolled across all 7-12 grade levels, For the upcoming 2024-2025 school year, we will have 6 classified staff members that will provide academic, social and tiered supports to all of our students on a daily basis for ongoing school improvement efforts towards raising student achievement.
Staff-to-student ratio of certificated staff providing direct services to students		For the upcoming 2024-2025 school year we will have 3 certificated teachers for our middle school department and 8 certificated teachers for our high school department. All 11 teachers provide specific instructional capacity across all academic core subjects i.e., (ELA, Math, Social Studies, Science, CTE, Military Science) for student capacity building measures for raising student achievement towards future college and career entry.

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	1621882	605963	37.362%	36.535%	73.897%

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	$74,109.39	$1,115,853.25	$300.00	$181,345.48	$1,371,608.12	$1,126,808.12	$244,800.00

This table was automatically populated from this LCAP.

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
1	1.1	STAR Renaissance Reading Program	All	No / Yes	LEA-wide Schoolwide			2024-2025 school year	$0.00	$3,000.00	$3,000.00				$3,000.00
1	1.2	ELA Materials & Supplies	All	No / Yes	LEA-wide Schoolwide			2024-2025 school year	$0.00	$4,000.00	$4,000.00				$4,000.00
1	1.3	Professional Learning	All	No / Yes	LEA-wide Schoolwide			2024-2025 school year.	$0.00	$5,000.00	$5,000.00				$5,000.00
1	1.4	After School ELA Tutoring	English Foster Low / Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 7-12	2024-2025 school year	$0.00	$4,000.00		$4,000.00			$4,000.00
2	2.1	STAR Renaissance Math Program	All	No / Yes	LEA-wide Schoolwide			2024-2025 school year	$0.00	$3,000.00	$3,000.00				$3,000.00
2	2.2	Math Materials & Supplies	All	No / Yes	LEA-wide Schoolwide			2024-2025 school year	$0.00	$4,000.00	$4,000.00				$4,000.00
2	2.3	Professional Learning	All	No / Yes	LEA-wide Scho			2024-2025 school year	$0.00	$5,000.00	$5,000.00				$5,000.00

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
					olwide										
2	2.4	After School Math Tutoring	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 7-12	2024-2025 school year	$0.00	$4,000.00		$4,000.00			$4,000.00
3	3.1	STAR Renaissance Reading Program	All	No Yes	LEA-wide Schoolwide		Grades 7-12	2024-2025 school year	$0.00	$3,000.00	$3,000.00				$3,000.00
3	3.2	ELD Materials & Supplies	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 7-12	2024-2025 school year	$0.00	$4,000.00				$4,000.00	$4,000.00
3	3.3	Professional Learning Implementation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 7-12	2024-2025 school year	$0.00	$3,500.00				$3,500.00	$3,500.00
4	4.1	Student Transition Specialist	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	$112,843.36	$0.00				$112,843.36	$112,843.36
4	4.2	CTE Pathways	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	$0.00	$195,000.00		$195,000.00			$195,000.00
4	4.3	College, Career and Counseling Center	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	$0.00	$2,000.00		$2,000.00			$2,000.00
4	4.4	After School Credit Recovery Program	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 9-12	2024-2025 school year	$0.00	$5,000.00		$5,000.00			$5,000.00
4	4.5	ASVAB Workshop	All	No Yes	LEA-wide Scho			2024-2025 school year	$0.00	$300.00			$300.00		$300.00

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
					olwide										
4	4.6	CTE Food Culinary Arts Instructor	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	$122,004.24	$0.00		$61,002.12		$61,002.12	$122,004.24
4	4.7	CTE Media/Graphic Arts Instructor	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	$60,392.83	$0.00		$60,392.83			$60,392.83
4	4.8	Independent Study Teacher	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	$93,001.57	$0.00		$93,001.57			$93,001.57
4	4.9	Truancy Officer	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	$116,007.75	$0.00		$116,007.75			$116,007.75
4	4.10	Attendance Clerk	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	$94,218.78	$0.00	$47,109.39	$47,109.39			$94,218.78
4	4.11	School Registrar	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	$98,912.71	$0.00		$98,912.71			$98,912.71
4	4.12	Military Science Teacher	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	$102,849.13	$0.00		$102,849.13			$102,849.13
5	5.1	Learning Director	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	$174,423.42	$0.00		$174,423.42			$174,423.42
5	5.2	High School Mathematics Teacher	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	$152,154.33	$0.00		$152,154.33			$152,154.33

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]
1621882	605963	37.362%	36.535%	73.897%	$74,109.39	0.000%	4.57 %	**Total:**	$74,109.39
								LEA-wide Total:	$74,109.39
								Limited Total:	$0.00
								Schoolwide Total:	$74,109.39

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	**1.1**	STAR Renaissance Reading Program	Yes	LEA-wide Schoolwide			$3,000.00	
1	**1.2**	ELA Materials & Supplies	Yes	LEA-wide Schoolwide			$4,000.00	
1	**1.3**	Professional Learning	Yes	LEA-wide Schoolwide			$5,000.00	
1	**1.4**	After School ELA Tutoring	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 7-12		
2	**2.1**	STAR Renaissance Math Program	Yes	LEA-wide Schoolwide			$3,000.00	
2	**2.2**	Math Materials & Supplies	Yes	LEA-wide Schoolwide			$4,000.00	
2	**2.3**	Professional Learning	Yes	LEA-wide Schoolwide			$5,000.00	
2	**2.4**	After School Math Tutoring	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 7-12		

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 (%)
3	3.1	STAR Renaissance Reading Program	Yes	LEA-wide Schoolwide		Grades 7-12	$3,000.00	
3	3.2	ELD Materials & Supplies	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 7-12		
3	3.3	Professional Learning Implementation	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 7-12		
4	4.1	Student Transition Specialist	Yes	LEA-wide Schoolwide				
4	4.2	CTE Pathways	Yes	LEA-wide Schoolwide				
4	4.3	College, Career and Counseling Center	Yes	LEA-wide Schoolwide				
4	4.4	After School Credit Recovery Program	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 9-12		
4	4.5	ASVAB Workshop	Yes	LEA-wide Schoolwide				
4	4.6	CTE Food Culinary Arts Instructor	Yes	LEA-wide Schoolwide				
4	4.7	CTE Media/Graphic Arts Instructor	Yes	LEA-wide Schoolwide				
4	4.8	Independent Study Teacher	Yes	LEA-wide Schoolwide				
4	4.9	Truancy Officer	Yes	LEA-wide Schoolwide				
4	4.10	Attendance Clerk	Yes	LEA-wide Schoolwide			$47,109.39	
4	4.11	School Registrar	Yes	LEA-wide Schoolwide				
4	4.12	Military Science Teacher	Yes	LEA-wide Schoolwide				
5	5.1	Learning Director	Yes	LEA-wide Schoolwide				
5	5.2	High School Mathematics Teacher	Yes	LEA-wide Schoolwide				

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$1,036,509.28	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
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**	Classroon Libraries	Yes	$1,000.00	
1	**1.2**	Vertical Alignment of ELA Curriculum & Instruction	No	$15,000	
1	**1.3**	Professional Learning	No	$30,000.00	
1	**1.5**	Writing Across the Curriculum	No	$0.00	
1	**1.6**	After School ELA Tutoring	No	$2,000.00	
2	**2.1**	Vertical Articulation of Mathematics Curriculum	No	$12,000.00	
2	**2.2**	Math Tutoring	Yes	$1,000.00	
2	**2.3**	Professional Learning	No	$3,000.00	
3	**3.2**	Implement High Quality ELD Instruction	Yes	$150,000.00	
3	**3.4**	ELD Curriculum	Yes	$6,500.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Professional Learning Implementation	Yes	$3,500.00	
3	3.6	STAR Assessment	Yes	$10,000.00	
4	4.1	Student Transition Specialist	Yes	$115,457.29	
4	4.2	College, Career and Counseling Center	Yes	$2,000.00	
4	4.3	CTE Pathways	Yes	$195,000.00	
4	4.4	Curriculum & Instructional Team	No	$130,000	
4	4.5	ASVAB Workshop	No	$300.00	
4	4.6	Professional Learning Opportunities	Yes	$4,000.00	
4	4.7	After School Credit Recovery Program	Yes	$10,000.00	
5	5.1	Military Home Room	Yes	$134,900.00	
5	5.2	MTSS Professional Network	Yes	$4,000.00	
5	5.3	Truancy Officer	Yes	$114,271.04	
5	5.4	Attendance Clerk	Yes	$92,580.95	

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)
593711	$608,001.99	$0.00	$0.00	0.00%	0.000%	0.00%

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	Classroon Libraries	Yes	$1,000.00			
2	2.2	Math Tutoring	Yes	$1,000.00			
3	3.2	Implement High Quality ELD Instruction	Yes	$100,000.00			
3	3.4	ELD Curriculum	Yes	$3,000.00			
3	3.5	Professional Learning Implementation	Yes	$1,000.00			
3	3.6	STAR Assessment	Yes	$5,000.00			
4	4.1	Student Transition Specialist	Yes				
4	4.2	College, Career and Counseling Center	Yes	$2,000.00			
4	4.3	CTE Pathways	Yes	$175,000.00			
4	4.6	Professional Learning Opportunities	Yes	$2,000.00			
4	4.7	After School Credit Recovery Program	Yes				
5	5.1	Military Home Room	Yes	$109,150.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.2	MTSS Professional Network	Yes	$2,000.00			
5	5.3	Truancy Officer	Yes	$114,271.04			
5	5.4	Attendance Clerk	Yes	$92,580.95			

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)
1625039	593711	89000	36.535%	$0.00	0.000%	0.000%	$593,711.00	36.535%

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.

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

- In addition to this information, the LEA must also identify:

  o 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.

    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.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o 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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- 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:

    o 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.

    o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

- 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.

- o 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).

California Department of Education
November 2023

TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY: Helen Milliorn-Feller, Principal, UPHS

SUBJECT: Public Hearing of the 2024 Local Control and Accountability Plan, University Preparatory High School.

DESCRIPTION/SUMMARY: A public hearing is required for the first reading of the Local Control and Accountability Plan for UPHS.

FINANCING: None

RECOMMENDATION: Information only to request public hearing for first reading of the Local Control and Accountability Plan for UPHS.

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
University Preparatory High School	Helen Milliorn-Feller Principal	helenmf@tcoe.org 559-737-5450

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.

University Preparatory High School (UPHS) is a full-service, WASC accredited "Early College" high school, serving students in grades 9-12, located on the campus of the College of the Sequoias (COS) in Visalia, California. UPHS serves students in Tulare and Kings counties. Students attend all four years of high school on the college campus and have the opportunity to earn a significant number of college credits while they are in high school. This is accomplished through an early-college approach which consists of taking both high school and college classes concurrently. UPHS Students complete an intensive college-preparatory high school program which includes completing a minimum of 20 college credits at COS and as much as enough units to earn an Associate's Degree in Science or an Associate's Degree in the Arts and/or completing all the general education requirements for the Intersegmental General Education Transfer Curriculum (IGETC) for both the California State Universities (CSU) system and the University of California (UC) system.

The UPHS mission is to provide all students with a college preparation program leading to college and career readiness, in-depth experience in college classes, and accumulation of college credits, in addition to meeting the high school graduation requirements. Also, UPHS provides multiple opportunities for students to participate in community service, service-learning, leadership, and a robust visual and performing arts program. Working hand-in-hand with COS, UPHS offers students a unique experience in which they acquire the college classroom experience necessary to become highly focused, confident, and self-motivated students who are well prepared for the academic rigors of

college. Moreover, they develop many skills leading to college and career success, such as how to navigate what can be confusing aspects of college registration, matriculation requirements, how to use college-level technology programs, applications, and online learn management systems, how to effectively develop and implement an academic college course plan, how to seek academic support when needed, and how to successfully approach particularly challenging college classes.

While UPHS students can meet all of the University of California/California State University (UC/CSU) "a-g" requirements through high school classes, they also have the option of meeting those same requirements through college classes at COS, thereby simultaneously earning high school graduation credit, college credit, and meeting UC/CSU eligibility expectations. Finally, the entire course catalogue of college classes available at COS is open to UPHS students (as long as they meet the prerequisites), providing them with many options for developing, planning, and implementing a personal plan leading to a successful college experience and career readiness.

Reflections: Annual Performance

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

Overall, according to the California Dashboard University Preparatory High School (UPHS) is performing well in the categories being measured. The dashboard reports that UPHS' college and career readiness is very high suggesting that 88.7% college and career ready. The school is always striving to reach 100% on this metric. Both English and Math performance are "green," but both subjects are down from the previous year showing a drop of 39.5 and 17.5 points respectively. UPHS believes these drops are the result of learning loss from COVID, and in response added more time for subject area teachers to tutor students during the school day and after school.

In regards to the standards for teachers, materials, and facilities; implementation of standards; parent and family engagement; local climate survey; and access to broad course of student, the Dashboard indicates "standards met." At UPHS, the faculty and staff strive to provide students with rigorous and relevant curriculum, taught by highly qualified teachers. Of our 10 single subject teachers, 6 have master's degrees in their subject field or in teacher education. Teachers work closely in their departments to plan, design, and implement curriculum that is aligned to the California standards, the college and career standards, and to specifically meet the needs of the students who attend UPHS each year.

On the California Dashboard, there is no data available for English Learners to protect their privacy due to our small cohort. However, that has not stopped UPHS from finding ways to evaluate the data the state provides and find ways to serve this unique population. This year UPHS started a parent group for all families who are bilingual/biliterate called UPHS Juntos. UPHS has a Teacher on Special Assignment (TOSA) who focuses on providing language support for all EL students. Of the school's designated EL students, 63.6% were making progress towards English Language Proficiency. Serving the language learners optimally is always a challenge, but it is something UPHS is committed to doing because many of the EL students represent first generation college students and/or come from families who place high value on education. Improving the success for our language learners is a top priority for UPHS as evidenced by the school's LCAP goals.

Additionally, due to some misreporting on PowerSchool (the SIS for UPHS), our graduation data from the dashboard shows up as 88.7%. However, UPHS investigated this statistic and found that every student in the 9th grade cohort did graduate from high school in 2023.

Further, the misreporting on foreign exchange students also impacted this statistic. UPHS believes this problem in the SIS to be solved and this should be a more accurate percentage in the future.

The local parent and family engagement and the climate survey indicate the trust students and parents/family have in the school, teachers, and staff to prepare their students academically. UPHS offers may ways for parents to be involved at UPHS from the UPHS Juntos group, to the Parent Support Organization parent group, the School Site Council, the School Site Advisory Board, and many other programs such as music and robotics that have a depth of parent support. The surveys completed demonstrated that 87% of the parent population found UPHS to be "welcoming and inclusive.

Finally, according to the CA Dashboard, UPHS suspended 0.4% of the student population for 1 or more days keep UPHS in the high level "blue." UPHS works through social and rule breaking issues using restorative justice practices that look to understand the whole student as UPHS has found this approach allows for the school and families to work together to reduce this number even further and to create and maintain a healthy, safe climate on the campus.

Reflections: Technical Assistance

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

UPHS does not have technical assistance.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
Teachers	Teachers meet each month with all staff and as a group to discuss a range of issues and needs presented on the campus. In the fall teachers reviewed the 2023-2024 LCAP to revisit the final year of the goals they were seeking to meet. In December and January teachers met again to consider how well at the end of first semester had the goals been achieved, what needed more focus, and what needed their focus for the second semester of the 2023-2024 school year. After the LCAP Needs assessment survey was completed teachers meet with the support staff and as a group to determine what might be the next steps UPHS wanted to take as it determined the next set of goals for the upcoming LCAP. Teachers were specially consulted through the local survey (they were able to complete the survey too) to assess their vision, hopes, and suggestions for the school and its continued growth. Teachers also reviewed/discussed data from various sources (local survey, Dashboard, SARC, grades, CAASPP scores, etc..) to indicate areas of need, and to also determine future goals for the upcoming LCAP.
Principals	The UPHS principal meets each week with the principal from its sister campus to look at district wide trends, potential areas of growth and ways to support all students, teachers, and staff in the fulfillment of the LCAP goals. These meetings also provide time to review needs assessment data to help determine areas of success and areas of growth for the respective schools.
Administrators	TCOE provides an administrator to over see UPHS. This administrator meets at a minimum of twice a month with the principal

	of UPHS to visit classrooms, discuss plans to help students achieve their academic goals, the school's work towards meeting the goals of the LCAP, WASC Plan, and the Charter. The oversight by TCOE administrator helps UPHS have a process to talk through and work towards keeping the school on a solid path to meet all goals it has created. The process for determining the new LCAP goals was also reviewed by the TOCE administrator who looked at the needs assessment, considered the groups needing the most service (unduplicated) and the budget process to help UPHS work to determine the best course of action for the new LCAP.
Other School Personnel	School Personnel were consulted through the local survey to assess their perceptions of the school and their desire for its growth. Then, they were consulted during various staff meetings to review the previous LCAP goals and to discuss data from the Dashboard, SARC, CAASPP, grades, and the local survey data. School personnel reviewed these areas and then worked to revise/create the new LCAP goals as necessary to best meet the needs of students and families, especially the unduplicated pupils.
Parents	Parents were consulted during the Parent Support Organization, the School Site Council, UPHS Juntos, and the School Site Board of Advisory meetings as well as through the local survey the school administers yearly. Through the aforementioned meetings, parent groups reviewed the disaggregated data from the needs assessment survey, data from the Dashboard and the SARC as well as the existing LCAP goals. The Parents then gave input to help determine what the new LCAP goals would include and emphasize to meet the needs to the unduplicated pupils and all the students in general.
Students	Students were consulted through the needs assessment survey, the weekly well-being survey, and the twice-yearly surveys the school administers to assess students' progress towards achieving their own goals and their perception to how well the school is achieving the goals of the LCAP. The student representatives who sit on the School Site Council were also able to give input on the needed changes to the new LCAP goals to make sure the school is considering the needs of students as they perceive them.

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

The Educational partners for UPHS provided feedback that influenced the development of the LCAP through meetings to review the survey data gathered to determine the progress UPHS had made towards the past three year goals. After reviewing the data from the needs

assessment survey, the educational partners gave feedback to determine if each goal should be continued or had been achieved. The decision was made by each group that the four goals should be continued with minor wording changes. The educational partners then offered wording changes to be considered. They also gave feedback on ways they believed UPHS could take action to meet these goals while also ensuring the unduplicated students remained the focus, while not losing sight of how the goals serve the needs of all the students. Nothing for the new LCAP was determined until all the educational partners were able to review the needs assessment data, consider the current LCAP goals, and then they were able to use all the data (CAASPP, Dashboard, SARC, and Needs Assessment Data) to determine how UPHS should move forward with the new LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve the quality of instruction for students who are EL and/or economically disadvantaged to better prepare said students for the academic expectations awaiting them in college and/or awaiting them in their career field.	Maintenance of Progress 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)

An explanation of why the LEA has developed this goal.

This goal was developed by the LEA (UPHS) in response to the needs assessment survey data gathered and analyzed by all educational partners including parents, guardian, students, staff, and faculty. Additionally, UPHS held a meeting with each educational partner group to review the data and how that data suggested areas where UPHS needed to continue to work to offer a well-round education for its students. Based on the data and the conversations, UPHS determined this goal would help continue to improve the educational experience of English learners and unduplicated UPHS students, those who are identified as socio-economically disadvantaged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELPAC Data	2 students reclassified each year and begin to have all EL students tracked according to the 4 year requirement			4 students reclassified and track all EL students for 4 years according to requirement and assess growth	
1.2	CAASPP Data	ELA 84.5% Met or Exceeded Standard			90% Meet or Exceed Standard	

		Mathematics 62.1% Met or Exceeded Standard			Mathematics 70% Meet or Exceed Standard	
1.3	Average GPA Per Semester	3.00 Average GPA Per Semester (includes both UPHS and COS grades)			3.20 Average GPA Per Semester (includes both UPHS and COS grades)	
1.4	LCAP Needs Assessment Survey	33% of adult educational partners participated in survey 66% of students participated in survey			50% of adult educational partners participate in survey 75% of students participate in survey	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Strategy Development	Provide professional development training on integrated and designated ELD lesson planning, instructional strategies to improve lesson design, curriculum development, etc.	$5,000.00	No Yes
1.2	Academic Technological Support	In order for students to continue to improve their CAASPP scores, they need access to the curriculum, which is entirely computer based. UPHS is a technology school and this means all students need access to a quality lap top and access to the Internet. In order to ensure equity among all students, especially the unduplicated students, UPHS commits to the continual upgrade of the student computers (approximately 1/3 of the stock each year) so all identified students have access to a computer to use at home and at school. Additionally, all identified students will have access to mobile hotspots to help ensure Internet access.	$15,000.00	No Yes
1.3	Student Academic Support	UPHS will offer at lunch and after school tutoring to be done by subject specific teachers to support students so they can develop a deeper understanding and demonstrate mastery of the content material being taught. Also, UPHS will employ one part time EL teacher on special assignment (TOSA) to work with EL students in all subject areas and provide community outreach to all bilingual families. Finally, UPHS will employ one part-time instructional aide to work with socio-economic disadvantaged students and students who need small group help in their academic classes. Funding is as follows Teacher Tutoring - $8,000.00 EL TOSA - 50% of $59,624.00 = $29,812.00 Instructional Aide - 50% of $19,116.00 = $9,558.00 Total = $47,370.00	$47,370.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide training for teachers and staff to utilize and develop Homeroom curriculum, lessons, and experiences aimed at helping students acquire the self-efficacy and self-advocacy skills necessary for a successful transition into college.	Focus 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 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed by the LEA (UPHS) in response to the survey data gathered and analyzed by all educational partners including parents, guardian, students, staff, and faculty. Additionally, UPHS held a meeting with each educational partner group to review the data and how that data suggested areas where UPHS needed to continue to work to offer a well-round education for its students. Based on the data and the conversations, UPHS determined this goal would help continue to improve the educational experience of English learners and students identified as socio-economically disadvantaged with minor changes to more directly help students acquire skills that will improve their transition between high school and college level classes/work.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Homeroom Self-Assessment Surveys (weekly and bi-annually)	80% of students completed weekly and bi-annual surveys assesses their use of the self-efficacy and self-advocacy			100% of students will complete the weekly and bi-annual survey to assess their use of the self-efficacy	

		information being learned during Homeroom			and self-advocacy information learned in Homeroom	
2.2	Teacher created Homeroom lessons. (each semester)	Each teacher creates 1 week of Homeroom Lessons a year using materials to support the learning of self-efficacy and self-advocacy			Each teacher creates 2 weeks of Homeroom lessons each semester	
2.3	Academic advising Appointments to discuss college class expectations and placement in classes	75% of students receive help in Homeroom and/or through academic advising meetings/presentations			90% of students receive help in Homeroom and/or through academic advising meetings/presentations	
2.4	College workshops and college field trips	50% of students attend a college workshop and college field trip			75% of students attend a college workshop and college field trip	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Homeroom Self-Assessment Surveys	Students take a self-assessment regarding their using and use of self-efficacy and self advocacy skills in a administered in Homeroom each semester. Additionally, using Kelvin students will take "pulses" to assess more frequently what they perceive to be learning in Homeroom. Well being Surveys - Free (in house development) Kelvin Pulse surveys - Free	$0.00	No
2.2	Homeroom Lessons	Teachers will use purchased curriculums and/or collaborate with student groups/clubs to develop two weeks of Homeroom lessons each semester. Brain Thrive by 25 Curriculum - $2,392.00 Mr. Brown Motivational Curriculum - $3,000.00	$5,392.00	No
2.3	Academic Advising	Students will be supported academically through a three prong approach to help them monitor their own progress so they know how to use the self-efficacy and self advocacy skills they are learning 1. Self submission of their grades in both their UPHS and COS classes through their Homeroom survey 2. Homeroom activities that give students opportunities to learn about planning their IGETC classes, UPHS graduation and class requirements 3. Self scheduling of appointments to receive academic advising from both UPHS and COS	$0.00	No

2.4	College workshops and college field trips	Students will attend workshops to learn about colleges, and they will have the opportunity to go on college field trips to tour and hear presentations from admissions about how to successfully apply and be accepted to a college.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase social-emotional support services provided to students and provide professional development to train teachers and staff about social-emotional learning and the impact of mental health on schooling.	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 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed by the LEA (UPHS) in response to the survey data gathered and analyzed by all educational partners including parents, guardian, students, staff, and faculty. Additionally, UPHS held a meeting with each educational partner group to review the data and how that data suggested areas where UPHS needed to continue to work to offer a well-round education for its students. Based on the data which all educational partners stated this is something they agree is happening about 60% of the time, UPHS determined this goal would help continue to improve the educational experience for all students and especially for English learners and students identified as socio-economically disadvantaged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of teachers who attend an SEL training.	0% of teachers who have attended an SEL Training 70% of students think their teachers have been adequately trained to support students who			100% of teachers attend at least one SEL training 90% of students think their teachers have been adequately trained	

		are struggling with social emotional issues			to support students who are struggling with social emotional issues	
3.2	Percent of students who indicate need for SEL support (Bi-Annual Well Being Survey)	70% of students state they have adequate access to social emotional services (reported in the 2024 LCAP Needs Assessment Survey)			90% of students state they have adequate access to social emotional services	
3.3	Provide SEL support for students by having a Triage Social Worker (2 days) and School Psychologist (1 day) at UPHS	Approximately 20% of students access the Triage Social Worker and School Psychologist			30% of students access the Triage Social Worker and School Psychologist	
3.4	School Wide Students of Concern Meetings and Careteam Email	Bi-Weekly meeting of Careteam and regular use of careteam email to communicate students who need assistance			Bi-Weekly meeting of Careteam and regular use of careteam email to communicate students who need assistance	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development (PD) for staff and faculty to support students SEL.	In response to feedback from educational partners and a review of data, faculty and staff will have the opportunity to participate in ongoing PD and targeted trainings to support improved implementation of research-based social emotional learning supports for all students.	$5,000.00	No
3.2	Well Being Survey	Each semester (2 times a year), staff will administer a mental health survey during Homeroom. Staff will discuss the results and plan ways to help students.	$0.00	No
3.3	SEL Support	Provide SEL support for students by having a Triage Social Worker (2 days) and School Psychologist (1 day) at UPHS	$46,000.00	No
3.4	Collaboration for Improved Support	Care Team meets twice a month to determine the best way to support students who have SEL needs. Teachers meet once a month to collaborate to review and analyze the social emotional data from various surveys. This will allow both support staff and teachers to review student data, share best practices, and plan strategies to better address student needs. It also encourages consistent use of the "careteam" email to communicate systematically when a student needs assistance.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Use the Panda Path and maxims to create a school climate to increase engagement and involvement of students, parents/guardians, and families.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed by the LEA (UPHS) in response to the survey data gathered and analyzed by all educational partners including parents, guardian, students, staff, and faculty. Additionally, UPHS held a meeting with each educational partner group to review the data and how that data suggested areas where UPHS needed to continue to work to offer a well-round education for its students. Based on the data and the conversations, UPHS determined this goal would help continue to improve the educational experience of English learners and students identified as socio-economically disadvantaged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of students who attend school events (dances, PSO events, lunch sports tournaments, etc...)	81% of students say UPHS offers a wide ranges of activities for them to be involved with each semester (Data			70% of students list 2-3 school events they attended or	

		from the 2024 LCAP Needs Assessment Survey)			participated in each semester.	
4.2	Percent of students who are involved with a Club, Academic Team or other student group such as volunteer organizations connected to COS or an outside organization	69% of students state they feel connected to UPHS (Data from the 2024 LCAP Needs Assessment Survey)			85% of students state they feel directly connected to UPHS.	
4.3	Percent of families who report feeling welcomed by school staff	87% of families state UPHS is welcoming and inclusive (Data from the 2024 LCAP Needs Assessment Survey)			95% of families state UPHS is welcoming and inclusive (Data from the 2024 LCAP Needs Assessment Survey)	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School Event	Students have opportunities to attend a range of events through out the school year. The attendance at these events is tracked and UPHS can assess how many students are participating in activities outside of the school day.	$2,000.00	No
4.2	Clubs, Academic Team, Volunteer Experiences, Intramural Sports Tournaments	UPHS offers a wide range of clubs, academic teams, volunteer experiences, and intramural sports tournaments. However, not all students are involved in at least one of these activities. These are all experiences students need during high school to grow and learn. Also, colleges want to see that students participating in said activities.	$2,000.00	No
4.3	Family Involvement	UPHS wants to continue to offer a wide range of ways parents can continue to be connected to their student's high school experience. From family events such as Fall Carnival, performances, parent groups, and education nights/workshops.	$0.00	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
$177170	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.884%	0.000%	$0.00	5.884%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Strategy Development **Need:** More training and instruction for teachers to learn how to integrate language learning into their lessons and classes.	UPHS will provide professional development to train more teachers on a more consistent basis in order to provide even better instruction for students who are bilingual and/or are learning English as a second language. This addressed a specific need expressed in the 2024 LCAP Needs Assessment - 43% of parents/guardians and 69% of students think EL	ELPAC Annual Assessment & the UPHS Reclassification process.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	students receive the resources they need to succeed.	
1.2	**Action:** Academic Technological Support **Need:** UPHS highest unduplicated population comes from students who are socio-economically disadvantaged and often lack access to the technology devices needed to be successful. **Scope:** Schoolwide	In order for students to increase their CAASPP scores and grades they need access to the curriculum, which is entirely computer and web based. In order to ensure equity UPHS needs to provide lap top computers for about 30% of the school's population. Some of these same students also need access to the Internet. This action addresses this need.	CAASPP Data
1.3	**Action:** Student Academic Support **Need:** Students need access to additional help to learn the required curriculum outside of their class periods. **Scope:** Schoolwide	UPHS has found some success in offering consistent lunch time and after school tutoring. Students have let their teachers know they feel most comfortable getting help from their own teachers. Since UPHS works on a mastery model of learning, students need multiple opportunities to demonstrate their understanding of content. Additionally, students also need help from other support staff such as the EL TOSA and the instructional aide who support students in small groups and are also available for tutoring.	Student GPA per semester and school average GPA

Limited Actions

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

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

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

Not applicable to UPHS

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.

UPHS does not receive additional concentration grant funding.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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	3011055	177170	5.884%	0.000%	5.884%

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	$127,762.00	$10,000.00			$137,762.00		$137,762.00

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	Instructional Strategy Development	English Learners All	No Yes	Schoolwide			3 years	$0.00	$5,000.00	$5,000.00				$5,000.00
1	1.2	Academic Technological Support	Unduplicated students and socio-economically disadvantaged students All	No Yes	Schoolwide				$0.00	$15,000.00	$15,000.00				$15,000.00
1	1.3	Student Academic Support	EL and Socio-economic disadvantaged students All	No Yes	Schoolwide				$0.00	$47,370.00	$47,370.00				$47,370.00
2	2.1	Homeroom Self-Assessment Surveys	socio-economically disadvantage unduplicated students All	No					$0.00	$0.00	$0.00				$0.00
2	2.2	Homeroom Lessons	socio-economically disadvantaged unduplicated students All	No					$0.00	$5,392.00	$5,392.00				$5,392.00

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	2.3	Academic Advising	socio-economically disadvantaged unduplicated students All	No					$0.00	$0.00	$0.00				$0.00
2	2.4	College workshops and college field trips	socio-economically disadvantaged unduplicated students All	No					$0.00	$10,000.00		$10,000.00			$10,000.00
3	3.1	Professional Development (PD) for staff and faculty to support students SEL.	socio-economically disadvantaged unduplicated students All	No					$0.00	$5,000.00	$5,000.00				$5,000.00
3	3.2	Well Being Survey	socio-economic disadvantage unduplicated students All	No					$0.00	$0.00	$0.00				$0.00
3	3.3	SEL Support	socio-economically disadvantaged unduplicated students All	No					$0.00	$46,000.00	$46,000.00				$46,000.00
3	3.4	Collaboration for Improved Support	socio-economically disadvantaged unduplicated students All	No					$0.00	$0.00	$0.00				$0.00
4	4.1	School Event	socio-economically disadvantaged unduplicated students All	No					$0.00	$2,000.00	$2,000.00				$2,000.00

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	4.2	Clubs, Academic Team, Volunteer Experiences, Intramural Sports Tournaments	socio-economically disadvantage unduplicated students All	No					$0.00	$2,000.00	$2,000.00				$2,000.00
4	4.3	Family Involvement	socio-economically disadvantaged unduplicated students All	No					$0.00	$0.00	$0.00				$0.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
3011055	177170	5.884%	0.000%	5.884%	$67,370.00	0.000%	2.24 %	**Total:**	$67,370.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$67,370.00

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	1.1	Instructional Strategy Development	Yes	Schoolwide			$5,000.00	
1	1.2	Academic Technological Support	Yes	Schoolwide			$15,000.00	
1	1.3	Student Academic Support	Yes	Schoolwide			$47,370.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$300,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
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**	Academic Language Proficiency	Yes	$15,000.00	
1	**1.2**	Instructional Strategies	Yes	$7,500.00	
1	**1.3**	EL Student Support	Yes	$54,000.00	
1	**1.4**	Student Support for Socioeconomic Disadvantaged Students and Foster Youth.	Yes	$37,500.00	
2	**2.1**	Homeroom Lessons	No	$500.00	
2	**2.2**	Self-Advocacy Survey	No	$500.00	
2	**2.3**	Counseling for Grade Checks by Students	Yes	$29,500.00	
2	**2.4**	Volunteerism	No	$4,000.00	
2	**2.5**	Self Scheduling of High School and College Classes	No	$21,000.00	
3	**3.1**	Well-Being Survey	No	$500.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Student Learning Outcomes (SLO) Survey	No	$500.00	
3	3.3	Personnel & Services	No	$60,000.00	
3	3.4	After-School Tutoring	Yes	$32,000.00	
3	3.5	College Course Success	No	$1,500.00	
3	3.6	School Attendance Lessons for Homeroom	No	0	
4	4.1	Educational Enrichment and After-School Activities.	No	$32,000.00	
4	4.3	Student/Parent Participation and Morale.	No	$1,000.00	
4	4.4	Youth-Based Events.	No	$3,000.00	

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)
	$167,000.00	$0.00	$0.00	0.00%	0.000%	0.00%

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	Academic Language Proficiency	Yes	$15,000.00			
1	1.2	Instructional Strategies	Yes	$5,000.00			
1	1.3	EL Student Support	Yes	$50,000.00			
1	1.4	Student Support for Socioeconomic Disadvantaged Students and Foster Youth.	Yes	$35,500.00			
2	2.3	Counseling for Grade Checks by Students	Yes	$29,500.00			
3	3.4	After-School Tutoring	Yes	$32,000.00			

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (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)
			0.000%	$0.00	0.000%	0.000%	$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.

    o 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.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  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.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  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.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

- 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.

o   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)**

- 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).

California Department of Education
November 2023

TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:

Arts, Music, and Instructional Materials Discretionary Block Grant - Expenditure Plan

DESCRIPTION/SUMMARY:

The sum of $3,560,885,000 was appropriated from the General Fund to the State Department of Education, to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for schools to obtain standards-aligned professional development and acquire instructional materials for a variety of subject areas.

FINANCING:

$337,763 received by Tulare County Office of Education

RECOMMENDATION:

Approval of funds.

Arts, Music, and Instructional Materials Discretionary Block Grant 2022
Expenditure Plan

LEA Name:	Tulare County Office of Education
Contact Name:	Tammy Bradford
Email Address:	tammy.bradford@tcoe.org
Phone Number:	559-730-2910

Total Amount of funds received by the LEA:	$337,763

Date of adoption at a public meeting:	05/08/2024

AB 181 Sec. 134   **AB 185 Sec. 56**

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars ($3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:
    (A) Visual and performing arts.
    (B) World languages.
    (C) Mathematics.
    (D) Science, including environmental literacy.
    (E) English language arts, including early literacy.
    (F) Ethnic studies.
    (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
    (H) Media literacy.
    (I) Computer science.
    (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
AcCEL Special Education Program - Will use the funds for the purchase of Unique Learning Systems to provide students with access to English, Math, Science and Social Studies curriculum.	0	160,940.57	136,622.43		297,563.00
Subtotal		**160,940.57**	**136,622.43**		**297,563.00**

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Court School - Will purchase music recording equipment such as laptop, monitors, speakers, headphones, microphones, software, audio interface, midi pad, cart			$10,000		10,000.00
Court School - Will purchase curriculum for the purposes of teaching music recording			$5,000		5,000.00
Court School - Will purchase musical instruments (guitar, drums)			$8200		8,200.00
Court School - Will bring in an outside vendor/producer to instruct students on music/music recording			$12,000		12,000.00
Subtotal			**35,200.00**		**35,200.00**

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Mid County Community School - Will purchase a variety of art supplies to support arts education			$1,000		1,000.00
Mid County Community School - Will contract with an artist to provide scheduled art instruction			$1,000		1,000.00
Mid County Community School - Purchase materials for students to create a mural on the west side of the school building			$3,000		3,000.00
Subtotal			**5,000.00**		**5,000.00**

Summary of Expenditures

Total Planned Expenditures by the LEA:	337,763.00

(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten

and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)		160,940.57	136,622.43		297,563.00
Subtotal Section (2)			35,200.00		35,200.00
Subtotal Section (3)			5,000.00		5,000.00
Totals by year	0.00	160,940.57	176,822.43	0.00	337,763.00

Total planned expenditures by the LEA:
337,763.00

General Instructions

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.

Arts, Music, and Instructional Materials Discretionary Block Grant 2022
Expenditure Plan

LEA Name:	Tulare County Office of Education
Contact Name:	Tammy Bradford
Email Address:	tammy.bradford@tcoe.org
Phone Number:	559-730-2910

Total Amount of funds received by the LEA:	$337,763

Date of adoption at a public meeting:	05/08/2024

AB 181 Sec. 134   **AB 185 Sec. 56**

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars ($3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:
- (A) Visual and performing arts.
- (B) World languages.
- (C) Mathematics.
- (D) Science, including environmental literacy.
- (E) English language arts, including early literacy.
- (F) Ethnic studies.
- (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
- (H) Media literacy.
- (I) Computer science.
- (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
AcCEL Special Education Program - Will use the funds for the purchase of Unique Learning Systems to provide students with access to English, Math, Science and Social Studies curriculum.	0	160,940.57	136,622.43		297,563.00
Subtotal		**160,940.57**	**136,622.43**		**297,563.00**

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Court School - Will purchase music recording equipment such as laptop, monitors, speakers, headphones, microphones, software, audio interface, midi pad, cart			$10,000		10,000.00
Court School - Will purchase curriculum for the purposes of teaching music recording			$5,000		5,000.00
Court School - Will purchase musical instruments (guitar, drums)			$8200		8,200.00
Court School - Will bring in an outside vendor/producer to instruct students on music/music recording			$12,000		12,000.00
Subtotal			35,200.00		35,200.00

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Mid County Community School - Will purchase a variety of art supplies to support arts education			$1,000		1,000.00
Mid County Community School - Will contract with an artist to provide scheduled art instruction			$1,000		1,000.00
Mid County Community School - Purchase materials for students to create a mural on the west side of the school building			$3,000		3,000.00
Subtotal			5,000.00		5,000.00

Summary of Expenditures

Total Planned Expenditures by the LEA:	337,763.00

(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten

and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)		160,940.57	136,622.43		297,563.00
Subtotal Section (2)			35,200.00		35,200.00
Subtotal Section (3)			5,000.00		5,000.00
Totals by year	0.00	160,940.57	176,822.43	0.00	337,763.00

Total planned expenditures by the LEA:
337,763.00

General Instructions

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.

TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY:

Principal Jose Bedolla

SUBJECT:

Art and Music Discretionary Block Grant Plan for La Sierra Military Academy.

DESCRIPTION/SUMMARY:

Updated requirements now mandate Local Educational Agencies to provide an update to their board regarding their site's Art and Music Discretionary Block Grant plan in an effort to ensure that progress towards the goals is continually monitored and evaluated.

FINANCING:

No financing is being requested at this time.

RECOMMENDATION:

This report is for informational purposes only.

Arts, Music, and Instructional Materials Discretionary Block Grant 2022
Expenditure Plan

LEA Name:	Tulare County Office of Education
Contact Name:	Jose Bedolla
Email Address:	jose.bedolla@tcoe.org
Phone Number:	559-733-6963

Total Amount of funds received by the LEA:	132,836

Date of adoption at a public meeting:	

AB 181 Sec. 134   **AB 185 Sec. 56**

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars ($3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:
   (A) Visual and performing arts.
   (B) World languages.
   (C) Mathematics.
   (D) Science, including environmental literacy.
   (E) English language arts, including early literacy.
   (F) Ethnic studies.
   (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
   (H) Media literacy.
   (I) Computer science.
   (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Purchase new core curriculum for Math & ELA subject areas			13,752		13,752.00
Subtotal			**13,752.00**		**13,752.00**

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(4) Operational costs, including but not limited, to retirement and health care cost increases.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(5) As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(6) Usage towards Career & Technical Education Certificated Salaries & Benefits

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Usage towards Career & Technical Education Certificated Salaries & Benefits		58,692	60,392		119,084.00
Subtotal		**58,692.00**	**60,392.00**		**119,084.00**

Summary of Expenditures

Total Planned Expenditures by the LEA:	132,836.00

(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)			13,752.00		13,752.00
Subtotal Section (6)		58,692.00	60,392.00		119,084.00
Totals by year	**0.00**	**58,692.00**	**74,144.00**	**0.00**	**132,836.00**

Total planned expenditures by the LEA:
132,836.00

General Instructions

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.

TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY:

Principal Helen Milliorn-Feller

SUBJECT:

Art and Music Discretionary Block Grant Plan for University Preparatory High School.

DESCRIPTION/SUMMARY:

Updated requirements now mandate Local Educational Agencies to provide an update to their board regarding their site's Art and Music Discretionary Block Grant plan in an effort to ensure that progress towards the goals is continually monitored and evaluated.

FINANCING:

No financing is being requested at this time.

RECOMMENDATION:

This report is for informational purposes only.

Arts, Music, and Instructional Materials Discretionary Block Grant 2022
Expenditure Plan

LEA Name:	University Preparatory High School
Contact Name:	Helen L. Milliorn-Feller
Email Address:	helenmf@tcoe.org
Phone Number:	5597375451

Total Amount of funds received by the LEA:	81500

Date of adoption at a public meeting:	05/08/2024 12:00 am

AB 181 Sec. 134   **AB 185 Sec. 56**

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars ($3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:
   (A) Visual and performing arts.
   (B) World languages.
   (C) Mathematics.
   (D) Science, including environmental literacy.
   (E) English language arts, including early literacy.
   (F) Ethnic studies.
   (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
   (H) Media literacy.
   (I) Computer science.
   (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(4) Operational costs, including but not limited, to retirement and health care cost increases.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Provide support for the salary and benefit cost of Fine Arts Teacher	5327	76173			81,500.00
Subtotal	5,327.00	76,173.00			81,500.00

(5) As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(6)

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

Summary of Expenditures

Total Planned Expenditures by the LEA:	81,500.00

(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (4)	5,327.00	76,173.00			81,500.00
Totals by year	**5,327.00**	**76,173.00**	**0.00**	**0.00**	**81,500.00**

Total planned expenditures by the LEA:
81,500.00

General Instructions

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.

TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY:
Jody Arriaga, Director
Internal Business Services

SUBJECT:
Presentation of the 2024-2025 Proposed Budget for Tulare County Office of Education.
The proposed budget is available for inspection at the Tulare County Office of Education
Business Office - 6200 S. Mooney Blvd., Visalia beginning May 3, 2024.

DESCRIPTION/SUMMARY:
The purpose of reviewing the budget prior to the adoption is to give the Board the opportunity to
look at the budget in detail and ask any questions that arise. Staff will be available to answer
questions during and after the presentation.

FINANCING:
N/A

RECOMMENDATION:
Information only

TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY:
Fernie Marroquin, Ed.D., Assistant Superintendent
Business Services

SUBJECT:
Public Hearing on the Proposed Budget 2024-2025 for the Tulare County Office of Education

The proposed budget is available for inspection at the Tulare County Office of Education
Business Office - 6200 S. Mooney Blvd., Visalia beginning May 3, 2024

DESCRIPTION/SUMMARY:
Education Code sections 42103 and 42127 require that the Board hold a public hearing to allow
for public input on the Tulare County Office of Education budget, prior to adoption of the budget.
The Board is scheduled to adopt the budget on June 12, 2024. The budget must be adopted by
July 1 each year.

FINANCING:
N/A

RECOMMENDATION:
Information only

TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY:

Tim A. Hire, Tulare County Superintendent of Schools

SUBJECT:

ADOPT RESOLUTION CALLING FOR BOARD ELECTION, NOVEMBER 5, 2024
(Resolution No. 23/24-23)

DESCRIPTION/SUMMARY:

The Tulare County Board of Education holds its biennial elections in even years at the same time as the general election. Terms of board members for trustee areas 2, 3, 5, and 6 will expire on the second Friday in December, 2024, and board members for those areas will be elected on November 5, 2024.
Attached is Resolution No. 23/24-23, which orders the election, asks for consolidation of the election with other elections, and makes the specifications needed by the County Elections Official for the Election.

FINANCING:

The board will be responsible for a prorata share of the November election.

RECOMMENDATION:

It is recommended that the board adopt Resolution No. 23/24-23 ordering board member elections, consolidation, and making specifications.

BEFORE THE TULARE COUNTY BOARD OF EDUCATION
TULARE COUNTY, STATE OF CALIFORNIA

In the Matter of Ordering Regular County Board of Education Board Member Elections; Specifications of the Election Order	RESOLUTION NO. 23/24-23

RECITALS

1. Election Code sections 1302, 10404.5 and 10405.7 authorize a county board of education to establish the election day for board members to regularly occur on the same day as the statewide direct primary election, the statewide general election or the general municipal election is held.

2. The Board of Supervisors has received and approved a resolution from this Board establishing election of board members on the same day upon which the statewide general election is held.

3. Education Code section 1007 provides that members of the county board of education shall be elected on the date and in the manner prescribed for the election of members of governing boards of school districts.

4. Education Code section 5322 provides that whenever an election is ordered, the governing board shall, by resolution, provide for specifications of the election order which shall be delivered to the county superintendent of schools and the officer conducting the election not less than 123 days prior to the date set for the election.

5. Other elections of school districts or other public agencies may be held in whole or part within the trustee areas of this Board in which the elections are to be held and it is to the advantage of the Board to consolidate therewith.

6. This Board uses a by-trustee area method of electing board members, and has established seven (7) separate trustee areas for which board member elections are staggered in alternating election years. Pursuant to the by-trustee area method of election, each incumbent board member and candidate for that seat must reside in one of the seven (7) trustee areas, and only the registered voters residing in that trustee area may vote for said incumbent or candidate.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct.

2. This Board hereby orders an election to be held in trustee areas 2 _(partially in Fresno County)_, 3, 5 _(partially in Kings County)_, and 6 on the 5th day of November, 2024, for the purpose of electing four (4) members for 4-year terms to the Tulare County Board of Education in accordance with the following specifications:

TULARE COUNTY BOARD OF EDUCATION
SPECIFICATIONS OF THE ELECTION ORDER

a. The election shall be held on Tuesday, November 5, 2024.

b. The purpose of the election is to choose <u>four (4)</u> members of the Tulare County Board of Education from <u>trustee areas 2 *(partially in Fresno County)*, 3, 5 *(partially in Kings County)*, and 6</u> for <u>4-year terms</u>.

c. Candidate statements shall be paid for by the candidate. (*Elections Code section 13309 provides procedures for filing by indigent candidates.*)

d. Candidate statements shall be limited to 200 words.

e. In the event of a tie vote, the winner of the election shall be determined by lot at a time and place to be designated by this Board.

3. The Tulare County Office of Education will reimburse the county for the actual cost incurred by the county elections official in conducting the general county board of education election upon receipt of a bill stating the amount due as determined by the elections official.

4. This Board hereby requests and consents to the consolidation of this election with other elections to be held in whole or in part in the trustee areas in which the elections are to be held, pursuant to Education Code section 5340 et seq. and Elections Code section 10400 et seq.

5. The Clerk of this Board is ordered to deliver copies of this Resolution, not less than 123 days prior to the date set for the election, to the county superintendent of school who shall deliver the order of election to the Tulare County elections official and, if applicable, to the election official of any other county in which the election is to be held, as required by Education Code section 5324.

6. This Board requests that the county superintendent publish the notice of election in the following newspaper, which is a newspaper of general circulation that is regularly circulated in the territory:

<div align="center">

Mid-Valley Times
Visalia Times-Delta/Tulare Advance-Register
Foothills Sun-Gazette
Porterville Recorder

</div>

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____,

seconded by Trustee _____, at a regular meeting held on May 8, 2024, by the

following vote:

List Board Members Names Below:

AYES:	
NOES:	
ABSENT:	
ABSTAIN:	

I, Tim A. Hire, ex-officio secretary of the Tulare County Board of Education, do hereby certify
that the foregoing Resolution was duly passed and adopted by said Board, at an official and
public meeting held on May 8, 2024.

Date:

_____
Tim A. Hire, Ex-Officio Secretary
Tulare County Board of Education

Distribute as follows:

    Original to: Vanessa Cantu, Business Services,
                    Tulare County Office of Education
                    P.O. Box 5091, Visalia CA 93278-5091

    Copy to: Maryalice Cypert, Elections Program Coordinator
                    Tulare County Elections
                    5300 W. Tulare Avenue, Suite 105, Visalia, CA 93277

    Copy to: Kings County Elections
                    1400 West Lacey Blvd, Bldg. #7, Hanford, CA 93230

    Copy to: Fresno County Elections
                    2221 Kern Street, Fresno, CA 93721

TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY: Tim Hire, County Superintendent of Schools

SUBJECT: Discussion of changes CSBA has made to CCBE

DESCRIPTION/SUMMARY: Discuss change, with all TCOE board members, CSBA has made to CCBE.

FINANCING: None

RECOMMENDATION: have discussion with board members