

COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Placer County Office of Education

CDS Code: 31 10314 3130101

School Year: 2025-26

COE contact information:

Susan Connolly

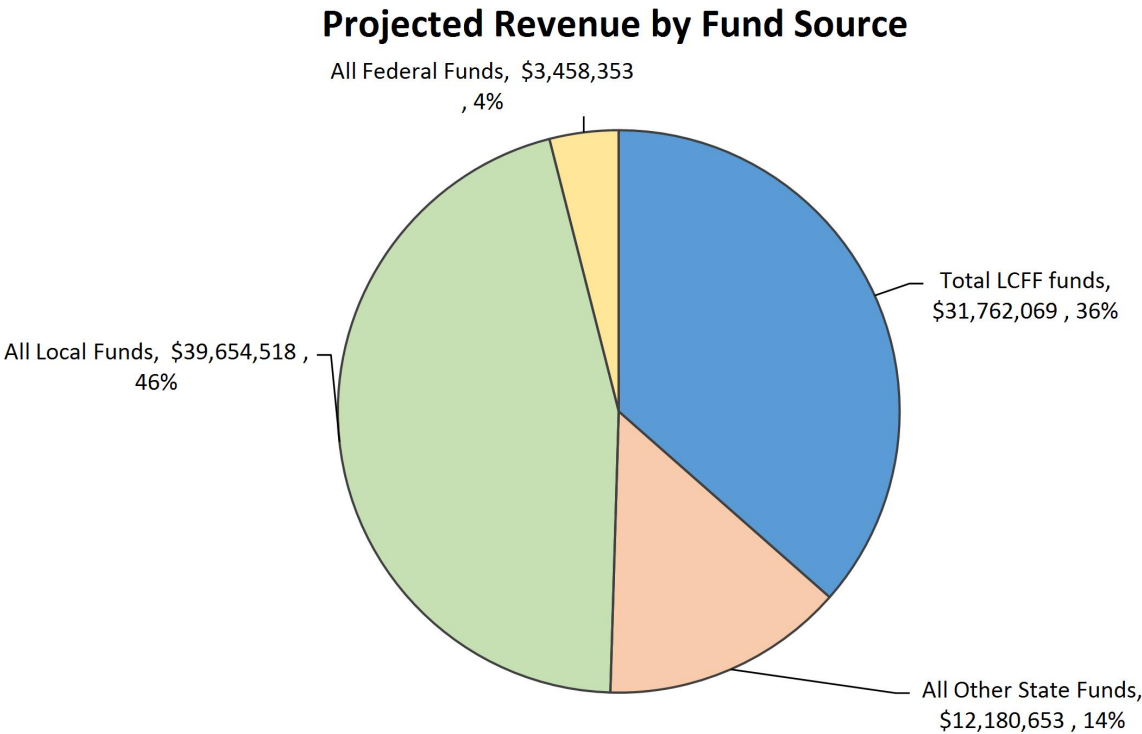
Associate Superintendent

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(530)745-1440

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

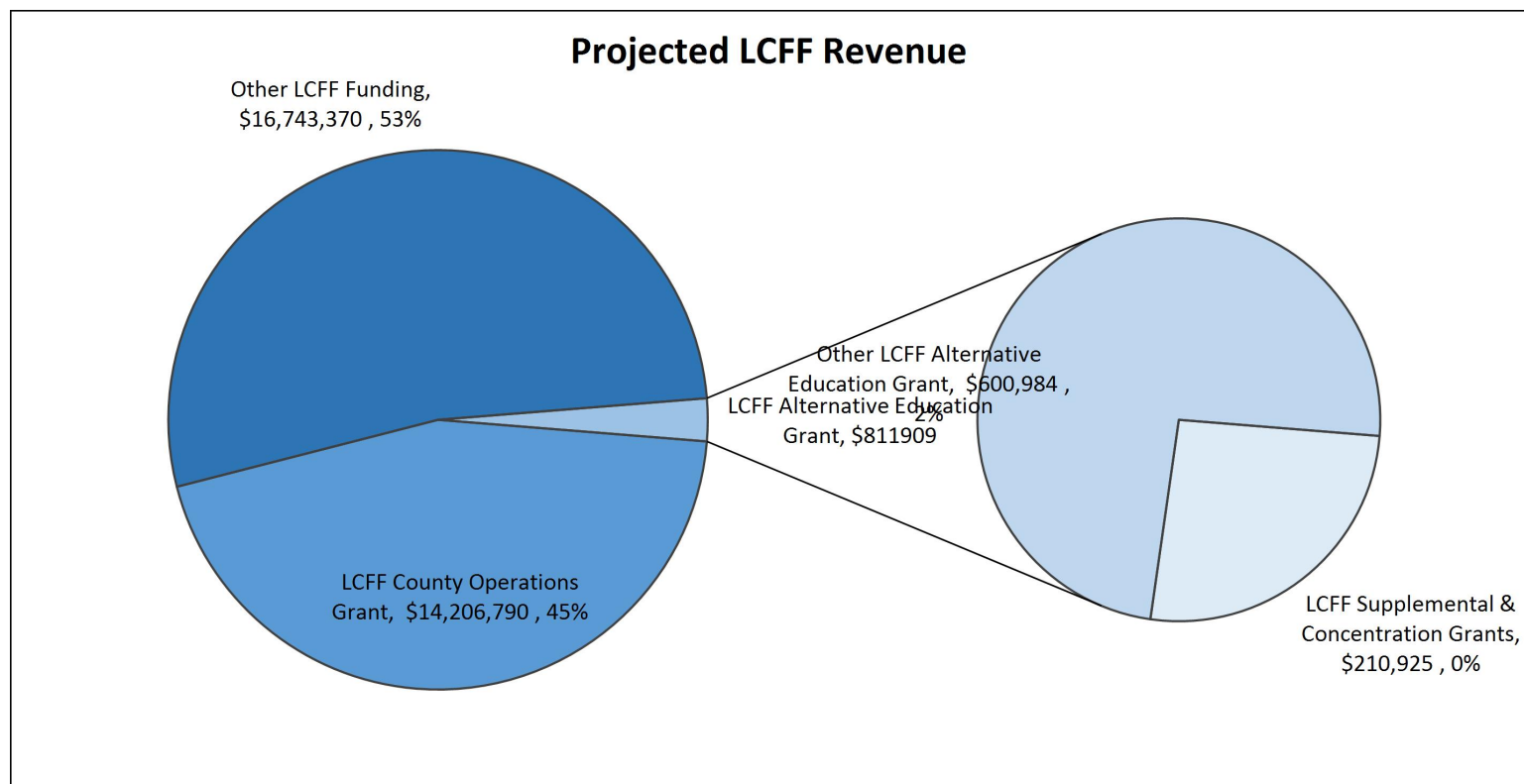


This chart shows the total general purpose revenue Placer County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Placer County Office of Education is 87,055,593, of which 31,762,069 is Local Control Funding Formula (LCFF), 12,180,653 is other state funds, 39,654,518 is local funds, and 3,458,353 is federal funds.

Of the \$12,180,653 attributed to All Other State Funds, \$385,623 are attributed to the Student Support and Enrichment Block Grant.

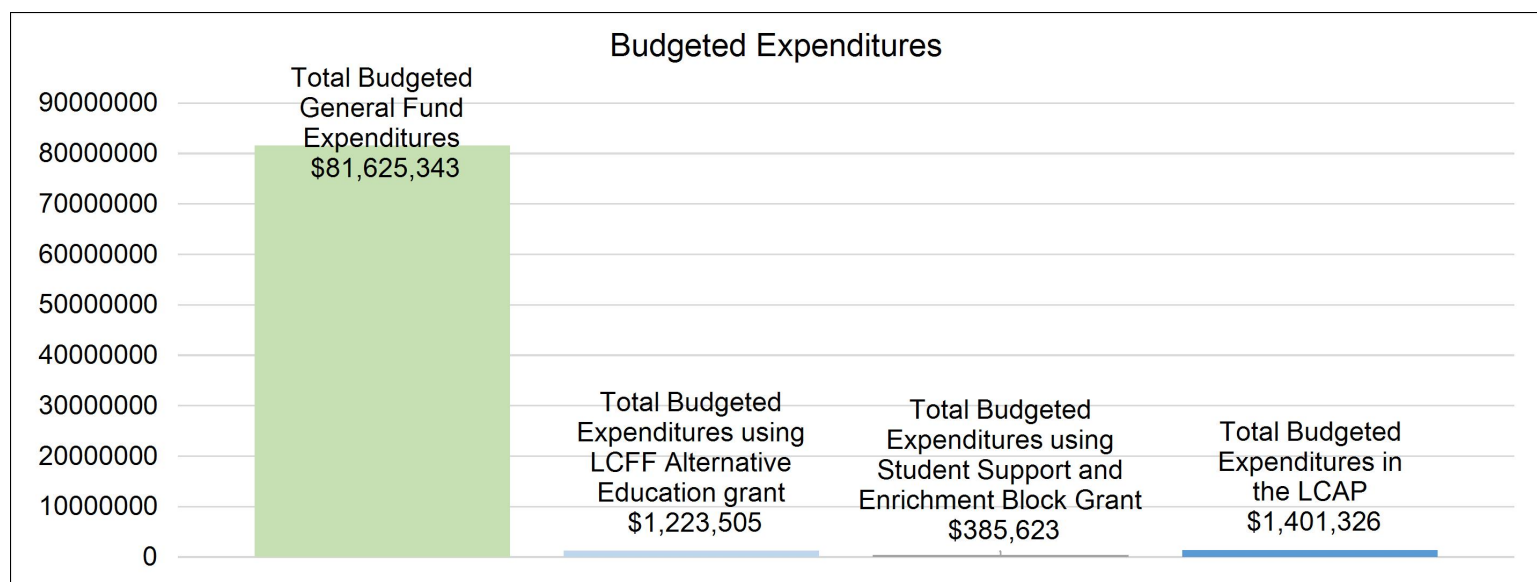
COE LCFF Budget Overview for Parents



This chart shows the LCFF revenue Placer County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Placer County Office of Education is \$31,762,069, of which \$14,206,790 is attributed to the LCFF County Operations Grant, \$811,909 is attributed to the LCFF Alternative Education Grant, and \$13,394,881 is other LCFF funds. Of the \$811,909 attributed to the LCFF Alternative Education Grant, \$210,925 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

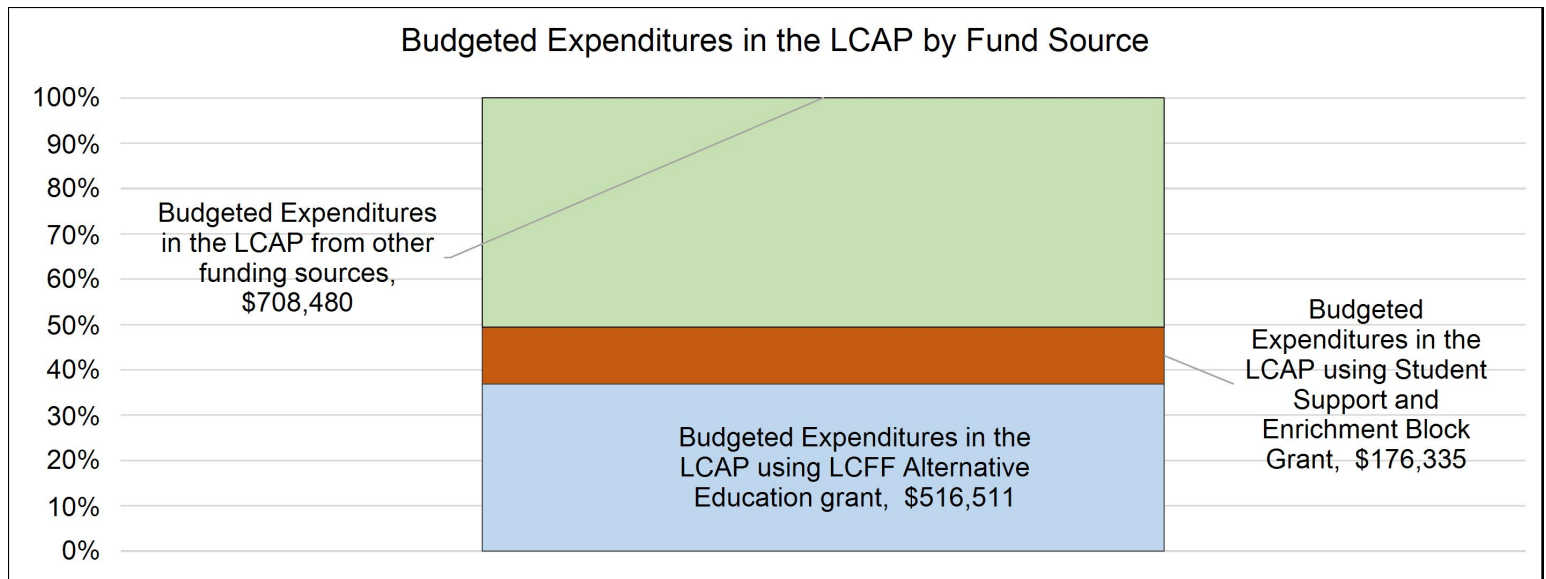
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



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

The text description of the above chart is as follows: Placer County Office of Education plans to spend \$ 81,625,343 for the 2025-26 school year. Of that amount, \$ 1,223,505 is attributed to the Alternative Education Grant and \$ 385,623 is attributed to the Student Support and Enrichment Block Grant. \$80,224,017 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Basic County Office operations such as Human Resources, Superintendent, Technology, Business, Special Education services for districts, Curriculum and Instruction professional development, Maintenance and Operations, General Education expenditures, and Prevention Services (other than Foster Youth). Base school site costs such as some teachers, secretarial staff, facility costs, and other operational costs are not included.



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

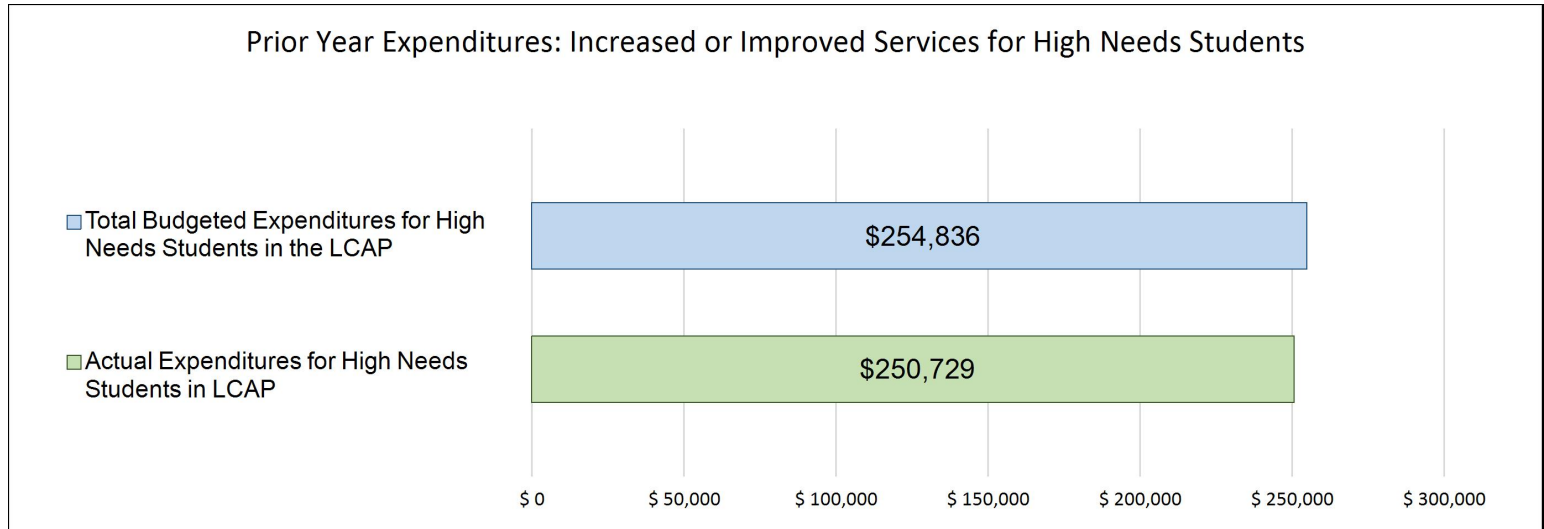
The text description of the above chart is as follows: Placer County Office of Education plans to spend \$1,401,326 on actions/services in the LCAP. Of those funds, \$ 516,511 is attributed to the Alternative Education Grant and \$ 176,335 is attributed to the Student Support and Enrichment Block Grant.

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

In 2025-26, Placer County Office of Education is projecting it will receive 210,925 based on the enrollment of foster youth, English learner, and low-income students. Placer County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Placer County Office of Education plans to spend 335,560 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Placer County Office of Education's LCAP budgeted 254,836 for planned actions to increase or improve services for high needs students. Placer County Office of Education actually spent 250,729 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of 4,107 had the following impact on Placer County Office of Education's ability to increase or improve services for high needs students:

There was no impact. This was a non-material amount of change.

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
Placer County Office of Education	Susan Connolly Associate Superintendent	sconnolly@placercoe.org (530)745-1440

Plan Summary [2025-26]

General Information

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

Situated in the Sierra Foothills, Placer County districts serve over 76,000 students in 16 districts. To serve the students of Placer County, the Placer County Office of Education offers a range of programs and services tailored to meet their diverse needs. This task is accomplished by providing specialized programs for students, developing highly qualified staff, and ensuring fiscal accountability and expenditure management.

The Placer County Office of Education operates the Placer County Court School in Auburn, serving students from the community who are incarcerated. Placer County Court School provides intensive intervention tailored to students' academic and social-emotional needs. Common Core standards-based curriculum and instruction are provided to all students. Group instruction, as well as individualized interventions, facilitate academic, social, and emotional achievement. Honour Schaps Court School has a low staff-to-student ratio, enabling teachers to provide differentiated, meaningful, and rigorous instruction to all students. Some teachers hold general and special education teaching credentials, allowing them to serve as IEP case managers and provide the appropriate special education services to students enrolled in the Court School. Placer County Court School partners with Placer County Probation to provide counseling to students who need social-emotional support and interventions related to anger management and decision-making. Academic counseling, career exploration, and college courses are provided to students. A broad course of study is available using a blended model of in-class instruction and online coursework.

In the 2023-2024 school year, the average student enrollment at the Placer County Court School was 15 days. According to 2023-2024 data from Data Quest, the stability rate of Honour Schaps Court School was 0.8%. One out of 125 students had stable enrollment (enrolled for

245 consecutive calendar days at the same school without a disqualifying exit). In comparison, Placer County's stability rate is 92.3%, and the statewide rate is 91%.

Due to the transient nature of student enrollments, traditional academic cohort data is unavailable and is not an appropriate indicator of student learning loss or progress. Additionally, the highly variable student enrollment and low student numbers result in significant fluctuations in metrics from year to year. This includes California Assessment of Student Performance and Progress metrics, the English Language Proficiency Indicator, A-G Course completion, Career Technical Education pathway completion, advanced placement examination passage, other CA Dashboard College and Career Indicator metrics, and middle school and high school dropout rates. Student progress is measured three times per year using a norm-referenced assessment (NWEA MAP) to determine if students have met specific reading, language, and math growth targets.

Placer County Court School qualified for Equity Multiplier funds because its non-stability rate exceeded 25% and the socioeconomically disadvantaged pupil rate exceeded 70% in the prior year.

Placer County Office of Education utilizes the Court School Base Grant to support small class sizes and expand Tier II academic intervention systems. The Student Support and Enrichment Block Grant will ensure enhanced mental health support services, family outreach, and transition counseling.

Reflections: Annual Performance

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

SUMMARY: The most recent CA Dashboard and local data demonstrate the following successes.

- PCOE delivered Professional Development and Instructional Coaching to all teachers.
- The Suspension Rate was maintained at 0% (2021-2022, 2022-2023, and 2023-2024). Therefore, all students and all student groups are considered Very Low on the 2024 CA Dashboard.
- 95% (37/39) of Court School students enrolled for 21 days or more earned credit in a CTE course.
- 20% of Court School students (1/5) met or exceeded MAP growth targets in Language Usage in 2024-2025.
- 17% of Court School students (1/6) met or exceeded MAP growth targets in Reading in 2024-2025.
- 20% of Court School students (1/5) met or exceeded MAP growth targets in Math in 2024-2025.
- In 2024-2025, Court School staff maintained core features of PBIS with Tiered Fidelity Inventory scores of 93% in Tier I and 85% for Tier II.
- In addition to providing ongoing counseling services to students with IEPs, the School Psychologist provided 108 counseling meetings to 29 students based on student self-referral or staff request. Counseling support addressed issues including low motivation, goal setting, anger management, decision-making, academic credit review, credit reduction evaluations, self-esteem, self-advocacy, and effective communication.
- 100% of students who graduated from Court School completed the FAFSA in 2024-2025.

NOTE: The CA Dashboard for the Placer County Court School has limited performance indicator data since it is an alternative school with a small and transient student population. Data collected through educational partner feedback, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments, and local metrics demonstrate the effectiveness of the Local Control and Accountability Plan (LCAP) actions and services. The following narrative reflects data collected exclusively from the Placer County Court School, which represents a small sample of students. In the 2023-2024 academic year, the average student attendance at Placer County Court School was 15 days. In 2024-2025, only six students were enrolled long enough to have pre- and post-assessment results.

Academic Outcome Data -

Placer County Court School utilizes the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) as a local assessment to measure individual student growth against national normative growth targets. NWEA MAP Reading, Language Usage, and Math assessments are administered in alignment with national testing windows in the Fall, Winter, and Spring.

Each student's growth target is the average normative growth, which considers a student's enrolled grade, initial achievement level, and the number of weeks of instruction received. Even within the same grade, within a single school, one student's growth target may be larger than another's, depending on their initial achievement levels. Nationally, one could reasonably expect that about 50% of all students should meet their growth targets.

NWEA MAP is an adaptive assessment. That means every student gets a unique set of test questions based on responses to previous questions. As the student answers correctly, questions get more challenging. As the student answers incorrectly, the questions get easier. By the end of the test, most students will have answered about half the questions correctly.

Unlike standardized tests, NWEA MAP is administered periodically during the school year. Standardized tests are usually designed to measure what students already know based on what is expected at their grade level. NWEA MAP Growth is designed to measure student achievement at the moment and growth over time, regardless of grade level. Placer County Court School collects and analyzes NWEA MAP data continuously to monitor student achievement, inform instruction, and support the development of the Placer County Court School Local Control and Accountability Plan. It should be noted that a small number of students have pre- and post-tests in all three portions of the NWEA MAP assessment.

NWEA MAP Assessment Results - Reading

2023-2024

- 100% (6 out of 6) of all students meet or exceed NWEA MAP growth targets
- 40% (2 out of 5) SED
- 100% (3 out of 3) SwD
- 0% (0 out of 1) EL
- 100% (3 out of 3) Hispanic students

2024-2025

- 17% (1 out of 6) of all students meet or exceed NWEA MAP growth targets
- 17% (1 out of 6) SED
- 0% (0 out of 3) SwD
- There were no English Learners (EL) with pre- and post-tests
- 0% (0 out of 1) Hispanic students

NWEA MAP Assessment Results - Language Usage

2023-2024

- 50% (3 out of 6) of all students meet or exceed NWEA MAP growth targets
- 40% (2 out of 5) SED
- 67% (2 out of 3) SwD
- There were no English Learners (EL) with pre- and post-tests
- 100% (3 out of 3) Hispanic students

2024-2025

- 20% (1 out of 5) of all students meet or exceed NWEA MAP growth targets
- 20% (1 out of 5) SED
- 0% (0 out of 3) SwD
- There were no English Learners (EL) with pre- and post-tests
- 0% (0 out of 1) Hispanic students

NWEA MAP Assessment Results - Math

2023-2024

- 43% (3 out of 7) of all students meet or exceed NWEA MAP growth targets
- 33% (2 out of 6) SED
- 33% (1 out of 3) SwD
- There were no English Learners (EL) with pre- and post-tests
- 50% (1 out of 2) Hispanic students

2024-2025

- 20% (1 out of 5) of all students meet or exceed NWEA MAP growth targets.
- 20% (1 out of 5) SED
- 0% (0 out of 2) SwD
- There were no English Learners (EL) with pre- and post-tests
- 100% (1 out of 1) Hispanic students

PCOE will continue to monitor Dashboard indicators, local data, and educational partner feedback to ensure the effectiveness of actions and

services and analyze additional data as it becomes available. PCOE plans to maintain and build upon this success in the following ways:

- Continue analyzing MAP pre- and post-assessment information to differentiate instruction to increase student achievement.
- Continue to analyze data from formative and summative assessments to plan instruction to support individual student outcomes.
- Enhance instructional coaching to provide teachers with content training, co-plan/co-teach opportunities, and observation/feedback to improve instruction.
- Commit to ongoing professional learning and collaboration activities to support teachers in implementing, revising, and monitoring formative assessments.
- Continue implementing tiered PBIS systems and practices that impact positive school climate, safety, and engagement.

PCOE staff will take the following steps to address the areas with the greatest need for improvement:

- Provide focused Math, Science, and CTE professional learning opportunities for staff, including opportunities to learn with job-alike peers.
- Introduce content-specific professional learning sessions.
- Expand access to CTE courses to increase enrollment in CTE Pathways and credits earned
- Continue to provide all teachers with at least two Instructional Coaching cycles per year.
- Provide coaching linked directly to content from professional development sessions and disaggregated MAP growth data.
- Provide students with subject-specific academic interventions, small-group instruction, and credit recovery.
- Continue supporting CLEP preparation and refining processes to ensure students do not encounter technology-related obstacles during the CLEP application process.

PCOE will continue to monitor Dashboard indicators, local data, and educational partner feedback to ensure the effectiveness of actions and services and analyze additional data as it becomes available.

Placer County Court School has no unspent Learning Recovery Emergency Block Grant (LREBG) funds.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Court School families and guardians	<p>2024-2025 engagement: Families and guardians were given the opportunity to participate in a structured feedback session embedded into the Parent Advisory Committee meeting in May 2025. The PBIS School Climate Survey collected feedback from guardians, and probation staff participated in virtual interviews about the strengths and needs related to each LCAP goal area. Court school parents of unduplicated and special education students were also engaged individually during meetings for their children when they were asked for feedback about what students need to be successful.</p> <p>2023-2024 engagement: Families and guardians were given the opportunity to participate in a structured feedback session embedded into the Parent Advisory Committee meeting on January 26, 2024. The PBIS School Climate Survey collected feedback from parents and guardians, and probation staff participated in virtual interviews about the strengths and needs related to each LCAP goal area. Court school parents of unduplicated, special education, and Spanish-speaking students were also engaged individually during meetings for their children when they were asked for feedback about what students need to be successful.</p> <p>In these sessions, families and guardians provided feedback that led to the development of the Equity Multiplier required focus goal, Goal 4.</p>

Educational Partner(s)	Process for Engagement
Court School Teachers, Principal, Administrators, and Staff	<p>2024-2025 engagement: Throughout the year, administrators and principals met twice monthly with the LCAP team to analyze progress toward LCAP actions and metrics and discuss whether changes or adaptations would be warranted. Staff participated in the in-person LCAP feedback session on March 12, 2025. In March and April 2025, the site principal and LCAP development team reviewed staff and guardian LCAP feedback and survey responses and considered those themes while making recommendations about LCAP actions and metrics. In April 2025, site principal and district leadership participated in rating progress on Local Indicators.</p> <p>2023-2024 engagement: Monthly meetings with PCOE site principals and Administrators were held to discuss LCAP progress and program needs throughout the 2023-2024 school year. In addition, all Court School teachers attended the January and February in-person LCAP feedback sessions and responded to the opportunities to provide verbal and written input. Online surveys about LCAP actions and goals were sent to Court School staff multiple times throughout the school year. Targeted LCAP feedback and planning sessions were held with the Academic Counselor and CTE Teacher in March and April 2024, specific to Goal 2.</p> <p>In these sessions, court school teachers, the site principal, district Administrators, and staff provided feedback that led to the development of the Equity Multiplier required focus goal, Goal 4.</p>
Court School students	<p>2024-2025 engagement: Students were given the opportunity to provide feedback through online PBIS School Climate Surveys, the California Healthy Kids Survey (CHKS), and targeted online surveys using Kelvin Pulse. Select students also participated in monthly Parent Advisory Committee meetings. Feedback opportunities were also offered to students during individual meetings with various school staff throughout the year. Court School students were interviewed and</p>

Educational Partner(s)	Process for Engagement
	<p>encouraged to provide feedback as part of the WASC Accreditation Visit (March 2025).</p> <p>2023-2024 engagement: PCOE collected student feedback via electronic and hard-copy surveys in the Fall of 2023. In addition, select long-term students participated in individual in-person interviews. Student representatives participated in Parent Advisory Committee meetings and LCAP feedback sessions.</p>
PCOE Instructional Coaches (supporting Court School staff)	<p>2024-2025 engagement: PCOE held monthly meetings with instructional coaches to discuss progress and needs related to effective instructional practices and increased student achievement. Along with court school administrators, this team discussed revisions to actions and metrics within LCAP Goal 1.</p> <p>2023-2024 engagement: PCOE held monthly meetings with instructional coaches to discuss progress and needs related to effective instructional practices and increased student achievement. Along with court school administrators, this team discussed revisions to actions and metrics within LCAP Goal 1.</p>
Public, Local Bargaining Units, and Other School Personnel	<p>2024-2025 engagement: LCAP writers gathered feedback from Board Liaisons during three meetings between November and April 2025. PCOE collected feedback from the local bargaining unit representatives on May 28 and May 30, 2025, and the Placer County SELPA representative on May 30, 2025. Members of the county-wide Plan for Expelled Students Committee had opportunities to provide feedback during meetings held three times per year.</p> <p>2023-2024 engagement: PCOE collected feedback from the local bargaining unit representatives on May 24, 2024, and the Placer County SELPA representative on May 31, 2024.</p>

Educational Partner(s)	Process for Engagement
	<p>PCOE provided a variety of opportunities for PCOE's Prevention Supports and Services department team members to provide feedback on Goal 2 actions and metrics throughout the 2023-2024 school year. Members of the county-wide Plan for Expelled Students Committee had opportunities to provide feedback during meetings held three times per year. In addition, they were provided with draft copies of the revised Plan for Expelled Students and were given opportunities to ask questions and make suggestions.</p>
<p>Parent Advisory Committee (PAC)</p>	<p>2024-2025 engagement: Families/guardians, staff, administrators, community partners, and student representatives were invited to participate in monthly Parent Advisory Committee (PAC) meetings to provide feedback about program strengths and needs related to all LCAP goals. The draft revised LCAP was presented for feedback at the May 2025 PAC meeting. Placer County Court School does not have enough English learners to require an ELAC, so it was not obligated to consult with this group.</p> <p>2023-2024 engagement: Families/guardians, staff, administrators, and student representatives were invited to participate in monthly Parent Advisory Committee (PAC) meetings to provide feedback about program strengths and needs related to all LCAP goals. Structured feedback related to all LCAP goals as solicited on January 26, 2024. No questions or concerns were submitted by families or other participants at the PAC meetings.</p>

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

2024-2025 educational partner feedback and its influence on the adopted LCAP:

The following includes highlights of how Educational Partner Feedback provided in 2024-2025 influenced the planning and revisions of the 2024-2027 LCAP. Positive feedback that did not lead to any revisions is not included in the summary below.

Goal 1: Increase academic achievement for all students.

Actions 1.1 and 1.2: Professional Development, Professional Learning, and Instructional Coaching

Court School staff shared that professional development and instructional coaching were high-quality, but professional learning activities are inconsistently connected to PD. Teachers shared that a universal approach to professional development is challenging due to broad student needs, varying staff experiences, and content needs. Court School staff requested time to align the curriculum to current projects and court school contexts. The Court School Administrator also reflected that the number of specific Professional Development and Professional Learning content focus areas mandated across the school year made it challenging to provide opportunities to address other areas of need. Additionally, all staff reflected on the challenges of providing content-specific professional development and professional learning activities related to science and math.

As a result, Action 1.1 has been slightly modified so that the PD/PL content requirements are less specific to allow for content more aligned to the Court School context and unique student needs. In addition, Action 1.2 has been expanded to include time for teachers to work with their coaches on adapting the curriculum to a court school context.

Action 1.6: Expand systems for Tier II academic interventions.

Court School teachers shared mixed opinions on the effectiveness of the systems in place to identify students for academic interventions and argued, “all our students need interventions.” Staff agree that the advisory period, IXL, and PBIS all positively impact academic interventions. Court School Staff and Administration agree that individual rather than small group interventions are more appropriate for the school’s context, and they requested samples of effective intervention structures at similar sites.

As a result, Action 1.6 was adjusted to allow for individual academic intervention in the specific Court School context.

Goal 3: Provide a safe, engaging, and connected school environment for all students.

Action 3.1: School-wide PBIS: Tier I systems and practices

Court School staff requested more frequent PBIS refresher training with probation staff. As a result, PCOE will offer bi-annual PBIS training for probation.

Goal 5: Support Districts with Foster Youth and Expelled Students Coordination: Feedback provided by the Placer County Foster Youth Liaison included updates about the significant progress made with Action 5.1. As a result, minor updates have been made in the language of this action to reflect that progress and the change of focus.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase academic achievement for all students.	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)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Data suggests patterns of academic need, particularly in Language Usage and Math for all students. Based on feedback and progress toward previous desired outcomes, Goal 1 will continue to provide actions related to instructional coaching, professional development, and professional learning activities. PCOE staff provided positive feedback about the alignment between professional development and follow-up professional learning and coaching activities. Administrators, teachers, and EIS staff all requested individual coaching cycles to continue. School leadership and instructional coaches also noted that additional planning, professional development, and coaching related to intervention supports would be beneficial. As a result, the action related to providing additional academic support for students will be modified to focus on developing plans and providing professional development related to how to identify students in need of academic support and building sustainable academic intervention systems and practices. The oversight and coordination of ILPs have been added to the Goal 4 Academic Counselor LCAP Action moving forward.

Actions and metrics in Goal 1 will increase academic achievement for all students by supporting high-quality academic instruction and providing optimal conditions for student learning. Note: Due to low student enrollment at the Court School, there are less than 11 students for CAASPP State Testing on the California State Dashboard. Therefore, the Court School will not be collecting CAASPP metrics to track progress, but rather will use MAP testing since it provides access to data despite the small number of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	MAP - Percentage of students who meet MAP growth targets in Reading	2023-2024: 100% (6/6) met growth targets in Reading	2024-2025: 17% (1/6) met growth targets in Reading		60% of students who meet MAP growth targets in Reading	-83%
1.2	MAP - Percentage of students who meet MAP growth targets in Language Usage	2023-2024: 50% (3/6) met growth targets in Language Usage	2024-2025: 20% (1/5) met growth targets in Language Usage		60% of students who meet MAP growth targets in Language Usage	-30%
1.3	MAP - Percentage of students who meet MAP growth targets in Math	2023-2024: 43% (3/7) met growth targets in Math	2024-2025: 20% (1/5) met growth targets in Math		60% of students who meet MAP growth targets in Math	-23%
1.4	Percentage of eligible English Learners who are reclassified (includes all PCOE programs)	2023-2024: 100% (3/3) of students eligible for reclassification were reclassified.	2024-2025: 100% (2/2) of students eligible for reclassification were reclassified.		100% of students eligible for reclassification will be reclassified.	no change

Goal Analysis [2024-25]

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

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

Multiple actions were effectively implemented during the 2024-2025 school year. However, Court School experienced teacher vacancies in Math for the whole year and ELA for most of the year. Some actions required modifications to support the needs of substitute teachers. For example, Instructional Coaching (Action 1.2) was not provided in Math and ELA due to teacher vacancies, and some Professional Development (PD) and Professional Learning (PL) time (Action 1.1) was used to support the development of substitute teacher plans.

Highlights of successes with implementation include:

- Teachers received instructional coaching cycles with content-specific support.
- Staff received professional development on English Learner supports, and all students who scored a Level 4 on the ELPAC were reclassified.
- All students had access to a broad course of study, including grade-level board-adopted curriculum.

- Staff made progress on developing systems for Tier II Academic Intervention supports, including outlining systems and practices for data screening, academic intervention selection, and intervention delivery, and engaging site teachers about academic intervention structures and strategies.

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

Action 1.3 - The salary and benefits of a newly hired staff member were less than those of a previous staff member.

Action 1.4 - Salaries and benefits were more than expected due to salary increases and new positions.

Action 1.5 - The cost of adopted and supplemental curricula was more than expected.

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

Action 1.1 - Professional Development/Professional Learning and 1.2: Instructional Coaching for Teachers

CTE and Science teachers received at least two rounds of instructional coaching. These actions did not effectively improve NWEA MAP scores in Reading, Language Usage, or Math, as scores declined in 2024-2025.

Action 1.3 - Support Long Term English Learner students with increasing English proficiency

This action was effective as measured by staff satisfaction with the Professional Development and coaching related to improving English proficiency. All English Learner students eligible to be reclassified as English Proficient were appropriately reclassified (100%, Metric 1.4).

Action 1.4 - Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities

This action was effective as measured by reporting requirements, Local Indicator self-reflection, and School Climate Survey responses from staff, families, and students. However, the teacher vacancies for a portion of the year contributed to fewer students meeting growth targets in Reading (17%, Metric 1.1), Math (20%, Metric 1.2), and Reading (20%, Metric 1.3).

Action 1.5 - Provide a broad course of study to all students

This action was effective as evidenced by the options for A-G courses on Cyber High, the recently adopted curriculum, and Career Technical Education courses. Though students had access to a broad course of study through print and digital materials, the NWEA MAP scores in Reading (17%, Metric 1.1), Math (20%, Metric 1.2), and Reading (20%, Metric 1.3) for the very small number of students enrolled during both the pre and post test windows do not reflect the high quality of these materials.

Action 1.6 - Expand systems for Tier II academic interventions.

The Court School Administrator made positive growth towards this goal during the 2024-2025 school year, outlining systems and practices for data screening, academic intervention selection, and intervention delivery, and engaging site teachers about academic intervention structures and strategies. The Year 1 goal for this action was to build systems for Tier II academic interventions, and the NWEA MAP scores

were used in the consideration of data screening and intervention supports. The Court School will continue to monitor the percentage of students meeting growth targets in Metrics 1.1, 1.2, and 1.3 as an indicator of the effectiveness of Action 1.6.

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

Action 1.1 - Provide cohesive professional learning opportunities focused on high-quality academic instruction: The range of PD/PL focus areas has been expanded to allow sites to plan these activities according to their program needs and context.

Action 1.2 - Engage all teachers in practice-based instructional coaching: This action has been expanded to also include adapting the curriculum within coaching cycles.

Action 1.3 - Support Long Term English Learner students with increasing English proficiency: No changes.

Action 1.4 - Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities: No changes.

Action 1.5 - Provide a broad course of study to all students: No changes.

Action 1.6 - Expand systems for Tier II academic interventions: This action was adjusted to also allow for individual academic intervention in addition to small group interventions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide cohesive professional learning opportunities focused on high quality academic instruction	<p>Site Administrators will coordinate monthly professional development (PD) and professional learning (PL) sessions with a cohesive throughline.</p> <p>PD will cover effective and high-quality instructional practices with an increased focus on science and math content in addition to language arts. These include using formative assessment results to inform lesson planning and instruction, student engagement strategies, culturally proficient practices, and content-specific supports.</p>	\$109,995.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Site administrators will ensure the coordination of the following structured sessions and related desired outcomes: At least two PD or PL sessions will focus on using MAP results to inform instruction. At least three PD or PL sessions will focus on science and math formative assessments and instructional planning. One PD will focus on State Assessment preparation.</p> <p>Site Administrators and EIS members will deliver PD based on the content when appropriate. Administrators will meet and coordinate with PD providers at least monthly.</p> <p>Amended action 2024-2025: Site Administrators will coordinate monthly professional development (PD) and professional learning (PL) sessions with a cohesive throughline. The Site Administrator and EIS members will deliver PD or facilitate PL sessions based on the content as appropriate.</p> <p>PD and PL will cover effective and high-quality instructional practices with an increased focus on science and math content and curriculum. Additional areas of focus include using formative assessment results to inform lesson planning and instruction, academic intervention screening and delivery, student engagement strategies, culturally responsive and differentiated instruction, State Assessment preparation, and content-specific supports that are contextually appropriate for the site's context.</p>		
1.2	Engage all teachers in practice-based instructional coaching. Duplicate expense of 1.1.	<p>All teachers will receive at least two structured and individualized coaching cycles yearly. Teachers and their coaches will identify at least one coaching goal related to effective, engaging, or scaffolded instructional strategies, and site principal will monitor teacher progress toward these goals monthly. EIS staff will provide coaching.</p> <p>Amended Action 2024-2025:</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		All teachers will receive at least two structured and individualized coaching cycles yearly. Teachers and their coaches will identify at least one coaching goal related to effective, engaging, or scaffolded instructional strategies, and site principal will monitor teacher progress toward these goals monthly. Coaching cycles will push in to PL time, and teachers will work their coaches to adapt curriculum to the court school context. EIS staff will provide coaching.		
1.3	Support Long Term English Learner students with increasing English proficiency	EIS staff and coordinators will provide at least two PD sessions focused on instructional strategies during monthly PD sessions to support teachers with English Learners (ELs) and Long-Term English Learners (LTELs). EIS staff and coordinators will provide targeted instructional strategies to teachers informed by students' English proficiency and readiness, as evidenced by ELPAC scores.	\$45,564.00	No
1.4	Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities	Teachers are assigned and fully credentialed for the students they are teaching. Students have access to the standards-aligned instructional materials resources, and small class sizes. School facilities are well maintained and in good repair. Teachers will provide high-quality instruction based on the academic content and performance standards. Students have access to 1:1 devices and technology to support connectivity and access to online courses and materials.	\$199,513.00	Yes
1.5	Provide a broad course of study to all students	For students in grades 1 through 6, a broad course of study is provided and includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. For students in grades 7 through 12, a Broad Course of Study is provided and includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, and Career Technical Education. A-G courses are provided through the Cyber High online learning platform. Access to core academic content and courses that lead to graduation and success is provided to all students regardless	\$51,718.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>of income, race, primary language, disability, and/or family situation. English learners have access to Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>All students receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements.</p>		
1.6	Expand systems for Tier II academic interventions. Duplicate expense of 1.1.	<p>Develop and test systems to build and scale small-group academic interventions to address Tier II needs. Provide at least one PD session on effective small-group academic intervention. Meet monthly with other program coordinators to collaborate on the development of academic intervention systems.</p> <p>Amended Action 2024-2025: Develop and test systems to build and scale academic interventions to address Tier II needs. Provide at least one PD or PL session on effective academic intervention systems that are specific to the program context.</p>	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Prepare every student for success by promoting career readiness.	Broad Goal

State Priorities addressed by this goal.

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.

<p>Educational partners expressed positive feedback and enthusiasm about CTE opportunities, career readiness certifications, and the variety of supports that court school students receive related to college and career readiness. Traditional college and career indicators on the dashboard are less attainable for students with short enrollments. Due to the low stability rates for court school students, the leadership team developed local metrics and actions focused heavily on expanding alternative opportunities within the court school to enhance students' career readiness.</p> <p>Actions and metrics in Goal 2 will prepare every student for success by promoting career readiness through increasing access to career technical education and workforce readiness activities.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Court School students graduating with their one-year cohort (students in grade 12 enrolled for 90 days or more)	2022-2023: 0% (0/1)	2023-2024: 100% (1/1) Note: A total of 2 students graduated but one was enrolled less than 90 days, and thus did not count in the one-year grad rate.		100% of Court School students will graduate with their one-year cohort.	+100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Percentage of 9th-12th grade students enrolled for 21 days or more who were enrolled in a CTE course who earned CTE credits	2023-2024: 65% (24/37) of 9th-12th grade students enrolled for 21 days or more who enrolled in a CTE course and earned CTE credit by 4/15/24.	2024-2025: 95% (37/39) of 9th-12th grade students enrolled for 21 days or more who were enrolled in a CTE course earned CTE credit by April 15, 2025.		75% of 9th-12th grade students enrolled for 21 days or more who are enrolled in a CTE course will earn CTE credits.	+30%
2.3	Percentage of students with disabilities (IEPs and 504s) enrolled for 14 days or more who receive career exploration support from the Employment Placement Specialist	2023-2024: 70% (16/23) of students with IEPs or 504s enrolled for 14 days or more received career exploration support from the Employment Placement Specialist.	100% (20/20) of students with IEPs or 504s enrolled for 14 days or more received career exploration support from the Employment Placement Specialist, as of April 15, 2025.		80% of students with IEPs or 504s enrolled for 14 days or more will receive career exploration support from the Employment Placement Specialist.	+30%

Goal Analysis [2024-25]

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

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

All Actions in Goal 2 were implemented successfully without any substantive differences or challenges.

Highlights of successful implementation include:

-Career Technical Education (CTE) has been provided regularly to all court school students. School personnel provided enthusiastic and positive feedback about the addition of the CTE art class, commenting on how students were robustly engaged with the content. CTE Art also includes learning "soft skills" that can be directly applied to an employment setting. Many students earned career readiness certificates, including Food Handlers, First Aid ("Stop the Bleed"), and CPR. CTE also expanded in 2024-2025 to include a garden project, in partnership with local master gardener mentors.

-Employment Placement Specialists offered a range of workforce readiness activities to students with IEPs and 504 plans. Students were each provided with individualized folders in Google Drive, which contain folders for their resumes, career readiness certificates, employment interest surveys, and multiple other resources. Upon release from the juvenile detention facility, each student is provided with a laminated card featuring a QR code that links them to their individual resource folder, allowing them to easily access their digital files and resources once they are no longer enrolled in the court school.

-The systems in place to ensure rapid transfer of student files and transcripts have been an effective element in ensuring that students are enrolled in the appropriate courses and that proper credits are awarded. Central office support is critical in this work, as it often takes multiple phone calls or emails to the school where the student was most recently enrolled to obtain the necessary student file information as quickly as possible.

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

Action 2.1 - Salaries and benefits were more than expected due to salary increases.

Action 2.2 - The salary and benefits of staff related to this action were less than those of the previous staff.

Action 2.3 - This expense was less than expected due to a change in the employee's assignment.

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

Action 2.1 - Provide Career Technical Education: This action has been effective in providing students with access to Career Technical Education (CTE) credits, as evidenced by the fact that 95% of students earned CTE credits in the 2024-2025 academic year (Metric 2.2).

Action 2.2 - Provide workforce readiness activities and experiences to students with disabilities (Employment Placement Specialist): This action has been effective, as evidenced by 100% of students with IEPs or 504s enrolled for 14 days or more receiving career exploration support from the Employment Placement Specialist (Metric 2.3).

Action 2.3 - Provide central office support to ensure the timely transfer of records: Systems and communication related to central office support have been effective in ensuring that files are transferred promptly, resulting in appropriate course selection for students and knowledge of their individual needs. This measure was effective in increasing the 1-year cohort graduation rate for students enrolled for 90 days or more (Metric 2.1), which rose from 0% at baseline to 100% in 2023-2024 (Metric 2.1, 1/1). Additionally, another court school student graduated who had been enrolled for 63 days and thus did not contribute to the one-year cohort graduation rate data.

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

Action 2.1 - Provide Career Technical Education: No changes.

Action 2.2 - Provide workforce readiness activities and experiences to students with disabilities (Employment Placement Specialist): No changes.

Action 2.3 - Provide central office support to ensure the timely transfer of records: No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide Career Technical Education	The Career Technical Education (CTE) teachers will provide career technical education courses and opportunities to earn career certifications.	\$253,433.00	No
2.2	Provide workforce readiness activities and experiences to students with disabilities (Employment Placement Specialist)	The employment placement specialist will provide support to students with disabilities (IEPs and 504s) to promote career awareness and exploration. This will include vocational assessments, career certifications, soft skills training, workplace etiquette, and guidance to help students discover their strengths and interests.	\$9,936.00	No
2.3	Provide central office support to ensure the timely transfer of records	Ensure rapid enrollment and credit evaluations of students by providing central office support to quickly access cumulative files and transcripts from the district where students were most recently enrolled.	\$18,575.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe, engaging, and connected school environment for all students.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Court school educational partners, including students, staff, and guardians, all reported high confidence levels related to a positive school climate. School safety, clarity of expectations, positive recognition, and positive interactions with adults in the court school were strengths identified within survey feedback across educational partners. The actions and metrics reflect the continued implementation of a tiered PBIS framework, which includes specific strategies to maintain a strong school climate and practices to support student wellness. Actions also reflect the continuation of various social-emotional support staff designated to maintain and build upon the previously documented positive outcomes and educational partner perceptions. To address the need for increased social skill development, a new action has been added that focuses on integrating social-emotional learning within the Language Arts curriculum, Reading with Relevance. In addition, a new action focusing on the coordination of a Community Schools model will address family and student obstacles to wellness and school attendance.

Actions and metrics in Goal 3 will sustain progress toward safe, engaging, and connected school environments for all students by providing high-quality, tiered wellness supports to students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	2022-2023: 98.4%	2023-2024: 97.6%		Maintain above 95%	-0.8%
3.2	Chronic Absenteeism Rate (DataQuest)	2022-2023: 2.4% (1/42)	2023-2024: 0% (0/32)		2% or less	-2.4%
3.3	Suspension rate (CA Dashboard)	2022-2023: 0%	2023-2024: 0%		Maintain at or below 1%	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Expulsion Rate (DataQuest)	2022-2023: 0%	2023-2024: 0%		0%	no change
3.5	PBIS School Climate Surveys (PBIS Assessments) – Average perception of students, families, and staff related to school climate. (1=strongly disagree, 4=strongly agree)	2023-2024: Overall average 3.3 Student average score 3.4 Staff 3.1 Family/Guardians: 3.4	2024-2025: Overall average 3.3 Student average score 3.1 Staff 3.4 Guardians: not enough responses to generate an average score		Average scores on the PBIS School Climate Surveys will maintain a minimum score of 3 across families/guardians, students, and staff	no change
3.6	PBIS Tiered Fidelity Inventory (TFI; PBIS Assessments) - Measures the fidelity of implementation of core features of PBIS	2023-2024: 87% overall TFI (97% in Tier I and 77% in Tier II)	2024-2025: 89% overall TFI (93% in Tier I and 85% in Tier II)		Score at least 80% on the PBIS Tiered Fidelity Inventory (TFI).	+2%
3.7	Percentage of families of students enrolled for 20 days or more who were connected with community resources and transition supports	Baseline will be collected in 2024-2025.	2024-2025: 64% (21/33) students enrolled for 20 days or more were connected with community resources and transition supports.		90% of families of students enrolled for 20 days or more will be connected with community resources and transition supports	N/A - baseline
3.8	Number of Tier II & III PBIS intervention meetings held per year	2023-2024: Between July 1, 2023, and April 15, 2024, the court school held 16 intervention meetings.	2024-2025: Between July 1, 2024, and April 15, 2025, the court school held 16 intervention meetings.		At least 16 intervention meetings will be held each year	no change
3.9	Percentage of Court School foster students	2023-2024: 100% of Court School foster	2024-2025: 88% (7/8) Court School		100% of foster students will	-12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who receive case management	students received case management (7/7)	foster students received case management.		receive case management	

Goal Analysis [2024-25]

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

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

The majority of Actions in Goal 3 were implemented as intended, without any substantive differences.

Action 3.3 - Support social-emotional competencies through curriculum and instruction: This action was impacted by having an unfilled ELA teaching position for the first half of the school year, in that students did not complete a pre- and post-SEL survey linked to the SEL competencies addressed in Reading with Relevance novels. In addition, providing coaching to Administrators about using the novels to build SEL competencies was a challenge, due to staffing shortages and the high turnover of students in the facility.

It should be noted that Action 3.8 (Community Schools Coordination) was slightly delayed during the 2024-2025 period, as the Community Schools Program Manager could not be hired until December 2024. This impacted Metric 3.7, "Percentage of families of students enrolled for 20 days or more who were connected with community resources and transition supports".

Highlights of successful implementation include:

-Action 3.1: Tier I PBIS systems and practices continued to be implemented with fidelity by court school staff. In addition, the school team was able to leverage existing Tier I practices to address shifting trends in maladaptive student behavior within the facility. In addition, training provided by court school staff to probation staff on PBIS implementation yielded positive feedback regarding the consistency of expectations across teams.

-Action 3.2: Tier II and III PBIS intervention systems and practices were implemented to address the higher needs of students, as evidenced by ongoing intervention team meetings, the development and implementation of student-specific intervention supports, and the facilitation of individual student meetings to collaborate on plans addressing more intensive needs.

-Action 3.4: The provision of counseling services to unduplicated students has been a continued success, with over 100 meetings provided by the school psychologist this year for students without IEPs or formalized counseling services. Students can self-refer for counseling check-ins when needed, and school personnel or the intervention team can also refer students who require additional social-emotional support.

-Actions 3.5 & 3.8: The introduction of the Community Schools Coordination action, in combination with the Student Support Practitioner position, was successful this year as evidenced by the development and implementation of a new transition support process for students

enrolled in court school for 20 days or more. The result has been the facilitation of structured meetings and communication with the school where the student is returning, where information is shared about the student's needs and progress, and where students and families are connected with support staff and relevant resources at the receiving school. The goal of this more robust transition process is to ensure that students have a smooth return to school after incarceration and that obstacles to a successful transition are addressed or removed. Additionally, the Community Schools Program manager expanded the scope and frequency of professional development for court school staff, including additional training related to trauma-informed practices and mental health and wellness for both students and staff.

-Action 3.6: The Foster Focus system has been effective in identifying students within Placer County schools who need Foster Case Management. Systems are in place every month to cross-check the Foster Focus system with PCOE's student information system, Aeries, to ensure that students are identified accurately and that services are being delivered effectively. Foster case management staff attend weekly student update meetings at the court school and collaborate with other service providers and representatives from Placer County Juvenile Court and Probation at that time, and also engage with existing supports such as Wraparound teams.

-Action 3.7: Expanded nursing services included the provision of the Positive Prevention Plus curriculum for court school students.

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

Action 3.1 - The cost of SEL curricula and PBIS professional development was less than expected.

Action 3.2 - Salaries and benefits were more than expected due to salary increases and adjustments.

Action 3.4 - Salaries and benefits were more than expected due to salary increases.

Action 3.5 -The salary and benefits of a newly hired Student Support Practitioner were less than those of the previous Student Support Practitioner.

Action 3.8 - This action was less than expected because the Community Schools Program Manager was not hired until December 2024.

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

Action 3.1 - School-wide PBIS: Tier I systems and practices: This action was effective, as evidenced by suspension and expulsion metrics (Metrics 3.3 and 3.4, 0%) and the maintained positive school climate survey scores (Metric 3.5, Average 3.3) and PBIS fidelity scores (Metric 3.6, 89%).

Action 3.2 - Intervention Supports: PBIS Tier II & III for social-emotional-behavioral needs: This action was effective as evidenced by the number of intervention meetings held with the Court School intervention team (Metric 3.8, 16 meetings). The Court School continues to utilize a variety of Tier II and III social-emotional-behavioral interventions to support student needs, regularly monitoring student progress and modifying supports as needed.

Action 3.3 - Support social-emotional competencies through curriculum and instruction: The use of the Reading with Relevance curriculum was effective in supporting student engagement, as evidenced by strong attendance metrics (Metric 3.1, 97%). In addition, Court School students have requested additional Reading with Relevance novel titles, and many students request and receive copies of the novels with them when they leave the facility. Students have also inquired about the possibility of earning credit recovery opportunities by reading these novels and completing related assignments outside of school hours.

Action 3.4 - Provide counseling services and opportunities for social-emotional learning: This action was effective, as evidenced by the rapid response from the site school psychologist in providing social-emotional counseling check-ins with students without IEPs who either self-referred or were referred by PCOE staff. The School Psychologist provided these services in 108 meetings to 29 students between July 2024 and May 2025. This positively impacted student attendance (Metric 3.2, with 0% chronic absenteeism) as well as suspension and expulsion metrics (Metrics 3.3 and 3.4, with 0% occurrences).

Action 3.5 - Coordinate mental health supports and services (Student Support Practitioner): This action was effective as indicated by the outreach and support provided to families of referred Court School students, attendance at student Wraparound Team meetings, and the development of student engagement activities during Mental Health Awareness month. This positively impacted school climate survey results (Metric 3.5, with an overall average score of 3.3) and student attendance (Metric 3.1, at 97.6%).

Action 3.6 - Utilize the Foster Focus system to support foster youth who attend Court School: This action was effective as evidenced by the case management provided to 7/8 foster students in 2024-2025 (Metric 3.9, 88%); the one foster student who did not receive foster case management student was an out-of-county placement who was receiving services through their county of residence. Additionally, Foster Focus reports are generated monthly and reviewed to ensure that the Court School's Student Information System, Aeries, accurately reflects the foster status.

Action 3.7 - Provide enhanced nursing services to support student wellness: This action was effective as evidenced by the delivery of the Positive Prevention Plus curriculum, as well as the availability of school nurses for consultation related to student needs. This positively impacted chronic absenteeism (Metric 3.2, 0%).

Action 3.8 - Community Schools Coordination: This action was effective as indicated by the development and initiation of structured transition support services for Court School students as they prepared to return to their previous school site after release from the Juvenile Detention Center. The Community Schools Program Manager position was filled in December 2024. Since August, 64% (21/33) of students enrolled for 20 days or more were connected with community resources and transition supports (Metric 3.7). Additionally, this position has coordinated mental health and wellness activities for Court School students (e.g., guest speakers for Mental Health Awareness Month) and provided training resources to staff on trauma-informed practices, mental health supports, and CSEC-related information. In Year 2 of the current LCAP, this position will also expand the outreach and delivery of family resource connections to all students enrolled for 20 days or more.

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

Action 3.1 - School-wide PBIS: Tier I systems and practices: No changes.

Action 3.2 - Intervention Supports: PBIS Tier II & III for social-emotional-behavioral needs: No changes.

Action 3.3 - Support social-emotional competencies through curriculum and instruction: The action focusing on Reading with Relevance curriculum has been streamlined to focus on administrators supporting teachers with novel selection, in addition to ongoing administration of a pre- and post-survey to identify any correlational SEL skill growth. Coaching of administrators related to SEL growth has been faded out of this action.

Action 3.4 - Provide counseling services and opportunities for social-emotional learning: No changes.

Action 3.5 - Coordinate mental health supports and services (Student Support Practitioner): No changes.

Action 3.6 - Utilize the Foster Focus system to support foster youth who attend Court School: No changes.

Action 3.7 - Provide enhanced nursing services to support student wellness: No changes.

Action 3.8 - Community Schools Coordination: No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School-wide PBIS: Tier I systems and practices	Continue to implement core features of Tier I school-wide Positive Behavior Interventions and Supports (PBIS) with fidelity. The PBIS Coach will provide coaching and ongoing professional development to site teams focusing on trauma-informed and culturally proficient practices, evidence-based prevention and classroom management strategies, and data-based problem-solving processes. Sites will hold monthly school-wide Tier I PBIS meetings to review data and develop action plans related to PBIS systems and practices.	\$8,135.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Intervention Supports: PBIS Tier II & III for social-emotional-behavioral needs	<p>Continue to implement PBIS Tier II and Tier III Intervention systems and practices, providing targeted supports to students with higher levels of social-emotional-behavioral needs. Intervention Teams will use a variety of data and referral sources to identify students in need at each meeting. Intervention teams will hold an average of two intervention meetings per month (minimum 15 meetings per year).</p> <p>Teams will maintain a menu of individual and small group intervention supports designed to meet a variety of student needs, and will engage in structured progress monitoring across all students and all interventions.</p>	\$75,753.00	Yes
3.3	Support social-emotional competencies through curriculum and instruction. Duplicate expense of 1.1.	<p>Administrators will receive coaching about using Reading with Relevance novels and curriculum to increase Social-Emotional competencies aligned with selected novels. Teachers using the Reading with Relevance curriculum will administer at least one pre-and post-survey. Teachers will receive coaching related to utilizing the novel and lessons to support growth in identified areas of need (self-awareness, social awareness, self-management, relationship skills, and/or responsible decision-making).</p> <p>Amended Action 2024-2025: Administrators will support teachers with Reading with Relevance (RwR) novel selection and use of the related curriculum to increase student engagement. Teachers using the RwR curriculum will administer pre- and post-surveys related to Social-Emotional Learning competencies.</p>	\$0.00	No
3.4	Provide counseling services and opportunities for social-emotional learning	PCOE Court School will increase individual counseling services and supports for unduplicated students.	\$9,706.00	Yes
3.5	Coordinate mental health supports and services (Student Support Practitioner)	The Student Support Practitioner (SSP) will manage referrals from site staff, families, and students related to accessing community services for students and families. The SSP will provide outreach to families regarding	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Duplicate Expense of 4.2	the availability of wellness and mental health supports, and will support student transitions.		
3.6	Utilize the Foster Focus system to support foster youth who attend Court School	PCOE Court School staff and the PCOE Foster Youth District Liaison will utilize the Foster Focus data system to support and monitor outcomes for foster youth.	\$11,514.00	Yes
3.7	Provide enhanced nursing services to support student wellness	The school nurse will provide enhanced support services to unduplicated students and their families related to preventative health and wellness practices, and accessing medical care, to support improved attendance.	\$20,499.00	Yes
3.8	Community Schools Coordination	The coordination of the community schools model will support expanded access to community partners and resources, with a focus on the wellness services available for students and their families. This work will also focus on expanding the transition supports provided to students when they return to their district of residence after being released from the juvenile detention facility. In addition to overseeing the efforts of the student support practitioner, the program manager will provide training for school staff, families, and community partners on culturally responsive and trauma-informed practices, as well as social-emotional learning strategies.	\$84,094.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, Placer County Court School staff will increase access to post-secondary opportunities and transition supports to at least 75% of students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

PCOE included an Equity Multiplier goal because the Placer County Court School qualified for Equity Multiplier funds. This is due to the school's prior year nonstability rate greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024, Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. LEAs are also required to document the efforts to improve outcomes for students at these school sites beginning with the 2024–25 Local Control and Accountability Plan (LCAP).

PCOE will provide evidence-based services and supports that provide students with the skills and resources to succeed after they disenroll from the Court School. This includes access to post-secondary opportunities and transition supports. The Academic Counselor and Student Support Practitioner will provide much of this work. Educational Partner feedback, including students' District of Residence representatives, agreed these supports are needed to increase student engagement in school.

Actions and metrics in Goal 4 will increase student engagement through access to post-secondary opportunities and transition supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of graduating students who submitted the Free Application for Federal Student Aid (FAFSA) or	2022-2023: 100% (4/4)	2023-2024: 100% (4/4)		100% of graduating students will submit the Free Application for	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed the opt-out form				Federal Student Aid (FAFSA) or complete the opt-out form	
4.2	<p>Percentage of ILPs completed within 5 days of court school student enrollment</p> <p>Amended Metric 2025; Percentage of ILPs completed within 5 school days of court school student enrollment</p>	Collecting baseline data in 2024-2025	As of April 15, 2025, 90% of enrollments (108/120) of 5 days have had ILPs completed.		<p>95% of ILPs will be completed within 5 days of student enrollment</p> <p>Amended Metric 2025: 95% of ILPs will be completed within 5 school days of student enrollment</p>	Baseline: 90%
4.3	Number of college and career connection activities (field trips, career exposure activities) provided by community partners and outside agencies	2023-2024: 11 career exposure activities occurred during the 2023-2024 school year	2024-2025: 13 career exposure activities occurred during the 2024-2025 school year.		Maintain 11 career exposure activities	+2
4.4	<p>Percentage of 9-12th grade students enrolled in courses for college credit who earned college credit</p> <p>Amended Metric 2025: Percentage of 9-12th grade students enrolled in Court School and iCARE who enrolled in courses for college credit who earned college credit.</p>	Collecting baseline data in 2024-2025	<p>As of May 2025, 100% of students (5/5) enrolled in courses for college credit have earned college credits.</p> <p>Amended Metric: 100% (9/9) of 9-12th grade students enrolled in Court School and iCARE who were enrolled in</p>		<p>75% of students enrolled in courses for college credit will earn college credit</p> <p>Amended Metric 2025:</p>	Baseline: 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			courses for college credit earned college credit.			
4.5	Percentage of A-G courses completed with a C or better	2022-2023: 69% of A-G courses were completed with a C or better (18/26).	2023-2024: 77% (21/27) of A-G courses were completed with a C or better.		75% of A-G courses will be completed with a C or better	+8%

Goal Analysis [2024-25]

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

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

All Actions in Goal 4 were implemented as intended, without any substantive differences.

Highlights of successful implementation include:

-Action 4.1: The academic counselor is actively engaged with court school students and is on site 2-3 days per week. This position has played a significant role in coordinating the Rising Scholar courses offered at the court school in partnership with Sierra Community College, resulting in 5 out of 5 students earning college credit while enrolled in the court school this year. In addition, the Academic Counselor has arranged guest speakers and field trips that align with specific student career interests and has provided direct, individualized support to graduating students to navigate the FAFSA application process, which can be challenging as a court school student. This year, the Academic Counselor also participated in revisions to the Individual Learning Plan (ILP) form and process, and has successfully overseen the collaborative completion of ILPs within five days of student enrollment. Court school students have easy access to the Academic Counselor to ask questions about their credits, course enrollment, eligibility for credit requirement exemptions, and/or college application processes.

-Action 4.2: The Student Support Practitioner (SSP) on site at the court school successfully provides many specific functions to ensure smooth transitions both in and out of the court school. The SSP meets with each student as they are enrolled, reviews the routines and expectations of the program, interviews the students to learn their needs and preferences, and assists in administering academic screening measures to determine each student's areas of strength and need. These pieces of information are then communicated to the school team, which helps inform the necessary academic, social-emotional, and behavioral supports needed for each student. Follow-up correspondence by the SSP after a student disenrolls from court school has also been an essential piece in ensuring that students are re-enrolled in another school program within 72 hours of release from the juvenile detention facility.

-Action 4.3: The addition of another course offering for college credit has been another success for this action. The partnership between PCOE and Sierra Community College is powerful, and this year, five students completed college courses and earned college credits. Another success is the coordination of an additional course for college credit offered during the summer months.

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

Action 4.1 -This expense was more than expected due to a change in the employee's assignment.

Action 4.2 - Salaries and benefits were more than expected due to salary increases.

Action 4.3 - Salaries and benefits were more than expected due to salary increases and adjustments in the employee's assignment.

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

Action 4.1 - Provide academic counseling to ensure high school graduation and college readiness (Academic Counselor): This action was effective, as evidenced by the completion of FAFSA (Metric 4.1, 100%) and ILPs (Metric 4.2, 90%), as well as by the number of college and career connection activities which were coordinated by the Academic Counselor (Metric 4.3, 13). It should be noted that for three of the college/career connection field trips offered this year, select students in the PYC unit at the juvenile detention facility were unable to attend due to the discretion of probation staff.

Action 4.2 - Provide Student Support Practitioner to support student transitions: This action was effective as evidenced by completion of ILPs (Metric 4.2, 90%) and communication with school staff and probation about student needs and goals, as well as outreach to local districts to determine whether students have been re-enrolled within 72 hours of release. It should be noted that with the introduction of the new Community Schools Coordination action, some elements within the Student Support Practitioner action (e.g., communication with families/guardians and the receiving district) have been transitioned to the Community Schools Program Manager position as part of their transition support work.

Action 4.3 - Provide and expand access to courses for college credit: This action has been effective, as evidenced by 100% of students enrolled in courses for college credit having earned college credit (Metric 4.4, 5/5). Two course offerings were provided in the 2024-2025 school year, and an additional course will be offered during the summer months.

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

Action 4.1 - Provide academic counseling to ensure high school graduation and college readiness (Academic Counselor): No changes.

Action 4.2 - Provide Student Support Practitioner to support student transitions: This action will be modified to reflect shared responsibility of student transition support between the Student Support Practitioner and the Program Manager of Community Schools. The SSP will also coordinate all communication with local school districts to follow up on whether students have been re-enrolled within 72 hours of release. The Student Support Practitioner will ensure ongoing communication and updates about student progress and needs with school and probation staff, whereas the Program Manager of Community Schools (Goal 3) will coordinate communication with families/guardians and receiving schools about specific resource and support needs for students released after 20 days.

Action 4.3 - Provide and expand access to courses for college credit: No changes.

Metric 4.2 - Percentage of ILPs completed within 5 days of court school student enrollment: This metric and Target for Year 3 Outcome have been updated to specify 5 school days.

Metric 4.4 - Percentage of 9-12th grade students enrolled in courses for college credit who earned college credit: Due to the fact that many Court School students transition back and forth multiple times between PCOE's Charter School Pathways iCARE, this metric is being revised to a PCOE-wide metric which includes any PCOE student enrolled in a course for college credit, at any PCOE site.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide academic counseling to ensure high school graduation and college readiness (Academic Counselor)	The academic counselor will increase staff, student, and family education for college and career readiness options, including administering career assessments, the Preliminary Scholastic Aptitude Test (PSAT), and the Armed Services Vocational Aptitude Battery (ASVAB). The academic counselor will connect students with certificate and trade programs, as well as career connection activities. The academic counselor will assist students and families with the process of completing the Free Application for Federal Student Aid (FAFSA) application and college applications. The academic counselor will also coordinate college and career connection activities such as field trips and guest speakers, ILP development, A-G course placement, credit requirement exemption evaluations, and transcript and graduation requirement evaluations.	\$62,202.00	No
4.2	Provide Student Support Practitioner	The Student Support Practitioner will support the development of Individual Learning Plans, including student interviews and administering academic	\$103,254.00	No

Action #	Title	Description	Total Funds	Contributing
	to support student transitions	<p>screeners, and communicate information about students' progress, needs, and goals with families/guardians, school staff, probation officers, and the receiving district to ensure smooth transitions with adequate support.</p> <p>The Student Support Practitioner at Honour Schaps Court School will support student transitions from the court school to comprehensive and alternative settings.</p> <p>Amended Metric 2025: The Student Support Practitioner will support the development of Individual Learning Plans, including student interviews and administering academic screeners, and communicate information about students' progress, needs, and goals with school staff, probation officers, and related service providers.</p> <p>The Student Support Practitioner at Honour Schaps Court School will support student transitions from the Court School to comprehensive and alternative settings by contacting the receiving school district within 72 hours to determine whether the student has been successfully re-enrolled in school.</p>		
4.3	Provide and expand access to courses for college credit	Partner with Sierra College to provide courses for college credit to students at Honour Schaps Court School.	\$16,997.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Support districts with foster youth and expelled student coordination.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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.

Educational partners shared positive feedback related to coordination, services and supports provided to foster youth and expelled students. Based on past implementation experience, the continued coordination of these services and supports for foster youth and expelled students will help provide maintenance toward this goal.

The actions and metrics in Goal 5 will sustain progress toward supporting Placer County districts in addressing the needs of foster youth and expelled students by implementing and monitoring coordinated programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	School Stability Rate - percentage of foster youth who continue in the same school for the entire school year	2022-2023: 82%	2023-2024: 90%		Maintain above 80%	+8
5.2	The Plan for Expelled Students (PES) Committee will continue to meet to coordinate services and supports for expelled students three times per year	2023-2024: The Plan for Expelled Students Committee met three times to coordinate services and supports for expelled students.	2024-2025: The Plan for Expelled Students Committee met three times to coordinate services and		Maintain PES committee meetings three times per year to coordinate services and supports for expelled students	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			supports for expelled students.			
5.3	Percentage of local foster youth receiving educational case management through PCOE staff.	2022-2023: 99% (281 out of 282 foster youth)	2023-2024: 72% (198 out of 273 foster youth)		90% of all local foster youth will receive educational case management through PCOE staff	-27%

Goal Analysis [2024-25]

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

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

All Actions in Goal 5 were implemented as intended, without any substantive differences.

Highlights of successful implementation include:

-Action 5.1: One success in implementing this action was to maintain collaboration with courts through the use of Foster Youth Student Support Practitioners. This collaboration has strengthened the connection between the school and the court system, ensuring that foster youth receive timely and comprehensive support. Additionally, several elements of this action transitioned from an improvement to a maintenance phase.

-Action 5.2: A notable success in the implementation of this action was the formalization of a countywide agreement between Placer County Office of Education (PCOE) and district LEAs to coordinate the awarding and application of partial credits. This agreement ensures that transitioning students retain academic progress and continuity.

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

Action 5.2 - Salaries and benefits were more than expected due to salary increases.

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

Action 5.1 - Coordinate services and supports for Placer County foster youth: This action was moderately effective, as evidenced by 72% of foster youth receiving educational case management through PCOE staff (Metric 5.3). It should be noted that this Year 1 outcome was impacted by variabilities in notification systems from different counties that place foster students within Placer County. This remains an area of focus for process improvement. This action was effective in positively impacting the school stability rate for foster youth (Metric 5.1, 90%).

Action 5.2 - Coordinate services and supports for students who have been expelled in Placer County: This action was effective as evidenced by the Plan for Expelled Students meeting three times in 2024-2025 (Metric 5.2).

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

Action 5.1 - Coordinate services and supports for Placer County foster youth: Feedback provided by the Placer County Foster Youth Liaison included updates about the significant progress made with Action 5.1. As a result, minor updates have been made to the language of this action to reflect the progress and change in focus.

Action 5.2 - Coordinate services and supports for students who have been expelled in Placer County - No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Coordinate services and supports for Placer County foster youth	For Foster Youth - a) Maintain executive advisory committee. b) Increase collaboration with courts through assigned Student Support Practitioner position. c) Increase timely transfer of school records through the use of Foster Focus. d) Strengthen coordination with smaller district's Homeless/Foster Youth District Liaisons. e) Increase LEA utilization of the Foster Focus student monitoring system. f) Input Health and Education Passport into CMS/CWS and Foster Focus through new Student Support Practitioner position.	\$306,938.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>g) Refine end-of-year data collection from LEAs to include stronger measures of school stability, suspension/expulsion data, and attendance data for foster youth.</p> <p>h) Provide cross-training for CSOC Social Workers and Special Education case managers around the importance of participation at respective decision-making meetings (e.g., IEPs, CFTs) and utilization of Foster Focus for data sharing.</p> <p>Amended Action 2025: For Foster Youth -</p> <p>a) Maintain executive advisory committee.</p> <p>b) Maintain collaboration with courts through Foster Youth Student Support Practitioner positions.</p> <p>c) Increase timely transfer of school records through the use of Foster Focus.</p> <p>d) Maintain coordination with smaller district's Homeless/Foster Youth District Liaisons.</p> <p>e) Maintain LEA utilization of the Foster Focus student monitoring system.</p> <p>f) Input Health and Education Passport into CMS/CWS and Foster Focus through the Student Support Practitioner position.</p> <p>g) Monitor and analyze California School Dashboard data related to foster youth educational outcomes and share with LEAs.</p> <p>h) Continue to provide cross-training for CSOC Social Workers and Special Education case managers around the importance of participation at respective decision-making meetings (e.g., IEPs, CFTs) and utilization of Foster Focus for data sharing.</p>		
5.2	Coordinate services and supports for students who have been expelled in Placer County	<p>For Expelled Students -</p> <p>a) Coordinate the implementation of the 2024-2027 Plan for Expelled Students.</p> <p>b) Meet with educational partners three times per year to maintain ongoing collaboration and a transparent referral process.</p> <p>c) Coordinate successful transitions for Expelled Students by monitoring individual expulsions, meeting with districts, and coordinating transition meetings and supports.</p>	\$13,500.00	No

Action #	Title	Description	Total Funds	Contributing
		d) Implement an agreement between the district LEAs and PCOE regarding the coordination of awarding and applying partial credits.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$210,925	\$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
1.153%	0.000%	\$0.00	1.153%

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

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
1.4	<p>Action: Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities</p> <p>Need: Analysis of Data: Based on a review of student transcripts and CAASPP scores upon enrollment, Court School students frequently enroll in the program with significant academic deficits and a history of learning loss. These barriers require more intensive and small-group instruction to bridge the achievement gap compared to grade-level peers and ensure they meet MAP growth targets. Students require small class sizes and individualized instruction to accelerate academic growth and close academic achievement gaps.</p> <p>Educational Partner Feedback: Court school teachers reflected on the range of academic strengths and deficits they see across their students and discussed the need for expanding the use of efficient academic screeners and targeted academic intervention support in a small group setting. Families and community partners also commented on the benefit of smaller class sizes to support their students' higher support needs related to motivation, behavior, and school engagement.</p>	A dually credentialed teacher (general education and education specialist) will provide instruction in individual and small group settings to meet the needs of unduplicated students.	NWEA MAP Assessment (Note - all students at Court School are SED)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.3	<p>Action: Provide central office support to ensure the timely transfer of records</p> <p>Need: Analysis of data: Staff have identified significant challenges with obtaining student records promptly. The Court School's one-year graduation rate has fluctuated drastically over the last three years (between 0% and 100% due to the minimal enrollment of potential graduates). The support provided for the timely transfer of student records is a critical element in mitigating existing obstacles to a high graduation rate.</p> <p>Educational Partner feedback: Court school staff and administrators commented that they rely heavily on central office staff to support obtaining student records promptly. This allows them to evaluate graduation requirement status and support student course access, increasing one-year graduation rates.</p> <p>See also Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections Performance, and Metrics sections.</p>	This action ensures a rapid evaluation of student needs related to graduation requirements and other educational supports.	Percentage of Court School students graduating with their one-year cohort (students in grade 12 enrolled for 90 days or more)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.2	<p>Action: Intervention Supports: PBIS Tier II & III for social-emotional-behavioral needs</p> <p>Need: Students enrolled in the Court School often demonstrate higher levels of social-emotional-behavioral needs. In addition, the social-emotional-behavioral needs of Court School students have also increased in complexity and frequency since 2020, corresponding with nationwide trends in mental health needs.</p> <p>Highly structured and well-maintained intervention supports are critical for student wellness, and monitoring systems are in place to support student needs.</p> <p>Analysis of data: Baseline data for the annual number of Tier II and III intervention meetings illustrates a need to maintain intervention meeting frequency for Court School students.</p> <p>Educational Partner feedback: Teachers, staff, families, and educational partners requested increased access to social-emotional-behavioral support for their students. Student climate survey data also indicated a need for additional tiered behavior intervention supports for some students in the classroom.</p>	Intervention Teams will use a variety of data and referral sources to identify students in need of targeted supports at each meeting.	Number of Tier II & III PBIS intervention meetings held per year

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>See also Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections Performance, and Metrics sections.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.4	<p>Action: Provide counseling services and opportunities for social-emotional learning</p> <p>Need: Identified students require additional Tier II counseling and SEL support to engage in their education successfully. Students who are incarcerated often demonstrate higher levels of social-emotional-behavioral needs. In addition, the social-emotional-behavioral needs of students have also increased in complexity and frequency since 2020, corresponding with nationwide trends in mental health needs. For student wellness, highly structured and well-maintained intervention supports are critical, and monitoring systems are in place to support student needs.</p> <p>Analysis of data: Current data (low suspension rate) supports maintaining and enhancing counseling services for students in the Court School.</p> <p>Educational Partner Feedback: Staff, families, and community partners have repeatedly</p>	Students will receive additional counseling services to meet their social-emotional needs.	PBIS School Climate Surveys

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>emphasized the importance of increasing student access to counseling support.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.5	<p>Action: Coordinate mental health supports and services (Student Support Practitioner) Duplicate Expense of 4.2</p> <p>Need: Analysis of Data: School stability at the court school is low, and school enrollment after students leave the Court School often requires additional outreach and transition support to ensure that students promptly re-enroll in their school of residence.</p> <p>Educational Partner Feedback: Student representatives, court school staff, and community partners commented on increasing family outreach and connections with community resources and mental health services. In addition, educational partners commented on the need to improve transition supports before and after students are disenrolled from the court school.</p>	The Student Support Practitioner will provide outreach and coordination to students and families regarding the availability of wellness and mental health supports and will support student transitions.	The percentage of court school families for students enrolled for 20+ days who received outreach from the Student Support Practitioner about resources.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.6	<p>Action: Utilize the Foster Focus system to support foster youth who attend Court School</p> <p>Need: Analysis of Data: Foster Students must be enrolled promptly and connected with appropriate services. Currently, the process to enroll foster students occurs immediately. The Foster Youth Liaison and the Student Support Practitioner are notified upon enrollment, and the Foster Focus system is utilized. This action supports the school's ability to assess students quickly and place them in appropriate courses.</p> <p>Educational Partner feedback: Educational Partners value the support of the Student Support Practitioner and the Foster Youth District Liaison.</p> <p>See also Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Ensure that the records of and services for foster students are transferred in a timely manner and monitored through case management.	Percentage of Court School foster students who receive case management

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.7	<p>Action: Provide enhanced nursing services to support student wellness</p> <p>Need: Student health and wellness needs have increased and can create barriers to successful school engagement.</p> <p>Analysis of data: The California Dashboard reflects a chronic absenteeism rate of 2.4%. Nursing services offered to unduplicated students will support the continued low rates of chronic absenteeism, especially if it is related to enhanced health and wellness needs.</p> <p>Educational Partner feedback: Based on educational partner feedback about barriers to school engagement, attendance, and wellness, actions will continue to address expanding wellness supports and nursing services.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Student health needs have increased, and students benefit from expanded access to school health services and education.	Chronic absenteeism rate

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	18,288,162	210,925	1.153%	0.000%	1.153%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$516,511.00	\$571,529.00	\$0.00	\$313,286.00	\$1,401,326.00	\$1,241,094.00	\$160,232.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide cohesive professional learning opportunities focused on high quality academic instruction	All	No			All Schools	07/01/25-06/30/26	\$101,406.00	\$8,589.00	\$109,995.00				\$109,995.00	
1	1.2	Engage all teachers in practice-based instructional coaching. Duplicate expense of 1.1.	All	No			All Schools	07/01/25-06/30/26	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.3	Support Long Term English Learner students with increasing English proficiency	All English Learners	No			All Schools	07/01/25-06/30/26	\$42,006.00	\$3,558.00		\$45,564.00			\$45,564.00	
1	1.4	Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	07/01/25-06/30/26	\$183,933.00	\$15,580.00	\$199,513.00				\$199,513.00	
1	1.5	Provide a broad course of study to all students	All	No			All Schools 7-12	07/01/25-06/30/26	\$47,680.00	\$4,038.00	\$51,718.00				\$51,718.00	
1	1.6	Expand systems for Tier II academic interventions. Duplicate expense of 1.1.	All	No			All Schools	07/01/25-06/30/26	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Provide Career Technical Education	All	No			All Schools 7th-12th	07/01/25-06/30/26	\$222,834.00	\$30,599.00	\$2,159.00	\$55,734.00		\$195,540.00	\$253,433.00	
2	2.2	Provide workforce readiness activities and experiences to students with disabilities (Employment Placement Specialist)	Students with Disabilities	No			All Schools 9-12	07/01/25-06/30/26	\$9,160.00	\$776.00				\$9,936.00	\$9,936.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Provide central office support to ensure the timely transfer of records	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	07/01/25-06/30/26	\$17,125.00	\$1,450.00	\$18,575.00				\$18,575.00	
3	3.1	School-wide PBIS: Tier I systems and practices	All	No			All Schools	07/01/25-06/30/26	\$0.00	\$8,135.00	\$3,579.00			\$4,556.00	\$8,135.00	
3	3.2	Intervention Supports: PBIS Tier II & III for social-emotional-behavioral needs	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	07/01/25-06/30/26	\$69,838.00	\$5,915.00	\$75,753.00				\$75,753.00	
3	3.3	Support social-emotional competencies through curriculum and instruction. Duplicate expense of 1.1.	All	No			All Schools	07/01/25-06/30/26	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Provide counseling services and opportunities for social-emotional learning	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	07/01/25-06/30/26	\$8,948.00	\$758.00	\$9,706.00				\$9,706.00	
3	3.5	Coordinate mental health supports and services (Student Support Practitioner) Duplicate Expense of 4.2	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	07/01/25-06/30/26	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.6	Utilize the Foster Focus system to support foster youth who attend Court School	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	07/01/25-06/30/26	\$10,615.00	\$899.00	\$11,514.00				\$11,514.00	
3	3.7	Provide enhanced nursing services to support student wellness	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	07/01/25-06/30/26	\$18,898.00	\$1,601.00	\$20,499.00				\$20,499.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	Community Schools Coordination	All	No			All Schools	07/01/25-06/30/26	\$77,527.00	\$6,567.00		\$84,094.00			\$84,094.00	
4	4.1	Provide academic counseling to ensure high school graduation and college readiness (Academic Counselor)	All	No			All Schools	07/01/25-06/30/26	\$57,345.00	\$4,857.00		\$62,202.00			\$62,202.00	
4	4.2	Provide Student Support Practitioner to support student transitions	All	No				07/01/25-06/30/26	\$95,191.00	\$8,063.00				\$103,254.00	\$103,254.00	
4	4.3	Provide and expand access to courses for college credit	All	No			All Schools	07/01/25-06/30/26	\$15,670.00	\$1,327.00		\$16,997.00			\$16,997.00	
5	5.1	Coordinate services and supports for Placer County foster youth	All Foster Youth	No			All Schools	07/01/25-06/30/26	\$250,472.00	\$56,466.00		\$306,938.00			\$306,938.00	
5	5.2	Coordinate services and supports for students who have been expelled in Placer County	All Students who have been expelled	No			All Schools	07/01/25-06/30/26	\$12,446.00	\$1,054.00	\$13,500.00				\$13,500.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
18,288,162	210,925	1.153%	0.000%	1.153%	\$335,560.00	0.000%	1.835 %	Total:	\$335,560.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$335,560.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$199,513.00	
2	2.3	Provide central office support to ensure the timely transfer of records	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$18,575.00	
3	3.2	Intervention Supports: PBIS Tier II & III for social-emotional-behavioral needs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$75,753.00	
3	3.4	Provide counseling services and opportunities for social-emotional learning	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$9,706.00	
3	3.5	Coordinate mental health supports and services (Student Support Practitioner) Duplicate Expense of 4.2	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$0.00	
3	3.6	Utilize the Foster Focus system to support foster	Yes	Limited to Unduplicated	Foster Youth	All Schools	\$11,514.00	

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 (%)
		youth who attend Court School		Student Group(s)				
3	3.7	Provide enhanced nursing services to support student wellness	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$20,499.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,478,609.00	\$1,499,707.00

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)
1	1.1	Provide cohesive professional learning opportunities focused on high quality academic instruction	No	\$122,071.00	125,534
1	1.2	Engage all teachers in practice-based instructional coaching. Duplicate expense of 1.1.	No	\$0.00	0
1	1.3	Support Long Term English Learner students with increasing English proficiency	No	\$47,324.00	34,980
1	1.4	Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities	Yes	\$187,348.00	202,024
1	1.5	Provide a broad course of study to all students	No	\$42,755.00	59,366
1	1.6	Expand systems for Tier II academic interventions. Duplicate expense of 1.1.	No	\$0.00	0
2	2.1	Provide Career Technical Education	No	\$200,882.00	243,102
2	2.2	Provide workforce readiness activities and experiences to students with disabilities (Employment Placement Specialist)	No	\$10,973.00	7,797
2	2.3	Provide central office support to ensure the timely transfer of records	Yes	\$10,274.00	8,768
3	3.1	School-wide PBIS: Tier I systems and practices	No	\$9,679.00	2,351

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	Intervention Supports: PBIS Tier II & III for social-emotional-behavioral needs	Yes	\$84,353.00	93,195
3	3.3	Support social-emotional competencies through curriculum and instruction. Duplicate expense of 1.1.	No	\$0.00	0
3	3.4	Provide counseling services and opportunities for social-emotional learning	Yes	\$37,474.00	39,793
3	3.5	Coordinate mental health supports and services (Student Support Practitioner)	Yes	\$93,684.00	29,632
3	3.6	Utilize the Foster Focus system to support foster youth who attend Court School	Yes	\$11,195.00	11,718
3	3.7	Provide enhanced nursing services to support student wellness	Yes	\$19,529.00	20,327
3	3.8	Community Schools Coordination	No	\$73,468.00	43,596
4	4.1	Provide academic counseling to ensure high school graduation and college readiness (Academic Counselor)	No	\$81,198.00	87,795
4	4.2	Provide Student Support Practitioner to support student transitions	No	\$113,421.00	131,629
4	4.3	Provide and expand access to courses for college credit	No	\$16,249.00	21,171
5	5.1	Coordinate services and supports for Placer County foster youth	No	\$304,208.00	306,938
5	5.2	Coordinate services and supports for students who have been expelled in Placer County	No	\$12,524.00	29,991

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
205,921	\$254,836.00	\$250,729.00	\$4,107.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities	Yes	\$95,534.00	106,997		
2	2.3	Provide central office support to ensure the timely transfer of records	Yes	\$5,137.00	8,768		
3	3.2	Intervention Supports: PBIS Tier II & III for social-emotional-behavioral needs	Yes	\$43,790.00	52,615		
3	3.4	Provide counseling services and opportunities for social-emotional learning	Yes	\$37,474.00	30,218		
3	3.5	Coordinate mental health supports and services (Student Support Practitioner)	Yes	\$46,842.00	29,632		
3	3.6	Utilize the Foster Focus system to support foster youth who attend Court School	Yes	\$6,530.00	7,054		
3	3.7	Provide enhanced nursing services to support student wellness	Yes	\$19,529.00	15,445		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
17,903,799	205,921	0	1.150%	\$250,729.00	0.000%	1.400%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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