

LCFF Budget Overview for Parents

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

CDS Code: 31 10314 3130259

School Year: 2022-23

LEA contact information:

Susan Connolly

Assistant Superintendent

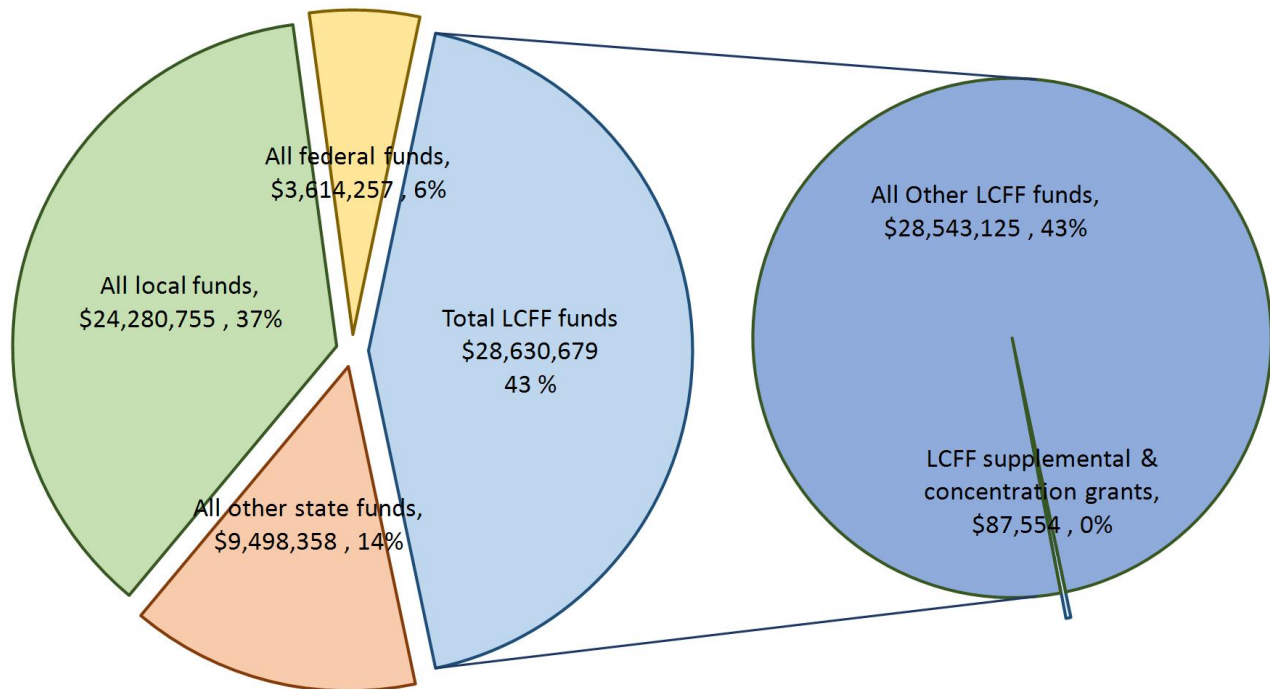
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



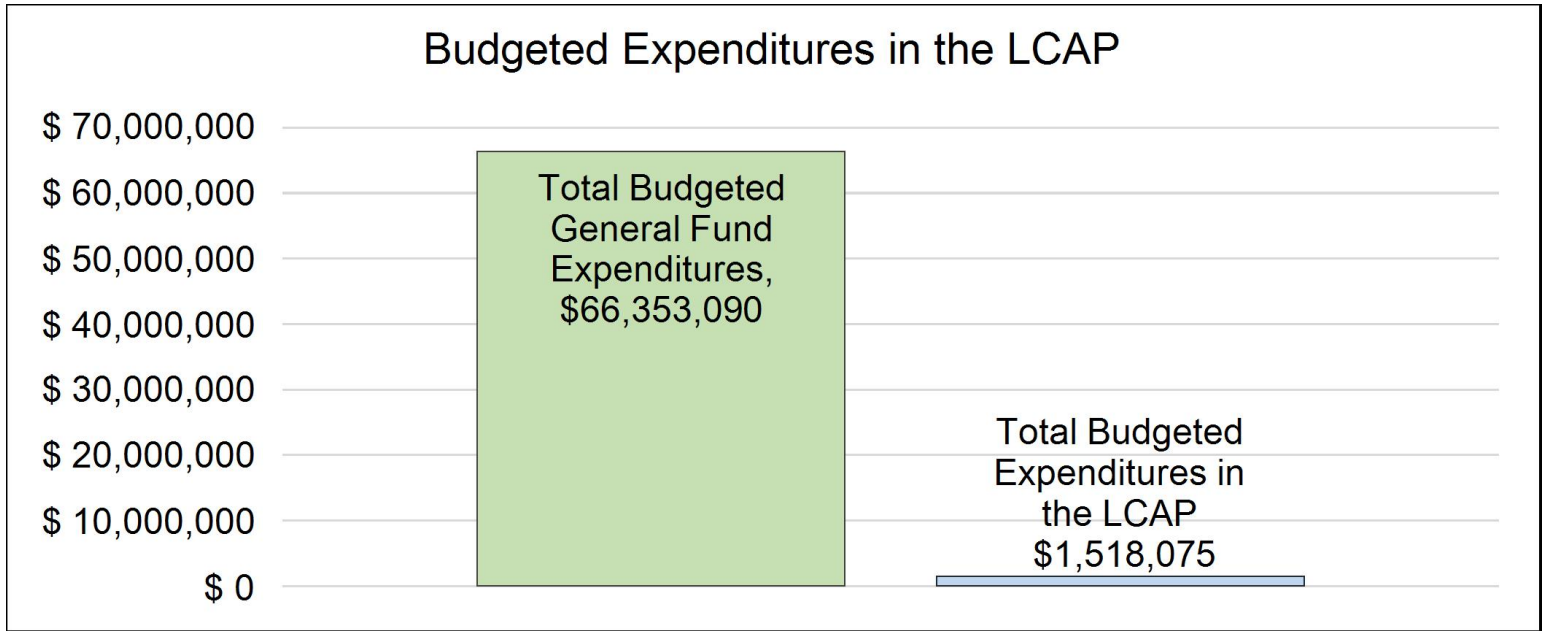
This chart shows the total general purpose revenue Placer County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Placer County Office of Education is \$66,024,049, of which \$28,630,679 is Local Control Funding Formula (LCFF), \$9,498,358 is other

state funds, \$24,280,755 is local funds, and \$3,614,257 is federal funds. Of the \$28,630,679 in LCFF Funds, \$87,554 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Placer County Office of Education plans to spend for 2022-23. 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 \$66,353,090 for the 2022-23 school year. Of that amount, \$1,518,075 is tied to actions/services in the LCAP and \$64,835,015 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

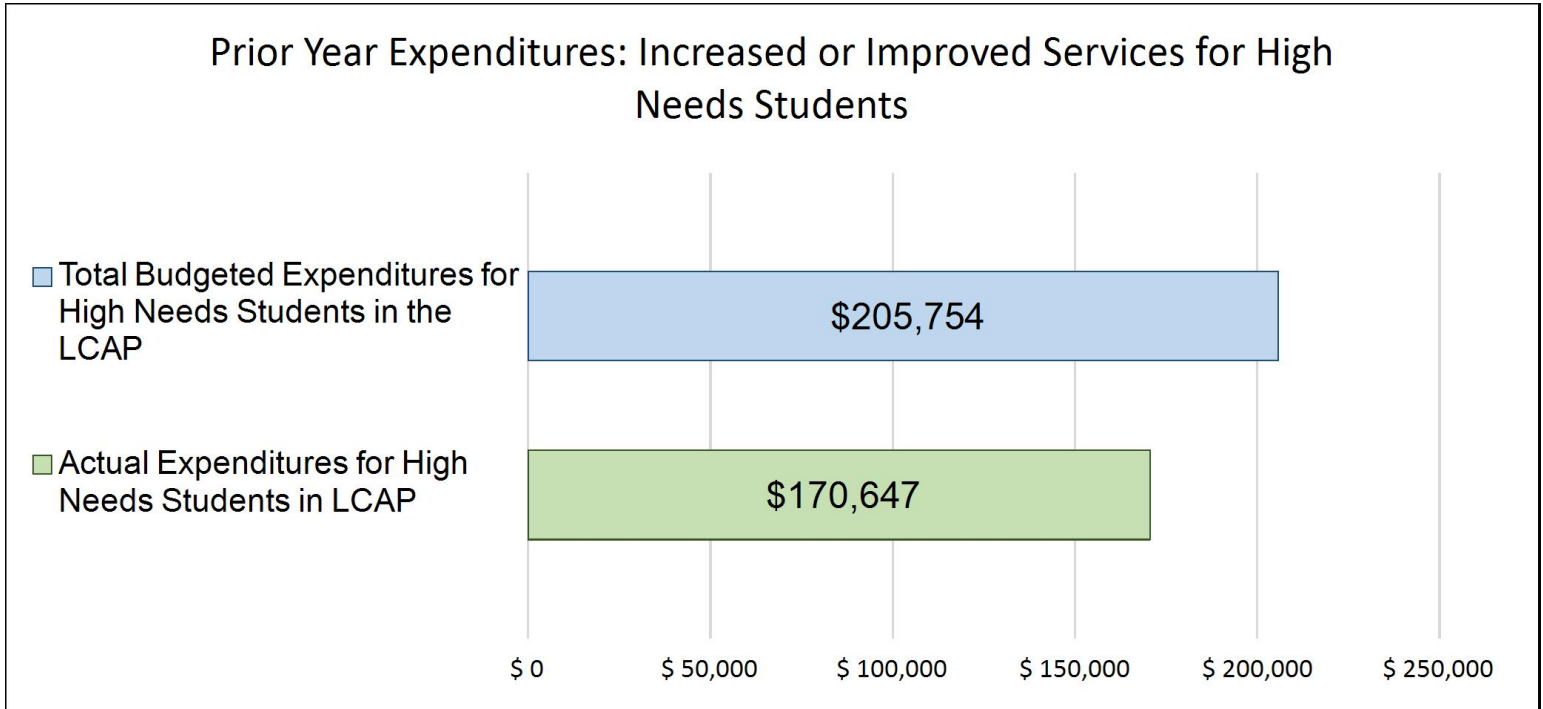
The budgeted expenditures does not include basic County Office operations such as Human Resources, Superintendent, Technology, Business, Special Education services for districts, Curriculum and Instruction professional development, Maintenance and Operations, General Education expenditures, and Prevention Services (other than Foster Youth).

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Placer County Office of Education is projecting it will receive \$87,554 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 \$158,154 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 2021-22



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 2021-22, Placer County Office of Education's LCAP budgeted \$205,754 for planned actions to increase or improve services for high needs students. Placer County Office of Education actually spent \$170,647 for actions to increase or improve services for high needs students in 2021-22.

We had an un-hired instructional assistant in which the district provided a replacement, in which they paid for, to ensure the continuity of service.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Placer County Office of Education	Susan Connolly Assistant Superintendent, Student Services	sconnolly@placercoe.org 530-745-1440

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

PCOE Court and Community Schools engaged or plan to engage educational partners on the use of funds received through the Budget Act of 2021-22 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP) in the following ways:

Educator Effectiveness Block Grant: Actions described in this grant are a two-year extension of actions included in the 2021-2024 LCAP. PCOE engaged education partners via the LCAP development process. The local governing board approved this grant in December 2021.

California Career Technical Education Incentive Grant (CTEIG) Program: Actions described in this grant are an extension of Career Technical Education (CTE) actions at the PCOE Court School that were included in the 2021-2024 LCAP. PCOE engaged education partners via the LCAP development process beginning in January 2021.

ESSER III: PCOE elected to include ESSER III funds in the LCAP. Thus, educational partners were engaged in the use of these funds through the LCAP development process.

A full description of engagement with educational partners during the LCAP development process can be found on pages 62-66 of LCAP at this address: <https://www.placercoe.org/PCOEDocuments/PCOE/Educational-Services/Student-Services/Court-Community-LCAP-Package.pdf>.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Placer County Court and Community Schools are not eligible for additional concentration dollars.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

PCOE Court and Community Schools' educational partner engagement began in January 2021. Opportunities to share educational partner feedback were made available to parents, staff, students, and Board members using robust engagement opportunities.

PCOE staff collected parent and staff feedback via electronic surveys, hard copy surveys, and one-on-one phone calls and facilitated virtual opportunities for all Court and Community Schools staff to provide input. Non-English speaking parents and parents of foster and homeless students were individually called by a program administrator or support staff and verbally asked survey questions designed to solicit educational partner feedback. Principals and administrators were engaged in interactive meetings where staff collected input and made recommendations that informed this plan. PCOE staff collected student feedback via electronic and hard copy surveys and free-response essays.

PCOE Court and Community Schools solicited recommendations and comments from the public regarding actions and expenditures included in the plan.

A small team met to identify themes found between all educational partner feedback pieces. First, the staff analyzed data from surveys. Next, comments from educational partner sessions and individual phone calls were condensed into one document. Then, feedback was organized into categories. The team captured areas of strength, areas of concern, and other themes. Finally, these themes informed the seven supplemental instruction and support strategies described below.

Members of the public were given the opportunity to comment on the proposed actions and expenditures at the Board meeting held on June 10th, 2021, and September 9th, 2021.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

PCOE is committed to ensuring the safety of students, parents, and staff members. To begin the process of resuming in-person instruction in compliance with local, state, and federal guidelines for safety, PCOE has developed a Framework for Reopening Schools. The Framework includes the following components: Administrators and staff will make every effort to implement and share best practices, including:

1. Implement physical distancing best practices
2. Regular safety meetings with all staff
3. Have designated family curbside drop-off/pick-up station
4. Support and encourage self-monitoring
5. Stay home if showing or experiencing any sign of sickness
6. Post signage of COVID 19, risk assessment, and preventative measures
7. Parent volunteers are not permitted at this time
8. Restrict activities and visitors, including volunteers and parent tours
9. Require students and staff to conduct handwashing or sanitizing as their first activity upon arrival each day and regularly throughout the day
10. Stock cleaning supplies for each cohort/classroom
11. Have a stock of face coverings if a child or staff member exhibits symptoms
12. Clean and disinfect frequently
13. Keep play materials on-site; and not allow equipment to go home with students
14. Keep emergency contact information up to date.

More detailed information can be found in the In-person Instructional Offerings section of the 2020-2021 Learning Continuity and Attendance Plan.

Placer County Office of Education has experienced successes and challenges during the implementation of the American Rescue Plan Act and the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan.

Successes of actions related to improving effective first instruction (LCAP Goal 1):

Ongoing PLCs and PDs focusing on formative assessment and Universal Design for Learning have contributed to a 30% increase in the percentage of teachers using formative assessment to inform their instruction regularly. The percentage of teachers using formative assessments has increased from 50% at the end of 2020-21 to 80% in December 2021. PCOE's Equity, Innovation, and Supports (EIS) department provided professional development related to ELD strategies, and universally-designed lessons have been provided, and it has been well-received by instructional staff.

Court school staff have successfully transitioned back and forth between in-person and remote instruction when there have been 10 to 14-day quarantines.

Challenges of actions related to improving effective first instruction (LCAP Goal 1):

The team is finalizing the structure and allocating resources to provide individual instructional coaching cycles in the second half of the 2021-2022 school year. Individualized coaching will also be provided to teachers on the Reading with Relevance curriculum.

Challenges of actions related to reclassifying English learners (LCAP Goal 1): The English Learner reclassification rate is lower than in previous years. Students must now earn a Level 4 on the ELPAC to be considered for reclassification.

Successes of increased intervention supports and academic services (LCAP Goal 1 and ELO plan):

The introduction of a formal Intervention Team has provided a structure for more formal screening processes and data monitoring for all students. The addition of an intervention teacher has provided the students with increased individualized academic support and check-ins. The intervention teacher has taken the lead in supporting Tier II and III social-emotional-behavioral interventions.

Challenges of increased intervention supports and academic services (LCAP Goal 1 and ELO plan):

There are continuous opportunities to increase family/guardian engagement for all students' social-emotional health and academic needs. In addition, the team looks forward to clearly defining specific data decision rules to identify which students require Tier II or III interventions.

Successes of college and career readiness supports (LCAP Goal 2):

The introduction of the Academic Counselor position has resulted in new systems to connect students with college and career readiness opportunities. For example, two students graduated from Honour Schaps Court school before December 1, 2021. Both of these students completed the FAFSA application, and both were referred to Golden Sierra Job Training Agency.

In addition, the CTE instructor consistently provides instruction that results in career readiness certifications; program-wide, students have already earned an average of 2.5 certificates per student before December 1, 2021. (The goal is 2.5 by the end of the year). The percentage

of Court and Community students enrolled for 21 days or more who earned CTE credits increased from 13% in 2019-20 to 70% in December 2021. The goal is 50%.

Challenges of college and Career Readiness supports (LCAP Goal 2):

The addition of new positions and new goals necessitates the development of new systems and processes and ongoing communication and collaboration with community partners. The team has realized the need to define “swim lanes” and outline procedures to identify and remove redundancies, inefficiencies, or gaps resulting from multiple players addressing similar student needs.

Successes in providing tiered supports for all students (PBIS and MTSS) LCAP Goal 3:

PCOE launched a Data Quality Team this year. During its monthly meetings, the team has started the Data Quality Self-Assessment from System Improvement Leads. It has also addressed other issues related to replicable data queries and reports. Strengthening data practices in these ways will better allow the Court and Community school teams to structure tiered academic and social-emotional-behavioral supports. The suspension rate for Court and Community students has decreased from 3.9% on the 2019 California Dashboard to 0% in December 2021.

In addition, Honour Schaps Court School has continued to refine and strengthen its Tier I PBIS practices, including utilizing the School-Wide Information System (SWIS) behavior referral data for decision-making and launching a PBIS School Store in conjunction with LiveSchool points. Mid-year student school climate survey data indicates high student agreement about clear behavioral expectations (3.3 out of 4), being treated with respect (3.4 out of 4), and being recognized for appropriate behavior (3.2 out of 4).

Challenges of providing tiered supports for all students (PBIS and MTSS) LCAP Goal 3:

The Data Quality Team has not yet completed its self-assessment and action planning related to the Data Quality project. In addition, the team has not yet outlined clear data decision rules for which students would qualify for tiered academic supports or social-emotional-behavioral interventions.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Fiscal resources in PCOE’s applicable plans are well aligned with its 2021-22 LCAP and annual updates. In addition, all plans have a consistent focus on Academic Supports, College and Career Readiness, Mental Health and Social-Emotional Well-Being, and In-Person Instructional Safety Practices.

1. ESSER III Plan.

[https://go.boarddocs.com/ca/pcoe/Board.nsf/files/C98P7960A786/\\$file/2021 ESSER III Expenditure Plan Placer County Community Schools 20211101%20\(Highlights\).pdf](https://go.boarddocs.com/ca/pcoe/Board.nsf/files/C98P7960A786/$file/2021%20ESSER%20III%20Expenditure%20Plan%20Placer%20County%20Community%20Schools%2020211101%20(Highlights).pdf)

2. Educator Effectiveness.

[https://go.boarddocs.com/ca/pcoe/Board.nsf/files/C98P7T60A790/\\$file/Educator%20Effectiveness%202021.pdf](https://go.boarddocs.com/ca/pcoe/Board.nsf/files/C98P7T60A790/$file/Educator%20Effectiveness%202021.pdf)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP

- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control 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 Assistant Superintendent	sconnolly@placercoe.org (530)745-1440

Plan Summary [2022-23]

General Information

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

Situated in the Sierra Foothills, Placer County districts serve over 75,000 students in 16 school districts. To serve Placer County students, the Placer County Office of Education provides various programs and services to meet student needs. This task is accomplished by providing high-quality, specialized programs for students, developing highly qualified staff, and monitoring fiscal accountability and expenditures.

During the 2021-2022 school year, a mutual decision was made by the Placer County Office of Education (PCOE) and the Tahoe Truckee Unified School District (TTUSD) for the Tahoe Truckee Community School to transfer oversight from PCOE to TTUSD. As a result, the closure of the PCOE-operated Tahoe Truckee Community School will occur on July 1st, 2022. Therefore, many LCAP metrics, outcomes, and actions have been modified for the 2022-2023 update to reflect the shift from a Court and Community School LCAP to a Court School LCAP.

The Honour Schaps Court School (Auburn) is operated by the Placer County Office of Education and serves incarcerated youth in the community. Honour Schaps 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. Honour Schaps Court School partners with Placer County Probation to provide counseling to students in need of social-emotional support and interventions related to anger management and appropriate choice making. Academic Counseling and career exploration courses are provided to all students in grades 9-12. A broad course of study is available using a blended model of in-class instruction and online coursework.

In 2020-2021, 2.6% (3/116 students) of Court School students were enrolled for more than 90 days. According to 2020-2021 data from Data Quest, the stability rate of Honour Schaps Court School was 0%. 0 out of 117 students had stable enrollments (enrolled 245 consecutive

calendar days at the same school without a disqualifying exit). In comparison, the Placer County stability rate is 88.7%, and the statewide stability rate is 92.3%.

Due to the transient nature of student enrollments, traditional academic cohort data is not available and is not an appropriate indicator of student learning loss or progress. In addition, the highly variable student enrollment and low student numbers cause metrics to vary significantly from year to year. This includes California Assessment of Student Performance and Progress metrics, English Language Proficiency Indicator, A-G Course completion, Career Technical Education pathway completion, advanced placement examination passage, 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

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

- Graduation Rate maintained at 100% (8/8 students)
- Professional Development and Instructional Coaching was delivered to all teachers
- Reduced Suspension Rate from 0.7% to 0% (2019-2020 and 2020-2021 Data Quest)
- 69% of PCOE Court School students enrolled for 21 days or more earned at least one Career Technical Education credit (2021-2022)
- PCOE Court Students earned an average of 2.3 career readiness certifications as of April 15, 2022 (55 students earned a total of 131 certificates)
- Students enrolled in PCOE Court School showed relative strength in Math performance in 2020-2021 and 2021-2022, with all students with pre and post-tests meeting or exceeding their projected growth targets
- A higher percentage of PCOE Court School students met or exceeded their growth targets in Reading in 2021-2022 (75% or 3 out of 4) than in 2020-2021 (50% or 1 out of 2)
- In 2021-2022, the Court School team developed and implemented a new school-specific PBIS framework, resulting in increased student scores in many critical areas on the school climate survey
- The Court School became a College Level Examination Program (CLEP) test center
- The School Psychologist provided weekly counseling services upon request (7 students requested meetings within two months of implementation)
- The Court School earned WASC accreditation during the 2021-2022 school year

NOTE: The CA Dashboard for the Placer County Court School has limited performance indicator data since it is an alternative school with a small 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 LCAP actions and services. The following narrative reflects data collected only from PCOE Court School, and the data reflects a minimal number of students. In 2020-2021, 2.6% (3/116 students) of Court School students were enrolled for more than 90 days. Therefore, only one to four students have pre and post-tests for NWEA MAP. The California Dashboard did not report the College and Career indicator data since fewer than eleven 12th grade students enrolled in the PCOE Court School.

Academic Outcome Data -

PCOE Court School employs a local assessment Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) to measure individual student growth against normative national 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 in the moment and growth over time, regardless of grade level. PCOE Court School collects and analyzes NWEA MAP data continuously to monitor student achievement, inform instruction and support the development of the PCOE Court School Local Control Accountability Plan.

NWEA MAP Assessment Results - Reading

2020-2021

- 50% (1 out of 2) of all students meet or exceed NWEA MAP growth targets.
- 50% (1 out of 2) SED
- There were no English Learners, Students with Disabilities, or Hispanic students with pre and post-tests.

2021-2022

- 75% (3 out of 4) of all students meet or exceed NWEA MAP growth targets.
- 75% (3 out of 4) SED
- 75% (3 out of 4) SwD

- 100% (1 out of 1) EL
- 100% (1 out of 1) Hispanic students

NWEA MAP Assessment Results - Math

2020-2021

- 100% (1 out of 1) of all students meet or exceed NWEA MAP growth targets.
- 100% (1 out of 1) SED
- There were no English Learners, Students with Disabilities, or Hispanic students with pre and post-tests.

2021-2022

- 100% (4 out of 4) of all students meet or exceed NWEA MAP growth targets.
- 100% (4 out of 4) SED
- 100% (4 out of 4) SwD
- 100% (1 out of 1) EL
- 100% (1 out of 1) Hispanic students

PCOE plans to maintain and build upon this success in the following ways:

- Continue to analyze 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.
- Infuse instructional coaching to provide teachers with content training, demonstration lessons, co-plan/co-teach opportunities, and observation/feedback to improve instruction.
- Commit to ongoing PLCs to support teachers in implementing, revising, and monitoring formative assessments.
- Emphasize lesson design with student voice and choice.
- Continue to implement PBIS systems and practices which impact positive school climate, safety, and school engagement.

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.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

SUMMARY: It should be noted that a minimal number of students had pre and post-tests in the Language Usage portion of the NWEA MAP assessment in 2020-2021 and 2021-2022. As identified through educational partner feedback and local metrics, PCOE Court School's greatest need is to increase academic achievement, specifically in Language Usage. In addition to this, instructional practices that

communicate high standards for academic achievement will be an area of focus.

NWEA MAP Assessment Results - Language Usage

2020-2021

- 100% (2 out of 2) of all students meet or exceed NWEA MAP growth targets.
- 100% (2 out of 2) SED
- There were no English Learners, Students with Disabilities, or Hispanic students with pre and post-tests.

2021-2022

- 50% (1 out of 2) of all students meet or exceed NWEA MAP growth targets.
- 50% (1 out of 2) SED
- 0% (0 out of 2) SwD
- 50% (1 out of 2) EL
- 50% (1 out of 2) Hispanic students

PBIS School Climate Survey (academic expectations)

PCOE Court School student ratings related to feeling successful:

- 2020: 2.97 out of 4.0
- 2021: 2.44 out of 4.0

PCOE Court School student ratings related to high standards for achievement:

- 2020: 2.77 out of 4.0
- 2021: 2.33 out of 4.0

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

- Provide all teachers with Instructional Coaching.
- Provide students with academic interventions, small group instruction, and extended year learning opportunities.
- Continue to provide tiered academic interventions.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key features of the PCOE 2021-24 LCAP are summarized in the four goals:

Goal 1: Increase student growth and achievement through improved instructional practices. (Broad Goal)

Goal 1 Context: Analysis of MAP pre and post-assessment results from 2020-21 revealed that a higher percentage of students identified as Students with Disabilities, Socioeconomically Disadvantaged, and English Learner students met their growth targets than the “All Students” average in Language Usage and Math. To support all students in achieving their projected growth targets, site administrators identified a need to enhance school-wide instructional supports, including robust monthly professional learning for effective first instruction for all students, formative assessments infused into lesson plans, and individualized coaching for all teachers.

Many students enroll in the Court School with gaps in their knowledge, low levels of academic confidence, or deficits in academic organization and preparedness; therefore, they require intensified support related to goal setting and progress monitoring. Court School students will be assessed upon enrollment, and individual learning plans will be developed with student input to set short and long-term goals. Various data sources will be analyzed regularly to identify students in need of tiered academic support.

Goal 2: Prepare every student for success by ensuring College and/or Career Readiness. (Broad Goal)

Goal 2 Context: Students enrolled in Court School in grades 9-12 do not have access to more traditional means to achieve college and career readiness as measured on the CA Dashboard, such as multiple options for CTE Career Pathway completion, A-G course completion, college credit courses, leadership/military science, AP exams, IB exams, or the State Seal of Bi-literacy. Therefore, this goal focuses heavily on local actions and metrics that provide various means for students to prepare for success after high school.

Goal 3: Continue to foster safe, engaging, and connected School environments for all students. (Maintenance Goal)

Goal 3 Context: Positive school climate, trauma-informed practices, safety, and strong interpersonal connections are all foundational elements that are necessary to keep Court School families and students engaged in their education. Due to the adverse experiences, high mobility, and exclusionary practices that many Court School students have encountered, it is necessary to develop and maintain intensified tiered systems of support to ensure they can positively engage at school. Specific local metrics are crafted based on identified needs of students in the programs.

Goal 4: Continue to implement and monitor a coordinated program to support districts in addressing the needs of foster youth and students who have been expelled in Placer County. (Maintenance Goal)

Goal 4 Context: Intensive coordination and monitoring of foster youth and expelled students in Placer County is necessary to ensure these student groups continue to progress educationally. In addition, it is critical to support these student groups with other supports that are coordinated and provided by the PCOE staff in partnership with local school districts and community providers.

The highlights of the PCOE 2021-24 LCAP include the following:

- Instructional Coaching Model with 1:1 coaching support for all teachers, including multiple coaching cycles that include lesson design and modeling, co-teaching, observations, and feedback
- Professional Development related to cultural proficiency and culturally responsive instruction, English Language Development, and strategies for effective first instruction
- Current technology utilizing 1:1 laptops for all students
- Academic intervention and tutoring
- Career Technical Education courses and certifications
- Administration of the MAP assessment three times per year to monitor student growth
- Individual counseling and Social Skills Groups provided by School Psychologist/Counselor
- Academic Counseling for grades 9-12
- Student Support Practitioner who supports the seamless transition of students who have attended the Placer County Court School
- Student Support Practitioner to support families and coordinate services accessed through community providers
- Continue to implement Positive Behavioral Interventions and Supports (PBIS) with fidelity, to support a positive school climate and trauma-informed practices
- Coordination of support and services for foster youth
- Coordination of support and services for students who have been expelled

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.

The PCOE Court School is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

The PCOE Court School is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

The PCOE Court School is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The educational partner engagement process to inform the development of the three-year LCAP began in Fall 2020 and continued throughout the 2021-2022 school year. A robust menu of opportunities to share feedback was made available to parents, teachers, the assistant principal, administrators, other school personnel, students, the school site council/parent advisory committee (SSC/PAC), bargaining units, Latino Leadership Council, and Board members. Educational partner feedback was collected via electronic surveys, hard copy surveys, one-on-one phone calls, and virtually facilitated educational partner feedback sessions, including structured data walks in January 2021 and March 2022.

Educational Partner Feedback Actions - Parents

Non-English speaking parents were contacted by support staff and verbally asked survey questions designed to solicit stakeholder feedback.

Educational Partner Feedback Actions - Teachers and Administrators

An additional series of interactive meetings with Principals and administrators were completed in March and April 2021, and targeted feedback was subsequently collected from these partners at monthly Leadership Team Meetings and monthly Administrator LCAP Meetings throughout the 2021-2022 school year. In addition, all Court School teachers attended the April 2022 data walk and feedback session and responded to the opportunity to provide verbal and written input.

Educational Partner Feedback Actions - Students

Student feedback was collected via electronic and hard copy surveys and free-response essays in the 2020-2021 school year. In the 2021-2022 school year, student feedback was collected via electronic surveys and small group conversations with LCAP team members.

Educational Partner Feedback Actions - Public, Local Bargaining Units, and Other School Personnel

PCOE solicited recommendations and comments from the public regarding actions and expenditures included in the plan. Local bargaining units were also consulted regarding the development of the 2021-2024 LCAP. SELPA program specialists provided consultation on the development of the 2021-2024 LCAP and 2021-2022 Annual Update. Members of the public were given the opportunity to comment on the proposed LCAP at the Board meeting held on June 9th, 2022, and June 16th, 2022. The PCOE Court School does not have enough English Learners to necessitate an English Learner Parent Advisory Committee.

Educational Partner Feedback Actions - Summary

Beginning in March 2021, a small team met to identify themes found between all educational partner feedback pieces. First, data from surveys were analyzed. Next, comments from educational partner engagement sessions and individual phone calls were condensed into one document. Then, feedback was organized into categories related to commonly identified areas. From there, areas of strength, areas of concern, and other themes were combined with an analysis of student outcome data to develop the goals and actions in this plan. As soon as feedback was gathered in early 2022, the LCAP team checked progress against the goals, identified themes in the feedback, and suggested revisions to metrics and actions.

When the LCAP was presented to the SSC/PAC at the May 18th, 2022, SSC/PAC meeting, there was no additional input from the SSC/PAC regarding the LCAP.

A summary of the feedback provided by specific educational partners.

The feedback received from specific educational partner groups throughout the LCAP development process revealed the following trends and inputs. Feedback beginning in 2020 is provided below to provide historical context for the goals and actions in this plan. Feedback gathered in 2022 informed the continued and amended actions and metrics.

Student Achievement - 2021 Feedback:

- Staff, parents/guardians, and students were thrilled with the 2020-21 graduate rate and five-year graduation trends.
- Staff and parents/guardians were excited about the increase in the percentage of students meeting or exceeding growth targets on NWEA MAP in Math in 2020-21.
- Staff and parents/guardians expressed concern over lower percentages of students meeting or exceeding growth targets in reading and language usage in 2020-21 compared to 2019-20.
- Teachers requested additional English Learner professional development, coaching, and opportunities to observe other teachers implementing effective strategies.
- All educational partners, including staff, parents/guardians, and students, had positive responses to the increasing trend of EL reclassification.

Student Achievement - 2022 Feedback:

- PCOE added two additional credentialed teachers in the 2021-2022 school year. Staff and parents/guardians shared positive feedback about the restructuring that allowed teachers to provide subject-specific instruction.
- Staff had positive reviews of the English Learner professional development and requested additional professional development.
- Staff expressed a desire to target areas of need based on assessment results.
- Staff requested professional learning opportunities that could positively impact student perceptions of the school's standards for achievement.
- Staff acknowledged that student performance on NWEA MAP could be improved with a more strategic test administration schedule.

College and Career Readiness - 2021 Feedback:

- Staff and parents/guardians requested resources to support students transitioning to college or a career after high school.
- Staff and parents/guardians were very optimistic about CTE opportunities and accomplishments.
- Parent/guardian survey feedback indicated high-interest levels in academic counseling for students for college preparation.

College and Career Readiness - 2022 Feedback:

- Staff and parents/guardians provided positive feedback about the impact of the CTE teacher, Academic Counselor, and Workability staff.
- Staff and parents/guardians requested additional college and career readiness activities such as mock interviews, career day, and guest speakers.

School Climate and Engagement - 2021 Feedback:

- Staff, parents/guardians, and students were excited about high ratings related to student connections with school staff, school staff treating students with respect, feelings of school safety, and low suspension rates.
- Court school staff and parents expressed positive feedback on the use of restorative approaches related to low suspension rates.
- Staff and parents/guardians expressed concerns about the lower student rating on the PBIS school climate survey item, "My school has high standards for achievement."
- Students expressed interest in having increased input with school staff about how things work at school and expressed interest in having more opportunities for individual meetings with their teachers.
- Parents/guardians, staff, and students shared similar positive feelings about school safety, clarity of school rules, and staff/student relationships.
- Parents/guardians and staff also shared high ratings around student achievement expectations and students being recognized for good behavior.

School Climate and Engagement - 2022 Feedback:

- Staff and parents/guardians provided positive feedback around parent-staff relationships, probation-staff relationships, and positive acknowledgment of students.
- Staff and parents/guardians attributed the positive school climate to the fact that PCOE is student-centered.
- Staff and parents/guardians suggested expanding the variety of incentives available to students as part of the PBIS Student Acknowledgment system.

Student Wellness - 2021 Feedback:

- Parents/guardians requested additional SEL supports for students.
- Staff and parents/guardians expressed concerns about the CHKS result related to the "school connectedness" scale and had suggestions about digging deeper into healthy connection strategies.

Student Wellness - 2022 Feedback:

- Staff and parents/guardians believe students are connected with the supports they need. For example, one parent said, "students feel safe in communicating with the staff their needs often."
- Staff and parents/guardians requested additional transitional support when students leave PCOE Court School.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The themes identified from educational partner feedback directly informed the development of the four goals in the 2021-24 LCAP. In addition, specific pieces of input influenced actions in the LCAP.

GOAL 1:

2021 Feedback: Staff, parent/guardian, and student feedback around student achievement shaped Goal 1. MAP data shows that PCOE has an area for growth in general Tier I supports for all students. Compared to the previous year, data from 2020-2021 suggests patterns of learning loss in reading and language usage for all students. Staff and parents/guardians also expressed concern about patterns in the data and had questions regarding the decline in academic performance. Actions focus heavily on improving first instruction through professional development and coaching, increasing staff understanding and usage of MAP growth target data, and providing academic intervention to students in need. Site Administrators selected metrics to measure ongoing staff skill development, student perception of the school's academic expectations, and formative and summative assessments to measure academic growth and achievement.

2022 Feedback: Educational partner feedback in 2021-2022 supports the continuation of Goal 1 and the corresponding actions, including the continuation of English Language professional development and student perception of the school's academic expectations. MAP data suggests a need for continued support for high-quality instruction in English Language Arts for all students, and staff and family are in support of continuing actions around coaching and supports for first instruction.

GOAL 2:

2021 Feedback: Graduation rate and CCI data from the 2019-20 LCAP informed Goal 2 of the 2021-24 LCAP. In 2019-20, 86% of PCOE students graduated with their one-year cohort. The one-year graduation rate is a metric PCOE will continue to track in Goal 2. In 2019-20, 0% of PCOE students were "prepared" as measured by the College and Career Indicator on the California Dashboard. Staff and parent/guardian reactions to these data points informed actions in Goal 2 that expand CTE activities and increase parent and student engagement in college and career readiness activities. The leadership team developed local metrics and actions focused heavily on expanding alternative opportunities to enhance students' college and career preparation.

2022 Feedback: Educational partner feedback supports the continuation of Goal 2 and the corresponding actions, including continuing CTE activities and parent and student engagement. Based on feedback, additional career connection activities such as mock interviews, career days, and guest speakers were added to Goal 2, Action 2.

GOAL 3:

2021 Feedback: Reactions by staff, parents, and students around school climate and engagement informed Goal 3, a maintenance goal. Educational partners, including students, staff, and families, all reported high confidence levels concerning school climate. Survey feedback identified strengths in school safety, predictable routines and structures, and student connections to adults on campus. Fidelity data reflects the consistent implementation of PBIS Systems and Practices, including specific strategies to maintain a strong school climate and student wellness supports. Actions reflect the continued implementation of tiered social-emotional practices to maintain the previously documented positive outcomes and educational partner perceptions. Metrics include implementation fidelity, staff/student/family perception of school climate, and student perception of connectedness with other students on campus.

The Chronic Absenteeism indicator on the CA Dashboard only reports data for grades K-8. Because PCOE students are primarily in grades 9-12, the PCOE Court and Community dashboards do not receive data for Chronic Absenteeism.

2022 Feedback: Educational partner feedback in 2021-2022 supports the continuation of Goal 3 and the corresponding actions, including specific strategies to maintain a strong school climate and counseling for all students.

GOAL 4:

2021 Feedback: Finally, members of the Plan for Expelled Students committee and Foster Youth committee informed Goal 4. Committee members expressed satisfaction with county-provided supports and services related to these specific student groups and would like the supports and services to continue. Coordination actions for foster youth and expelled students will be maintained.

2022 Feedback: Members of the Plan for Expelled Students committee and Foster Youth committee informed Goal 4. All actions will be continued.

Goals and Actions

Goal

Goal #	Description
1	Increase student growth and achievement through improved instructional practices.

An explanation of why the LEA has developed this goal.

Data suggests patterns of learning loss in the areas of reading and language usage for all students. Stakeholders also expressed concern about patterns in the data and had questions regarding the decline in academic performance. Actions focus heavily on improving first instruction through professional development and coaching, increasing staff understanding and usage of MAP growth target data, and providing academic intervention to students. Metrics were selected to measure ongoing staff skill development and formative and summative assessments to measure academic growth and achievement. (Broad goal - addresses Priorities 1, 2, 4, & 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers who demonstrate the use of formative assessment that is used to modify instruction, based on administrator observation two times per year.	2020-2021 - 50% of teachers demonstrated the use of formative assessment used to modify instruction.	2021-2022 - 80% of teachers demonstrated the use of formative assessment used to modify instruction.			80% of teachers will demonstrate the use of formative assessment that is used to modify instruction, based on administrator observation two times per year.
Percentage of all English Learners who are reclassified (includes all PCOE programs).	In 2019-2020, 39% (7 out of 18) of all English Learners were reclassified across PCOE programs.	In 2021-2022, 0% (0 out of 13) English Learners were reclassified across PCOE programs. (Zero students were			50% of EL students across PCOE programs will be reclassified.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Note: EL reclassification rates may vary dramatically from year to year since the number of EL students enrolled changes significantly over time, and students must achieve an overall score of 4 on the ELPAC to qualify for reclassification.		eligible for reclassification.)			
MAP - Percentage of Court and Community students who meet their MAP growth targets in Reading 2022-2023 Amended Metric: Percentage of Court School students who meet their MAP growth targets in Reading	2019-2020 Court and Community School - 67% 2020-2021 Court and Community - 35% 2020-2021 Court - 50%	2021-2022 Court and Community - 63% (5/8 students) 2021-2022 Court - 75% (3/4 students)			At least 50% of Court and Community students will meet their MAP growth targets in Reading 2022-2023 Amended Outcome: At least 50% of Court School students will meet their MAP growth targets in Reading
MAP - Percentage of Court and Community students who meet their MAP growth targets in Language Usage	2019-2020 Court and Community - 85% 2020-2021 Court and Community - 58% 2020-2021 Court - 100%	2021-2022 Court and Community - 20% (1/5 students) 2021-2022 Court - 0% (0/2 students)			At least 50% of Court and Community students will meet their MAP growth targets in Language Usage

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2022-2023 Amended Metric: Percentage of Court School students who meet their MAP growth targets in Language Usage					2022-2023 Amended Outcome: At least 50% of Court School students will meet their MAP growth targets in Language Usage
MAP - Percentage of Court and Community students who meet their MAP growth targets in Math 2022-2023 Amended Metric: Percentage of Court School students who meet their MAP growth targets in Math	2019-2020 Court and Community - 68% 2020-2021 Court and Community - 88% 2020-2021 Court - 100%	2021-2022 Court and Community - 88% (7/8 students) 2021-2022 Court - 100% (4/4 students)			At least 50% of Court and Community students will meet their MAP growth targets in Math 2022-2023 Amended Outcome: At least 50% of Court School students will meet their MAP growth targets in Math
WASC accreditation status at Honour Schaps Court School	2020-2021 - Honour Schaps Court School is not WASC accredited.	Honour Schaps Court School earned initial WASC accreditation during the 2021-2022 school year.			Honour Schaps Court School will become WASC accredited.
Average student response score on the item, "My school has high standards for achievement", in the PBIS School Climate Survey.	In Fall 2020, Court and Community School students' average response score to the question, "My school has high standards for	In Fall 2021, Court and Community School students' average response score to the question, "My school has high standards for			Court and Community School students' average response score to the PBIS School Climate Survey item, "My school has high

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	achievement" was 2.77 (1= strongly disagree, 4=strongly agree).	achievement" was 2.33 (1= strongly disagree, 4=strongly agree).			standards for achievement", will increase to a minimum average score of 3. 2022-2023 Amended Outcome: Court School students' average response score to the PBIS School Climate Survey item, "My school has high standards for achievement", will increase to a minimum average score of 3.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Design and deliver professional development for effective first instruction	<p>Site administrators will meet monthly to develop a professional development sequence, with support and resources from SELPA/PCOE teams. Site administrators will deliver ongoing professional development annually, targeting effective instructional practices, as well as using formative assessment data and MAP growth data to inform lesson planning.</p> <p>2022-2023 Amended Action: Site administrators will meet monthly to develop a professional development sequence, with support and resources from the PCOE Equity, Innovation, and Supports (EIS) department. Site</p>	\$81,234.00	No

Action #	Title	Description	Total Funds	Contributing
		administrators will deliver and monitor ongoing professional development annually, targeting effective instructional practices, as well as using formative assessment data, MAP growth data to inform lesson planning and engagement strategies for high academic expectations.		
1.2	Provide robust professional learning for teachers around effective first instruction (duplicate expense from Goal 1, Action 1)	<p>Site administrators will evaluate team training needs and provide targeted and focused monthly professional learning and collaboration aligned with prioritized effective teaching practices, including backward planning and standards-based lesson design. Continue to provide professional learning related to the use of current technology and learning management systems. At least one professional learning session per month includes an activity related to using formative assessment data to inform instruction.</p> <p>2022-2023 Amended Action: Site administrators will evaluate team training needs and provide/monitor targeted and focused monthly professional learning and collaboration aligned with prioritized effective teaching practices, including backward planning and standards-based lesson design with support and resources from the PCOE EIS department. Continue to provide professional learning related to the use of current technology and learning management systems. At least one professional learning session per month includes an activity related to using formative assessment data to inform instruction.</p>		No
1.3	Provide instructional coaching to all teachers (duplicate expense Goal 1, Action 1)	<p>Site administrators will facilitate individual coaching cycles with all staff at least twice a year, with coaching support from SELPA/PCOE team</p> <p>2022-2023 Amended Action: Site administrators will facilitate individual coaching cycles with all staff at least twice a year, with coaching support from PCOE EIS as</p>		No

Action #	Title	Description	Total Funds	Contributing
		needed, focusing on increased use of formative assessment and foundations of effective lesson design for all students.		
1.4	Develop a data oversight team and data systems	Develop a Data Oversight Team to build systems and staff capacity with respect to formative data measures that relate to students' academic achievement (e.g., AERIES Analytics, NWEA MAP assessment scores, etc.). Leadership Team will review progress towards LCAP goals and actions on a monthly basis.	\$87,588.00	No
1.5	Provide English Language Development (ELD) supports	Obtain support from PCOE's EIS department to provide ELD professional development to site administrators and teachers to increase knowledge and application of ELD standards, curriculum, and strategies. PCOE English Language Coordinator(s) will follow the process for reclassifying eligible students.	\$10,632.00	Yes
1.6	Individual Learning Plans (ILPs)	School site staff will develop ILPs for all students 7-12, and will review ILP goals and student growth targets with students at least quarterly.	\$1,344.00	No
1.7	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. School facilities are well maintained and in good repair. Teachers will provide high-quality instruction based on the academic content and performance standards to all students, including English learners. Students have access to 1:1 devices and technology to support connectivity and access to online courses and materials.	\$90,540.00	No
1.8	Begin the self-study process to earn full accreditation through	PCOE staff will earn WASC accreditation at Honour Schaps Court School to assure the Placer County school community that the school's purposes are appropriate and being accomplished through a	\$5,377.00	No

Action #	Title	Description	Total Funds	Contributing
	the Western Association of Schools and Colleges (WASC)	<p>viable education program. WASC accreditation will also validate the integrity of the school's program and transcripts, facilitate the transfer of credits to other schools, provide a process for regularly examining programs, processes, and data around school goals and student learning through data analysis, reflection, inquiry, and dialogue, build a professional culture to support the schoolwide action plan, foster the continuous improvement of the school's programs and operations to support student learning, and provide valuable insight from fellow educators visiting the school.</p> <p>2022-2023 Amended Action: PCOE staff earned initial WASC accreditation at Honour Schaps Court School. The staff will now engage in the self-study process to assure the Placer County school community that the school's purposes are appropriate and being accomplished through a high-quality education program. Full WASC accreditation will also validate the integrity of the school's program and transcripts, facilitate the transfer of credits to other schools, provide a process for regularly examining programs, processes, and data around school goals and student learning through data analysis, reflection, inquiry, and dialogue, build a professional culture to support the schoolwide action plan, foster the continuous improvement of the school's programs and operations to support student learning, and provide valuable insight from fellow educators visiting the school.</p>		
1.9	Provide additional academic supports for English Learners, Foster Youth and Low Income students	PCOE staff will provide individual and small group academic interventions for students who qualify for tiered support to increase the percentage of students who meet their MAP growth targets.	\$110,669.00	Yes
1.10	Provide additional academic supports for all students	Certificated staff will provide individual and small group academic interventions for students who qualify for tiered support to increase the percentage of students who meet MAP growth targets.	\$196,982.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Please see the Plan Summary Reflections, Successes, and Identified Needs sections for specific challenges and successes experienced with the implementation of Goal 1.

Several actions were successfully implemented during the 2021-2022 school year, contributing to maintaining the positive outcomes addressed in Goal 1. The Data Oversight Team successfully reviewed progress towards LCAP goals and actions monthly. Initial WASC accreditation was earned. Goal 1 Action 6 (Develop Individual Learning Plans) was implemented with students in grades 7-12. However, the team is looking at revising the daily schedule to ensure the advisory period has sufficient time to include consistent ILP review.

All actions were implemented successfully. There were no substantive differences in the planned actions and actual implementation of these actions in the 2021-2022 school year.

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

Goal 1 Action 1 - actual expenditures increased due to salary increases.
 Goal 1 Action 4 - actual expenditures increased due to salary increases.
 Goal 1 Action 5 - actual expenditures increased due to salary increases.
 Goal 1 Action 6 - actual expenditures increased due to salary increases.
 Goal 1 Action 8 - actual expenditures were less than expected since the WASC visit was virtual instead of in-person.
 Goal 1 Action 9 - actual expenditures were significantly less than expected due to an ongoing staff shortage at the Tahoe Truckee Community School.

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

Goal 1 Actions 1, 2, 3, 9, and 10 - These actions were effective as demonstrated by the 30% increase (50% in 2020-2021 to 80% in 2021-2022) in the percentage of teachers using formative assessments to inform instruction, increase in the percentage of Court students meeting growth targets in Reading (50% in 2020-2021 to 75% in 2021-2022), and the maintenance of the percentage of students meeting growth targets in Math (100% in 2020-2021 and 2021-2022).

Goal 1 Action 4 - This action has led to refined data processes, and this work is ongoing. The accuracy of the English Learner reclassification rate is one indicator of the effectiveness of this work.

Goal 1 Action 5 - English Learner supports professional learning opportunities have been well received by staff as evidenced by qualitative feedback from staff requesting additional support and positive post-training survey results not tracked in the LCAP.

Goal 1 Action 6 - informs this work as student growth targets are tracked and monitored during the ILP process. This action has been moderately effective, and feedback from educational partners is informing modifications to the ILP review and monitoring process.

Goal 1 Action 7 - This action was effective as supported by Local Indicator data in Priority Area 1.

Goal 1 Action 8 - This action was effective and led to Initial WASC accreditation.

Goal 1 Actions 9 and 10 - Providing additional academic supports has allowed for targeted small group instruction. Action 10 has contributed to 100% of students meeting their growth targets in Math.

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

Amended Goal:
No Changes

Amended Metrics:
Changed the MAP metrics to Court School only.

Amended Desired Outcomes:
Changed the MAP and PBIS school climate survey desired outcomes to Court School only.

Changed MA

Amended Actions:

Action 1.1 - changed the scope of professional development to include site administrators and administrators from the Equity, Innovation, and Supports department.

Action 1.2 - changed the scope of professional learning to include site administrators and administrators from the Equity, Innovation, and Supports department.

Action 1.3 - changed the scope of coaching to include site administrators and administrators from the Equity, Innovation, and Supports department.

Action 1.8 - changed action from earning an initial accreditation to beginning the self-study process to earn full accreditation through the Western Association of Schools and Colleges (WASC) at the Court School.

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

Goals and Actions

Goal

Goal #	Description
2	Prepare every student for success by ensuring college and/or career readiness.

An explanation of why the LEA has developed this goal.

Stakeholders expressed positive feedback and enthusiasm about the one-year graduation rate and graduation rate trends. Stakeholders were very positive about CTE opportunities and accomplishments. Parent survey feedback indicated high levels of interest in academic counseling for students for college preparation. However, traditional college and career indicators on the dashboard are less attainable for students enrolled for 9-12 months before returning to a comprehensive campus. Because of this, the leadership team developed local metrics and actions focused heavily on expanding alternative opportunities to enhance students' college and career preparation. (Broad goal - addresses priorities 2, 5, 7, & 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Community School students graduating with their one-year cohort (DASS)	2019-2020 Graduation Rate: Community School - 86% (12/14 students)	2020-2021 Graduation Rate: Community School - 88% (7/8 students)			Tahoe Truckee Community School will achieve an 87% graduation rate (87% is the statewide graduation rate).
2022-2023 Amended Metric: Percentage of Court School students graduating with their one-year cohort (DASS)	Court School Graduation Rate - 66% (2/3 students)	Court School Graduation Rate - 100% (8/8 students)			2022-2023 Amended Outcome: Court School students will achieve an 87% graduation rate (87% is the statewide graduation rate).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Number of Court School students enrolled for at least 21 consecutive days who received services from Golden Sierra Job Training Agency</p> <p>2022-2023 Amended Metric: number of career exposure activities provided by community partners and outside agencies</p>	2020-2021: 0	2021-2022: 1 out of 2 graduating students enrolled in Placer Youth Center within the Placer Juvenile Detention Facility received services from Golden Sierra Job Training Agency.			<p>50% of Court School students enrolled for at least 21 consecutive days will receive services from Golden Sierra Job Training Agency</p> <p>2022-2023 Amended Outcome: At least 10 career exposure activities will be provided by community partners and outside agencies per school year.</p>
<p>Percentage of graduating Court and Community School students who submitted the Free Application for Federal Student Aid (FAFSA)</p> <p>2022-2023 Amended Metric: Percentage of graduating Court School students who submitted the Free Application for Federal Student Aid (FAFSA)</p>	2019-2020: 30% of students graduating from Koinonia Community School (4/13) submitted the FAFSA.	2021-2022: 100% of students graduating from Court and Community School (3/3) submitted the FAFSA.			<p>50% of graduating Court and Community School students will submit the Free Application for Federal Student Aid (FAFSA)</p> <p>2022-2023 Amended Outcome: 50% of graduating Court School students will submit the Free Application for Federal Student Aid (FAFSA)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of career readiness certifications earned per student	2020-2021: Court and Community School students earned an average of 2.3 certifications per student (82 students earned 190 certificates) Court School Baseline - 41 students earned 95 certificates	2021-2022: Court and Community School students earned an average of 2.3 certifications per student (15 students earned 131 certificates as of April 15, 2022)			Court and Community School students will earn an average of 2.5 certifications per student 2022-2023 Amended Outcome: Court School students will earn an average of 2.5 certifications per student
2022-2023 New Metric Total number of College Level Examination Program (CLEP) tests passed/total number of CLEP tests taken by students	2021-2022 Baseline: The Court School became a CLEP test center during the 2021-2022 school year (0 CLEP tests taken)	N/A			2022-2023 New Outcome: Students will pass 50% of CLEP tests taken.
Percentage of 9th-12th grade Court and Community School students who were enrolled at least 21 consecutive days and earned Career Technical Education credit	2019-2020: 13% of Court and Community School students enrolled for at least consecutive 21 consecutive days earned Career Technical Education credit.	2021-2022: 73% of Court and Community School students enrolled for at least 21 consecutive days earned Career Technical Education credit (24/33 students)			50% of Court and Community School students enrolled for at least 21 consecutive days will earn Career Technical Education credit 2022-2023 Amended Outcome:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2022-2023 Amended Metric: Percentage of 9th-12th grade Court School students who were enrolled at least 21 consecutive days and earned Career Technical Education credit	2020-2021 Amended Baseline: 69% of Court School students who were enrolled at least 21 consecutive days earned Career Technical Education credit (18/26)				50% of Court School students enrolled for at least 21 consecutive days will earn Career Technical Education credit
2022-2023 New Metric: Percentage of A-G courses completed with a C or better.	2020-2021 Baseline Data: Percentage of A-G courses completed with a C or better - 78.29% (119 out of 152 courses)	N/A			2022-2023 New Outcome: 80% of A-G courses will be completed with a C or better.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Expand Career Technical Education	The Career Technical Education (CTE) teacher will provide career exploration courses and opportunities to earn career certifications.	\$136,519.00	No
2.2	Increase parent/guardian and student outreach related to college and career readiness.	The academic counselor will increase staff, student, and parent education with respect to college and career readiness options, including increasing student exposure to a variety of college and career programs, administering career assessments, and administration of the PSAT. The academic counselor will connect students with certificate and trade programs, as well as job placement resources (Golden Sierra). The academic counselor will assist	\$66,795.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>students and parents with the process to complete the Free Application for Federal Student Aid (FAFSA) application and college applications.</p> <p>2022-2023 Amended Action: The academic counselor will increase staff, student, and parent education with respect to college and career readiness options, including increasing student exposure to a variety of college and career programs, administering career assessments, and administration of the PSAT. The academic counselor will connect students with certificate and trade programs, as well as career connection activities. The academic counselor will assist students and parents with the process to complete the Free Application for Federal Student Aid (FAFSA) application and college applications.</p>		
2.3	Provide Tier I study skills supports	<p>Site PBIS teams will work to develop universal strategies and tools related to study skills. Sites will incorporate these Tier I instructional strategies and supports to increase student academic organization and planning, goal-setting, self-monitoring of progress, and work completion.</p> <p>2022-2023 Amended Action: Court school teachers and staff will work individually and in small groups with students during the advisory period to support study skills strategies and academic planning. Consultation with students will focus on credit acquisition, academic organization and planning, work completion, and goal-setting.</p>	\$34,881.00	No
2.4	Provide courses for college credits (duplicate - included)	The Assistant Principal will explore offering college-level courses at Honour Schaps Court School, which would allow students to earn college credits.		No

Action #	Title	Description	Total Funds	Contributing
	in existing staff duties)	2022-2023 Amended Action: The site administrator will explore offering college-level courses at Honour Schaps Court School, which would allow students to earn college credits.		
2.5	Provide access to the College-Level Examination Program (CLEP) (duplicate - included in existing staff duties)	Honour Schaps Court School will become a CLEP test center and school staff will provide students with test preparation and access to CLEP exams in order to earn college credits. 2022-2023 Amended Action: Honour Schaps Court School became a CLEP test center and school staff will provide students with test preparation and access to CLEP exams in order to earn college credits.		No
2.6	Provide workforce readiness activities and experiences to students with disabilities	The Employment Placement Specialist will provide support to students with disabilities to promote career awareness and exploration, including vocational assessments, soft skills, training, workplace etiquette and guidance to help students discover their strengths and interests.	\$67,316.00	No
2.7	Provide a Broad Course of Study to all students	For students in grades 7 through 12, a Broad Course of Study is provided. It includes English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, and Career Technical Education. All students receive instruction aligned to California state content standards and curriculum frameworks and any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. A-G courses are provided through the Cyber High online learning platform to provide a broad course of study and accelerate credit recovery. Access to core academic content and courses that lead to graduation	\$10,969.00	No

Action #	Title	Description	Total Funds	Contributing
		and success is provided to all students regardless of income, race, primary language, disability, and/or family situation.		
2.8	Provide Student Support Practitioner to support student transitions	<p>The Student Support Practitioner at Honour Schaps Court school will support student transitions from the court school to comprehensive and alternative settings. The Student Support Practitioner will communicate with parents, school staff, and the probation department to ensure smooth transitions with adequate support.</p> <p>2022-2023 Amended Action: The Student Support Practitioner at Honour Schaps Court school will support student transitions from the court school to comprehensive and alternative settings. The Student Support Practitioner will support the development of Individual Learning Plans, and communicate information about students' progress, needs, and goals with parents, school staff, probation officers, and the receiving district to ensure smooth transitions with adequate support.</p>	\$107,680.00	No

Goal Analysis [2021-22]

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

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

Please see the Plan Summary Reflections, Successes, and Identified Needs sections for specific challenges and successes experienced with implementing Goal 2.

The successful implementation of several Goal 2 actions had a significant impact on supporting college and/or career readiness. The addition of a full-time Academic Counselor was successful, as evidenced by an increase in student and family engagement related to FAFSA, Golden Sierra Job Training Agency, and other career connections. This position has also increased messaging to parents via the school newsletter and has formed stronger relationships between PCOE and the local community college program. In addition, the CTE teacher continued to provide courses for Career Technical Education credits and an increased percentage of students earned at least one credit in a CTE course.

Goal 2 Action 2 - The PSAT was not administered this year due to the steps required to obtain a school code; since a school code has now been received, PSAT materials can be ordered for administration in October 2022. In addition, the Academic Counselor did not directly refer

all students enrolled for 21 days or more to the Golden Sierra Job Training Agency because the criteria for that agency changed. The Golden Sierra Job Training Agency determined at the beginning of the 2021-2022 school year that services would only be available to students in the Placer Youth Center and high school graduates.

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.

Goal 2 Action 3 - actual expenditures increased due to salary increases.

Goal 2 Action 7 - this expense was less than expected due to budgeted instructional materials being funded from a different resource.

Goal 2 Action 8 - actual expenditures increased due to salary increases.

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

Goal 2 Action 1, 2, and 6 - These actions have been incredibly effective. Hiring a CTE teacher and extending the Academic Counselor services to PCOE Court School has been particularly effective in progressing on many metrics in Goal 2. As of April 15, 2022, 100% of graduating students completed the FAFSA, 15 students earned a total of 131 career readiness certificates (an average of 2.3 certificates per student), and 73% of students enrolled for at least 21 consecutive days earned Career Technical Education credit (a 60% increase over the prior year).

Goal 2 Action 3 - Action was effective in helping students develop study skills and academic organization needed for meeting graduation requirements, as evidenced by the 100% one-year graduation rate.

Goal 2 Action 4 - Exploring offering college-level courses has occurred, yet there have been barriers related to communication and follow through with community partners.

Goal 2 Action 5 - Baseline data is being collected to measure the effectiveness of the action.

Goal 2 Action 7 - This action was effective as measured by Local Indicator Priority Area 7.

Goal 2 Action 8 - This action has aided in implementing ILPs, transition support for students, and communication about students' progress, needs, and goals with parents, school staff, probation officers, and the receiving district to ensure smooth transitions with adequate support. This action has been effective and is reflected in the 100% one-year graduation rate.

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

Amended Goal:

No Changes

Amended Metrics:

Changed graduation rate, FAFSA completion, and CTE credits metrics to Court School only.

Changed Golden Sierra metric to # of career exposure activities.

Added CLEP metric.

Added A-G Metric.

Amended Desired Outcomes:

Changed graduation rate, FAFSA completion, career certifications, and CTE credits desired outcomes to court school only.

Added CLEP desired outcome.

Added A-G desired outcome.

Amended Actions:

Action 2.2 - changed to include all career connection activities instead of a specific job placement agency.

Action 2.3 - changed to reflect staff using the advisory period to provide study skills supports.

Action 2.4 - changed Assistant Principal to Site Administrator.

Action 2.5 - Honour Schaps Court School became a CLEP test center during the 2021-2022 school year, so this action was amended.

Action 2.8 - added support for developing Individual Learning Plans and increased communication to support successful transitions.

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

Goals and Actions

Goal

Goal #	Description
3	Continue to foster safe, engaging, and connected school environments for all students.

An explanation of why the LEA has developed this goal.

Court and Community stakeholders, including students, staff, and families, all reported high confidence levels concerning school climate. School safety, predictable routines and structures, and student connections to adults on campus were strengths identified within survey feedback. The actions reflect the continued implementation of PBIS tiered support, which includes specific strategies to maintain a strong school climate and student wellness supports. Actions reflect the continued implementation of tiered social-emotional practices intended to maintain the previously documented positive outcomes and stakeholder perceptions. (Maintenance goal addresses priorities 3, 5, & 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Court and Community School Attendance Rate 2022-2023 Amended Metric: Court School Attendance Rate	2019-2020: 97%	2020-2021 Court and Community (combined): 92.7% Court: 98%			Maintain above 95%
Court and Community Chronic Absenteeism Rate 2022-2023 Amended Metric: Court School Chronic Absenteeism Rate	2019-2020: Court and Community 5% 2022-2023 Amended baseline: Court only 2020-2021 3.3%	2020-2021 (DataQuest) Community School: 19.5% Court School: 3.3%			Maintain at or below 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Court and Community School suspension rate - % of students (cumulative enrollment) suspended for at least one day</p> <p>2022-2023 Amended Metric: Court School suspension rate - % of students (cumulative enrollment) suspended for at least one day</p>	<p>2019 CA Dashboard Community School: 3.9% Court School: 0%</p> <p>2019-2020 (DataQuest) Community School: 1.1% Court School: .7%</p>	<p>2020-2021 (DataQuest) Community School: 0% Court School: 0%</p>			<p>Maintain suspension rate: Community School - under 4% Court School - under 1%</p> <p>2022-2023 Amended Outcome: Maintain suspension rate: Court School - under 1%</p>
<p>PBIS School Climate Surveys (PBIS Assessments) – Average perception of students, families, and staff related to school climate. (1= strongly disagree, 4=strongly agree)</p>	<p>Court and Community 2020-2021: Family/Guardians: 3.76 Student: 3.04 Staff: 3.17</p>	<p>2021-2022 Court and Community (Avg 3.1): Family/Guardians average score 3.36; Student average score 2.9; Staff 3.04</p>			<p>Average scores on the PBIS School Climate Surveys will maintain a minimum score of 3 across families/guardians, students, and staff</p>
<p>Percentage of Court and Community students who answer "pretty much true" or "very much true" on the California Healthy Kids Survey "High</p>	<p>In 2019: 56%</p>	<p>In 2020-2021, 83% of Community School students answered "pretty much true" or "very much true" on the "High</p>			<p>At least 50% of Court and Community students will answer "pretty much true" or "very much true" on the California Healthy Kids Survey "High</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Expectations- Adults in School" scale.</p> <p>2022-2023 Amended Metric: Percentage of Court School students who answer "pretty much true" or "very much true" on the California Healthy Kids Survey "High Expectations- Adults in School" scale</p>		Expectations-- Adults in School" scale.			<p>Expectations - Adults in School" scale</p> <p>2022-2023 Amended Outcome: At least 50% of Court School students will answer "pretty much true" or "very much true" on the California Healthy Kids Survey "High Expectations - Adults in School" scale</p>
<p>Expulsion Rate - the percentage of students (cumulative enrollment) who have been expelled</p> <p>2022-2023 Amended Metric: End metric after 2021-2022 - students in court school are not expelled</p>	2019-2020: 0%	2020-2021: 0%			<p>Maintain Expulsion Rate below 1%</p> <p>2022-2023 Amended Outcome: Remove desired outcome - students in court school are not expelled</p>
<p>PBIS Tiered Fidelity Inventory (PBIS Assessments) - Measures the fidelity of implementation of core features of PBIS</p>	Court school has not yet completed the TFI due to scaling up new systems.	2021-2022: Court School scored 87% on the Tier I Tiered Fidelity Inventory for PBIS.			Court school will score the recommended minimum of at least 70% on the PBIS Tiered Fidelity Inventory (TFI)

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Implement Tier I PBIS practices and SEL competencies	Continue to implement core features of school-wide Positive Behavior Interventions and Supports as evidenced by monthly data-based PBIS meetings, explicit instruction related to school expectations, utilization of prevention-based trauma-informed practices, implementation of robust and focused student acknowledgment systems, and consistent school discipline policies, which include instructive and restorative approaches. Provide coaching and ongoing professional development to site teams and administrators. Coordinate and deliver school-wide Social-Emotional Learning curriculum, both embedded in academic instruction and targeted SEL skills (e.g., School Connect, BASE Education). Utilize ongoing survey and student self-assessment tools to monitor SEL growth and support needs.	\$1,039.00	No
3.2	Support culturally proficient practices	<p>Collaborate with PCOE Equity, Innovation and Supports Department, and Prevention Supports and Services department for resources and professional development related to cultural proficiency, cultural representation, and culturally responsive instruction. Site leaders will provide annual professional development and coaching related to culturally proficient classroom practices/lesson design. Site leaders will provide at least two Culturally Proficient Practices Professional Development sessions annually, which braid together strategies of culturally responsive PBIS and culturally responsive instructional practices and curriculum. Site leaders will provide follow-up feedback and coaching to school staff.</p> <p>2022-2023 Amended Action: Collaborate with partners such as PCOE Equity, Innovation and Supports Department, PCOE's Prevention Supports and Services department, and Reading with Relevance to deliver resources and professional development related to culturally proficient practices and culturally responsive instruction. Site leaders will ensure the delivery of at least two Culturally Proficient Practices Professional Development sessions annually, including strategies of culturally</p>	\$16,429.00	No

Action #	Title	Description	Total Funds	Contributing
		responsive PBIS practices and culturally responsive instruction and curriculum. Site leaders will provide follow-up feedback and coaching to school staff.		
3.3	Engage families and students (Partially duplicated expense of Goal 1, Action 4)	<p>Sites will continue to provide opportunities for family engagement via events such as school site council/stakeholder feedback sessions, school safety committee meetings, surveys, School Messenger communication, positive postcards home, ongoing student recognition activities, parent training, and access to student information online (e.g., AERIES, LiveSchool, Canvas, Google classroom), PCOE technology support line, and opportunities for students to provide feedback related to Tier I PBIS practices.</p> <p>2022-2023 Amended Action: Sites will continue to provide opportunities for family engagement via events such as school site council/educational partner feedback sessions, school safety committee meetings, surveys, School Messenger communication, positive postcards home, ongoing student recognition activities, parent training, and access to student information online (e.g., AERIES, LiveSchool, Canvas, Google classroom), PCOE technology support line, and opportunities for students to provide feedback related to Tier I PBIS practices.</p>	\$2,151.00	No
3.4	Maintain data systems supporting MTSS	Continue to utilize student information systems (e.g., AERIES) and program data analysts to support entry and analysis of high-quality academic and engagement data. Teams will continue to analyze MTSS data to determine whether systems changes or supports are needed at the site level, and utilize structured processes for action planning in an effort to improve outcomes and monitor progress.	\$101,512.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Utilize Foster Focus system to support foster youth	<p>PCOE Court and Community School staff and the PCOE Foster Youth District Liaison will utilize the Foster Focus data system to support and monitor outcomes for foster youth.</p> <p>2022-2023 Amended Action: 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.</p>	\$9,970.00	No
3.6	Provide bilingual parent/student liaison	<p>PCOE Court and Community Schools will improve bilingual support services through more robust communication and support for parents and families of English Learners. The bilingual parent liaison will increase student and parent outreach and make weekly contact with non-English speaking parents to answer questions and offer support.</p> <p>2022-2023 Amended Action: PCOE Court School will improve bilingual support services through more robust communication and support for parents and families of English Learners. The bilingual parent liaison will increase student and parent outreach and make weekly contact with non-English speaking parents to answer questions and offer support.</p>	\$12,720.00	Yes
3.7	Provide counseling services and opportunities for social-emotional learning	<p>PCOE Court and Community School will increase individual counseling services and supports for unduplicated students.</p> <p>2022-2023 Amended Action: PCOE Court School will increase individual counseling services and supports for unduplicated students.</p>	\$24,133.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Coordinate mental health supports and services	<p>The Mental Health Specialist will coordinate and implement attendance interventions and the SARB process. Provide support to classroom teachers related to culturally proficient practices and generalization of SEL skills. Participate in site intervention team meetings. Manage referrals from site staff related to access to community services for students and families, coordinate the Handle with Care program, and coordinate and provide professional development related to student wellness and healthy boundaries. Coordinate and provide Tier III interventions. Provide outreach to families regarding the availability of mental health supports at school sites.</p> <p>2022-2023 Amended Action: The Student Support Practitioner will coordinate and implement attendance interventions and the SARB process. Participate in site intervention team meetings. Manage referrals from site staff related to access to community services for all students and families, including English learners, socio-economically disadvantaged students, Foster Youth, and students with disabilities. The Student Support Practitioner will also coordinate the Handle with Care program and provide professional development related to student wellness and healthy boundaries. Provide outreach to families regarding the availability of mental health supports at school sites.</p>	\$53,432.00	No

Goal Analysis [2021-22]

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

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

Please see the Plan Summary Reflections, Successes, and Identified Needs sections for specific challenges and successes experienced with the implementation of Goal 3.

Several actions were successfully implemented during the 2021-2022 school year, contributing to maintaining the positive outcomes addressed in Goal 3. The Placer County Court School team implemented core features of Positive Behavior Interventions and Supports (PBIS). In addition, they adapted their systems and practices to student needs that changed throughout the pandemic. A significantly

successful action was the introduction of a Student Support practitioner mid-year; since January, this position has served to connect many students and families with outside resources and has integrated into all Intervention Team meetings. Another successful action is related to Action 3.7: Provide counseling services and opportunities for social-emotional learning. As a result, PCOE's School Psychologist holds weekly office hours for any student who requests social-emotional support.

Action 3.2 (Support Culturally Proficient Practices): While professional development and coaching related to culturally proficient practices was provided, the content did not braid together culturally proficient PBIS practices with culturally responsive instruction; these topics were covered in separate sessions.

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.

Goal 3 Action 1 - actual expenditures increased due to salary increases

Goal 3 Action 3 - actual expenditures for PBIS budgets increased

Goal 3 Action 4 - actual expenditures increased due to salary increases

Goal 3 Action 6 - actual expenditures increased due to salary increases

Goal 3 Action 8 - actual expenditures were less due to a change in the position. The mental health specialist was replaced with a student support practitioner to better meet the needs of students and families.

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

Goal 3 Actions 1, 2, 7, and 8 - These actions were highly effective and resulted in a 0% suspension and a 0% expulsion rate. Since revamping school-specific PBIS practices, the Placer County Court School earned an 87% implementation score on the Tiered Fidelity Inventory, and student-level data related to core features of PBIS have increased compared to previous survey data. Also, newly launched counseling services and supports, including student requested office hours for counseling, have been utilized by seven students in two months.

Goal 3 Action 3 - Engaging families and students have been moderately effective, as evidenced by school climate survey scores. Though the scores were positive (3.36 out of 4), a small number of parents/guardians, 5, responded to the survey. There is also low representation at parent meetings. There are opportunities for improvement in parent communication.

Goal 3 Action 4 - Data systems have been effectively maintained. Improvements to data processes have resulted from progress monitoring. For example, monitoring the student attendance process led to improved documentation of student needs and staff interventions in Aeries.

Goal 3 Action 5 - Utilizing the Foster Focus system to support foster youth has been effective.

Goal 3 Action 6 - Providing bilingual parent/student liaison has allowed non-English speaking parents to answer questions and offer support. The positive interactions are evidenced by the positive response to the school climate survey.

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

Amended Goal:
No Changes

Amended Metrics:
Change attendance rate, chronic absenteeism rate, suspension rate, and California Healthy Kids Survey to Court School only.
End expulsion metric effective 2022-2023 school year since expulsions do not occur in Court School settings.
Added 2020-2021 baseline data for Court school only related to Chronic Absenteeism.

Amended Desired Outcomes:
Changed Suspension rate and California Healthy Kids Survey desired outcomes to Court School only.
Removed expulsion desired outcome - students in the court school are not expelled.

Amended Actions:
Action 3.2 - maintained professional development on cultural proficiency while removing the criteria that the content must braid together PBIS and instructional practices.
Action 3.3 - changed stakeholder to educational partner.
Action 3.5 - changed action to court school only.
Action 3.6 - changed action to court school only.
Action 3.7 - changed action to court school only.
Action 3.8 - changed mental health specialist to student support practitioner.

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

Goals and Actions

Goal

Goal #	Description
4	Continue to implement and monitor a coordinated program to support districts in addressing the needs of foster youth and students who have been expelled in Placer County.

An explanation of why the LEA has developed this goal.

Stakeholders 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 youth will help provide maintenance toward this goal. (Maintenance goal - addresses priorities 9 and 10)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Stability Rate - percentage of foster youth who continue in the same school for the entire school year	2019-2020 - 88%	2020-2021 - 79%			Maintain above 80%
The Plan for Expelled Students (PES) Committee will continue to meet to coordinate services and supports for expelled students three times per year	2020-2021 - The Plan for Expelled Students Committee met to coordinate services and supports for expelled students two times	2021-2022 - The Plan for Expelled Students Committee met three times to coordinate services and supports for expelled students. The three-year Plan for Expelled Students was approved in June 2021.			Maintain PES committee meetings three times per year to coordinate services and supports for expelled students
Percentage of local foster youth receiving educational case	2019-2020 - 41% (250 out of 611 foster youth)	2020-2021 - 77% (255 out of 330 foster youth)			60% of all local foster youth will receive educational case

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
management through PCOE staff.					management through PCOE staff

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Coordinate services and supports for Placer County foster youth	<p>For Foster Youth -</p> <ul style="list-style-type: none"> 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. 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. 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. 	\$273,977.00	No
4.2	Coordinate services and supports for students who have been expelled in Placer County	<p>For Expelled Students -</p> <ul style="list-style-type: none"> a) Coordinate the implementation of the 2021-2024 Plan for Expelled Students. b) Meet with stakeholders three times per year to maintain ongoing collaboration and a transparent referral process. 	\$14,186.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>c) Coordinate successful transitions for Expelled Students by monitoring individual expulsions, meeting with districts, and coordinating transition meetings and supports.</p> <p>d) Implement an agreement regarding the coordination of awarding and applying partial credits between the district LEAs and PCOE.</p>		

Goal Analysis [2021-22]

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

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

Please see the Plan Summary Reflections, Successes, and Identified Needs sections for specific challenges and successes experienced with the implementation of Goal 4.

The coordination of support services for Foster Youth and students expelled in Placer County was implemented successfully during the 2021-2022 school year. The Foster Youth service team supported the coordination of services for Foster Youth by maintaining an executive advisory committee, collaborating with the courts through assigned Student Support Practitioner positions, ensuring the timely transfer of school records through the use of the Foster Focus system, supporting smaller districts, refining end of year data and, providing professional development for social workers and special education case managers. In addition, the Committee for Expelled Students implemented the recently approved (June 2021) Plan for Expelled Students. The committee met three times to coordinate services for expelled students, including transitions, the transfer of credits (including partial credits), and records. The committee also reviewed the referral process, which was especially helpful to new members. There were no substantive differences in the planned actions and the actual implementation of Action 4.1 and 4.2 related to Foster Youth and students who are expelled.

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

No material differences.

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

Action 4.1 was effective in making progress toward coordinating county-wide services for Foster Youth. Specifically, the PCOE Foster Youth Services team continued to advocate for individual foster youth to remain in their schools of origin by training school district Foster Youth

Liaisons, assisting with school transportation arrangements, providing high-intensity individualized case management for youth, and educating resource parents and child welfare workers.

Action 4.2 was effective in making progress toward coordinating support services for expelled students in Placer County. Specifically, meeting regularly with district administrators to implement the Plan for Expelled Students has ensured the coordination of services for these students.

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

Amended Goal:

No changes

Amended Metrics:

No amended metrics

Amended Desired Outcomes:

No amended outcomes

Amended Actions:

No amended actions

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$87,554	\$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
0.74%	0.0	\$0.00	0.74%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

PCOE considered the needs, conditions, and circumstances of unduplicated students first. As a result, all actions contributing to the increased or improved services are specific to these student groups and can be found in Prompt 2 below. None of the contributing actions were designed for school-wide or district-wide implementation.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The following actions are being provided to address the needs of our foster youth, low-income, and English learner students. These actions and the related expenditures describe how the LEA is meeting its requirement to increase or improve services by at least .74%.

Foster Youth

* Goal 1, Action 9 - Provide additional academic supports for students:

PCOE will increase academic intervention by providing individual and small group instruction to students delivered by a credentialed teacher.

* Goal 3, Action 7 - Provide counseling services and opportunities for social-emotional learning:
PCOE will increase individual counseling services and supports for all unduplicated student groups to support student mental health.

English Learners

* Goal 1, Action 5 - Provide English Language Development (ELD) supports:
PCOE will increase ELD supports by providing ELD professional development to site administrators and teachers to increase knowledge and applications of ELD standards, curriculum, and strategies.

* Goal 1, Action 9 - Provide additional academic supports for students:
PCOE will increase academic intervention by providing individual and small group instruction to students delivered by a credentialed teacher.

* Goal 3, Action 6 - Provide bilingual parent/student liaison:
PCOE will improve bilingual support services through more robust communication and support for parents and families of English Learners. The bilingual parent liaison will increase student and parent outreach.

* Goal 3, Action 7 - Provide counseling services and opportunities for social-emotional learning:
PCOE will increase individual counseling services and supports for all unduplicated student groups to support student mental health.

Low-income Students

* Goal 1, Action 9 - Provide additional academic supports for students:
PCOE will increase academic intervention by providing individual and small group instruction to students delivered by a credentialed teacher.

* Goal 3, Action 7 - Provide counseling services and opportunities for social-emotional learning:
PCOE will increase individual counseling services and supports for all unduplicated student groups to support student mental health.

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

Not Applicable

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$264,394.00	\$662,168.00		\$591,513.00	\$1,518,075.00	\$1,256,045.00	\$262,030.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Design and deliver professional development for effective first instruction	All				\$81,234.00	\$81,234.00
1	1.2	Provide robust professional learning for teachers around effective first instruction (duplicate expense from Goal 1, Action 1)	All					
1	1.3	Provide instructional coaching to all teachers (duplicate expense Goal 1, Action 1)	All					
1	1.4	Develop a data oversight team and data systems	All	\$28,372.00			\$59,216.00	\$87,588.00
1	1.5	Provide English Language Development (ELD) supports	English Learners	\$10,632.00				\$10,632.00
1	1.6	Individual Learning Plans (ILPs)	All				\$1,344.00	\$1,344.00
1	1.7	Provide fully credentialed teachers, standards aligned instruction and instructional materials, and	All		\$41,378.00		\$49,162.00	\$90,540.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		maintained school facilities						
1	1.8	Begin the self-study process to earn full accreditation through the Western Association of Schools and Colleges (WASC)	All	\$5,377.00				\$5,377.00
1	1.9	Provide additional academic supports for English Learners, Foster Youth and Low Income students	English Learners Foster Youth Low Income	\$110,669.00				\$110,669.00
1	1.10	Provide additional academic supports for all students	All Students with Disabilities		\$196,982.00			\$196,982.00
2	2.1	Expand Career Technical Education	All				\$136,519.00	\$136,519.00
2	2.2	Increase parent/guardian and student outreach related to college and career readiness.	All				\$66,795.00	\$66,795.00
2	2.3	Provide Tier I study skills supports	All				\$34,881.00	\$34,881.00
2	2.4	Provide courses for college credits (duplicate - included in existing staff duties)	All					
2	2.5	Provide access to the College-Level Examination Program (CLEP) (duplicate - included in existing staff duties)	All					
2	2.6	Provide workforce readiness activities	Students with Disabilities		\$24,683.00		\$42,633.00	\$67,316.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		and experiences to students with disabilities						
2	2.7	Provide a Broad Course of Study to all students	All	\$4,839.00			\$6,130.00	\$10,969.00
2	2.8	Provide Student Support Practitioner to support student transitions	All		\$107,680.00			\$107,680.00
3	3.1	Implement Tier I PBIS practices and SEL competencies	All		\$1,039.00			\$1,039.00
3	3.2	Support culturally proficient practices	All		\$16,429.00			\$16,429.00
3	3.3	Engage families and students (Partially duplicated expense of Goal 1, Action 4)	All	\$2,151.00				\$2,151.00
3	3.4	Maintain data systems supporting MTSS	All	\$51,315.00			\$50,197.00	\$101,512.00
3	3.5	Utilize Foster Focus system to support foster youth	Foster Youth All				\$9,970.00	\$9,970.00
3	3.6	Provide bilingual parent/student liaison	English Learners	\$12,720.00				\$12,720.00
3	3.7	Provide counseling services and opportunities for social-emotional learning	English Learners Foster Youth Low Income	\$24,133.00				\$24,133.00
3	3.8	Coordinate mental health supports and services	All				\$53,432.00	\$53,432.00
4	4.1	Coordinate services and supports for Placer County foster youth	Foster Youth All		\$273,977.00			\$273,977.00
4	4.2	Coordinate services and supports for	Students who have been expelled All	\$14,186.00		\$14,186.00		\$14,186.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		students who have been expelled in Placer County						

2022-23 Contributing Expenditures Tables

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
\$11,843,359	\$87,554	0.74%	0.0	0.74%	\$158,154.00	0.00%	1.34 %	Total:	\$158,154.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$158,154.00
								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	1.5	Provide English Language Development (ELD) supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,632.00	
1	1.9	Provide additional academic supports for English Learners, Foster Youth and Low Income students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$110,669.00	
3	3.6	Provide bilingual parent/student liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$12,720.00	
3	3.7	Provide counseling services and opportunities for social-emotional learning	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Honour Schaps Court School 7-12	\$24,133.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,514,303.39	\$1,568,597.00

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	Design and deliver professional development for effective first instruction	No	\$103,636.00	\$129,685
1	1.2	Provide robust professional learning for teachers around effective first instruction (duplicate expense from Goal 1, Action 1)	No	Duplicate	Duplicate
1	1.3	Provide instructional coaching to all teachers (duplicate expense Goal 1, Action 1)	No	Duplicate	Duplicate
1	1.4	Develop a data oversight team and data systems	No	49,051.39	\$122,422
1	1.5	Provide English Language Development (ELD) supports	Yes	\$9,479.00	\$12,049
1	1.6	Individual Learning Plans (ILPs)	No	\$2,368.00	\$5,274
1	1.7	Provide fully credentialed teachers, standards aligned instruction and instructional materials, and maintained school facilities	No	\$88,388.00	\$88,831
1	1.8	Begin the process to earn accreditation through Western Association of Schools and Colleges (WASC)	No	\$5,390.00	\$2,070
1	1.9	Provide additional academic supports for English Learners,	Yes	\$142,501	\$102,316

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)
		Foster Youth and Low Income students			
1	1.10	Provide additional academic supports for all students	No	\$173,241.00	\$180,493
2	2.1	Expand Career Technical Education	No	\$127,547.00	\$130,288
2	2.2	Increase parent/guardian and student outreach related to college and career readiness.	No	\$72,128.00	\$75,205
2	2.3	Provide Tier 1 study skills supports	No	\$25,689.00	\$17,479
2	2.4	Provide courses for college credits (included in existing staff duties)	No	no cost	0
2	2.5	Provide access to the College-Level Examination Program (CLEP) (included in existing staff duties)	No	no cost	0
2	2.6	Provide workforce readiness activities and experiences to students with disabilities	No	\$69,704.00	\$67,457
2	2.7	Provide a Broad Course of Study to all students	No	\$33,469.00	\$15,346
2	2.8	Provide Student Support Practitioner to support student transitions	No	\$101,664.00	\$107,919
3	3.1	Implement Tier I PBIS practices and SEL competencies	No	\$647.00	\$862
3	3.2	Support culturally proficient practices	No	\$2,156.00	\$2,284
3	3.3	Engage families and students (Partially duplicated expense of Goal 1, Action 4)	No	\$3,158.00	\$6,544

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	3.4	Maintain data systems supporting MTSS	No	\$96,575.00	\$114,555
3	3.5	Utilize Foster Focus system to support foster youth	No	\$9,210.00	\$9,036
3	3.6	Provide bilingual parent/student liaison	Yes	\$11,471.00	\$12,738
3	3.7	Provide counseling services and opportunities for social-emotional learning	Yes	\$42,303.00	\$43,544
3	3.8	Coordinate mental health supports and services	No	\$69,330.00	\$59,108
4	4.1	Coordinate services and supports for Placer County foster youth	No	\$262,424.00	\$249,791
4	4.2	Coordinate services and supports for students who have been expelled in Placer County	No	\$12,774.00	\$13,301

2021-22 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)
99,738	\$205,754.00	\$170,647.00	\$35,107.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Provide English Language Development (ELD) supports	Yes	\$9,479.00	\$12,049		
1	1.9	Provide additional academic supports for English Learners, Foster Youth and Low Income students	Yes	\$142,501.00	\$102,316		
3	3.6	Provide bilingual parent/student liaison	Yes	\$11,471.00	\$12,738		
3	3.7	Provide counseling services and opportunities for social-emotional learning	Yes	\$42,303.00	\$43,544		

2021-22 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)
11,750,453	99,738	0.0	0.85%	\$170,647.00	0.00%	1.45%	\$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

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 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.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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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