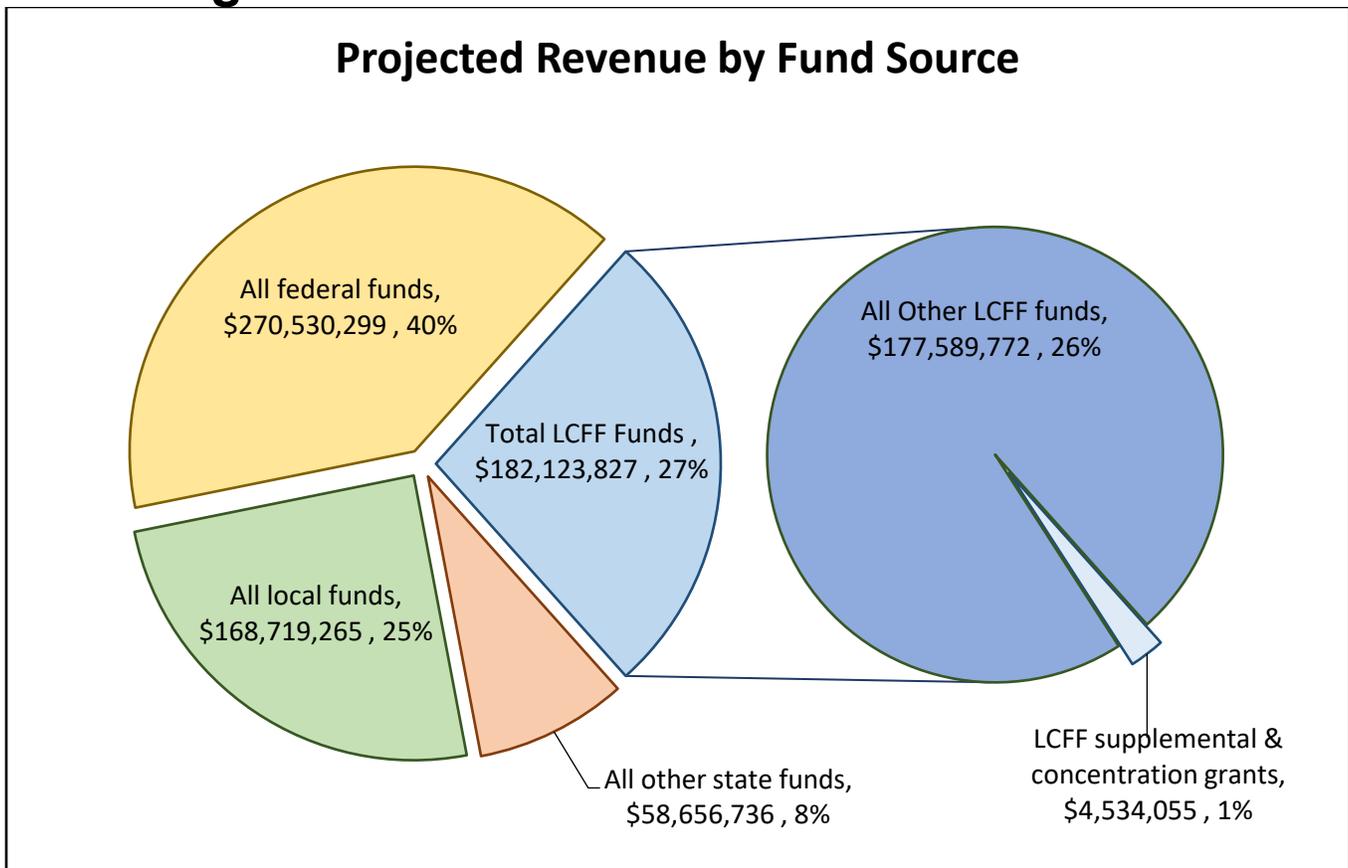# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Angeles County Office of Education
CDS Code: 19101990000000
School Year: 2024-25
LEA contact information:
Diana Velasquez
Executive Director
velasquez_diana@lacoe.edu
562-940-1864

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $270,530,299 , 40%

Total LCFF Funds , $182,123,827 , 27%

All Other LCFF funds, $177,589,772 , 26%

All local funds, $168,719,265 , 25%

All other state funds, $58,656,736 , 8%

LCFF supplemental & concentration grants, $4,534,055 , 1%

This chart shows the total general purpose revenue Los Angeles 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 Los Angeles County Office of Education is $680,030,127, of which $119,409,200 is Local Control Funding Formula (LCFF), $58,656,736 is other state funds, $168,719,265 is local funds, and $270,530,299 is federal funds. Of the $182,123,827 in LCFF Funds, $4,534,055 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

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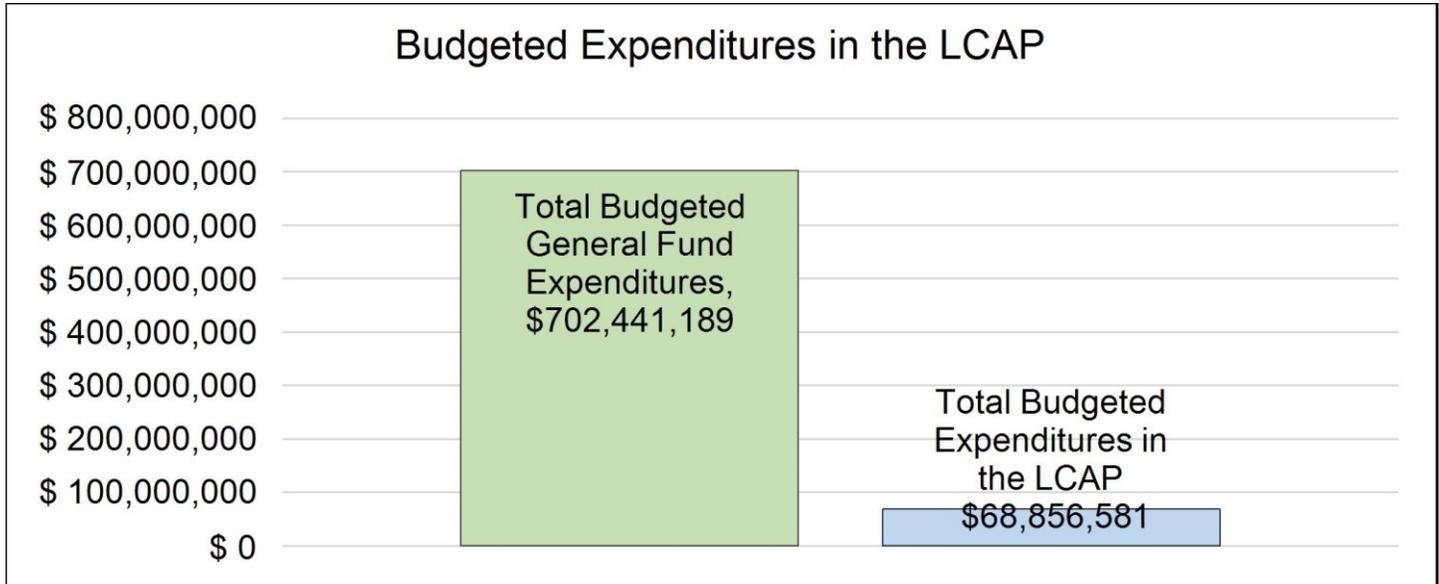
This chart provides a quick summary of how much Los Angeles County Office of Education plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Angeles County Office of Education plans to spend $702,441,189 for the 2024-25 school year. Of that amount, $68,856,581.00 is tied to actions/services in the LCAP and $633,584,608 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 that are not included in the LCAP will be used for the following: As a County Office of Education, services are provided to local districts in addition to county administered programs. These services are paid using the county office General Funds. This includes programs such as the Superintendent's Office, Communications, Office of General Counsel, Grant Development Office, Board of Education, Personnel Commission, Assistant Superintendent's Office, School Financial Services, parts of Controller's Office and Facilities, and parts of Technology Services. These General Fund Budgeted Expenditures are not included in the Local Control and Accountability Plan.

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

In 2024-25, Los Angeles County Office of Education is projecting it will receive $4,534,055 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles County Office of Education plans to spend $15,831,491.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

- Total Budgeted Expenditures for High Needs Students in the LCAP: $3,563,698
- Actual Expenditures for High Needs Students in LCAP: $3,563,698
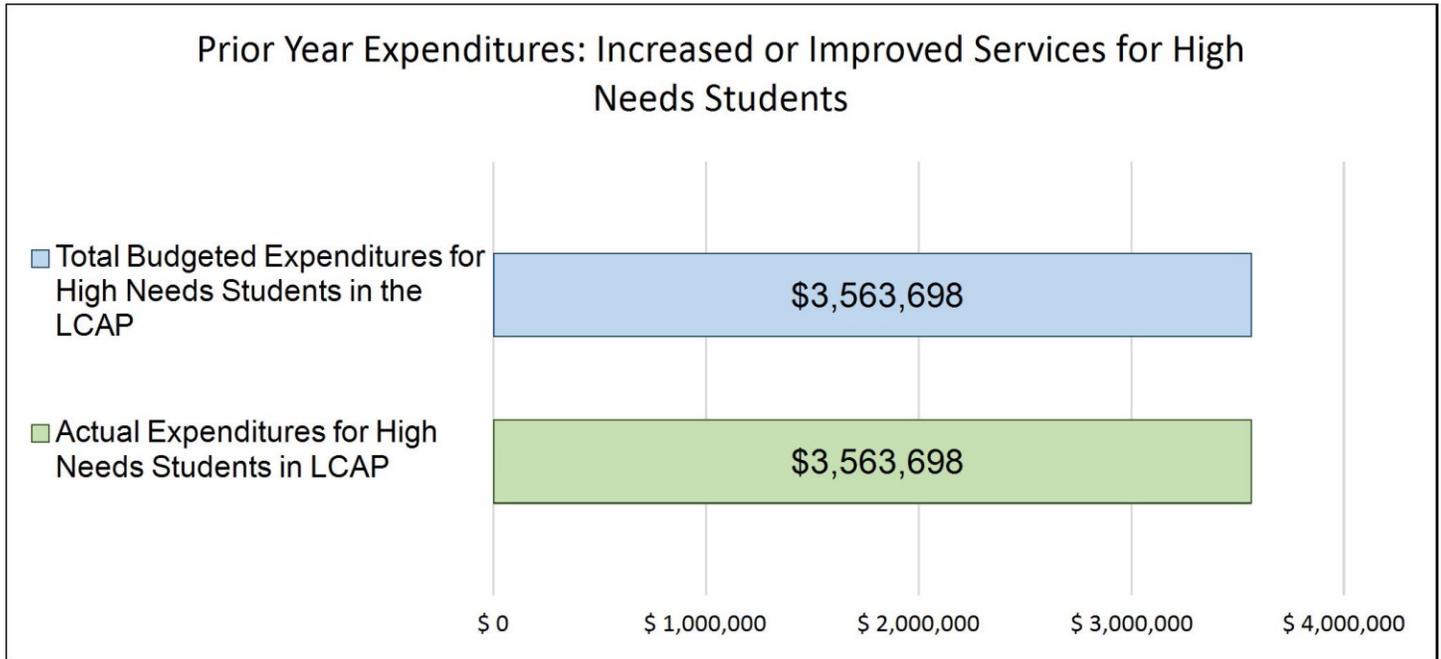
This chart compares what Los Angeles County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Angeles County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Los Angeles County Office of Education's LCAP budgeted $3,563,698.00 for planned actions to increase or improve services for high needs students. Los Angeles County Office of Education actually spent $3,563,698.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles County Office of Education	Diana Velasquez Executive Director	Velasquez_diana@lacoe.edu 562-940-1864

Goals and Actions

Goal

Goal #	Description
1	All students will have equitable access to a 21st century education by providing them with standards-aligned instructional materials and with the technology skills needed to become college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	Graduation rate at IPoly is 98%, LACHSA is 95% and 22.6% JCS/CCS (Naviance and PowerBI, 2019)	Graduation rate: IPoly - 100% LACHSA - 99% JCS & CCS - 24.9% (Naviance and PowerBI, 2021)	Graduation rate: IPoly – 95% LACHSA – 94.6% JCS &CCS – 42.6% (Annual Report & PowerBI, 2022)	Graduation rate: IPoly – 98.9% LACHSA –91.2% JCS &CCS – 42.4% (Dashboard 2023)	For each year, graduation rates at each site shall increase by two percentage points or maintain a rate of 98% or higher.
College Credit Course	50% - per California Dashboard (2019-2020)	Indicator not measured in the 2020-21 school year.	Indicator not measured in the 2021-22 school year on the Dashboard.	47.6% - Additional Reports, California Dashboard (2022-23)	The college credit course rate shall increase 50% or higher by the end of the third year of implementation as measured by the California Dashboard.
A-G Completion	89.1% - per California Dashboard (2019-2020)	Indicator not measured in the 2020-21 school year.	63.7%* - 2022 California Dashboard	68.7% - CA School Dashboard 2023	The A-G requirements shall expand reach within the three years, showing an increase in rates, achieving a 90% rate or higher for the three-year outcome.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion	0% - (California Dashboard, 2019-20)	0.4% pathway completion (California Dashboard, 2020-21)	0% - (CALPADS Reports 15.1, 2021-22) 0% - Specialized high schools 0% - JCS 0% - CCS	0% - (California Dashboard, 2022-23) 0% - Specialized high schools 0% - JCS 0% - CCS	CTE Pathway courses shall be offered to students who will be able to complete the three-year program and result in 4% completion rate within the year 3 outcome.
CTE Certification	37% completion (local indicator)	59% CTE certification (local indicator)	60% CTE certification (local indicator)	20% CTE certification (local indicator)	CTE certifications shall result in a 40% increase by the third year of implementation of the LCAP.
Advanced Placement Examination	16.2% (California Dashboard, 2019-20)	Indicator not measured in the 2020-21 school year	69% - LACHSA	76% - LACHSA	Each year, there shall be an increase in the percentage of students passing the Advanced Placement examination with a score of 3 or higher of at least 1%.
Early Assessment Program (EAP) Assessment	58% of 11th graders met or exceeded standard for English Language Arts 39% of 11th graders met or exceeded standard for mathematics (CAASPP scores, 2018-19)	42% of 11th graders met or exceeded standard for English language arts. 23% of 11th graders met or exceeded standard for mathematics.	48.44% of 11th graders met or exceeded standard for English language arts. 25% of 11th graders met or exceeded standard for mathematics. (CAASPP scores, 2021-22)	53.5% of 11th graders met or exceeded standard for English language arts. 26.7% of 11th graders met or exceeded standard for mathematics. (CAASPP scores, 2022-23)	Eleventh graders at LACOE shall meet or exceed standard for English Language Arts by 61%. Eleventh graders at LACOE shall meet or exceed standard in mathematics by 42%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-aligned instructional Materials	100% of students have access to standards-aligned materials (SARC, 2020).	Meeting 100% (SARC, 2021)	100% of students have access to standards-aligned materials (SARC, 2022).	100% of students have access to standards-aligned materials (SARC, 2023).	100% of students shall continue to have access to standards-aligned materials.
Implementation of academic content and performance standards.	Academic content and performance standards are 100% implemented for all students (as measured by standards-aligned checklist).	Meeting 100% (as measured by standards-aligned checklist).	Meeting 100%	Meeting 100% (Standards-aligned Checklist)	Academic content and performance standards shall be implemented 100% for all students.
School Facilities	Maintain 100% of facilities in good repair as indicated by a range of 90% or higher on the facilities inspection tool to meet safety and accountability standards as measured by the William's Compliance regulations.	Meeting 100% of facilities in good repair.	78% of facilities in good repair.	90% of facilities in good repair. (Facilities Inspection Tool (FIT))	Maintain the William's Compliance rating of 90% or higher for each school.
Dropout Rate	Middle School – 1 Student High School – 6 students CALPADS, 2019-2020	Middle School - 0 students High School - 5 students (CALPADS, 2020-21)	Middle School – 1 student High School – 110 students (CALPADS, 2021-22)	Middle School – 0 students High School – 0 students (CALPADS 2022-23,)	Middle and high school dropouts will be reduced every year until there are zero dropouts in each grade level.

Goal Analysis

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

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

There were no significant differences in the implementation of the actions in this goal as compared to the actions as described in the plan. Successes included implementation of Career Technical Education programs described in Action 1.4. The CTE OSHA Certification continues to be successful as more participants are receiving access to these programs within JCS. Additionally, a new pathway at LACSHA is expected to produce the outcomes by the 3rd or 4th pathway year. In focus groups, students frequently mentioned CTE OSHA programs as valuable parts of the educational experience.

Action 1.3, College Courses was successfully implemented at selected sites, but with some challenges. Parents, students and staff shared positive comments about the opportunities for dual enrollment courses; however some students indicated that timing of the classes made it difficult for them to always participate.

Another challenge impacting action 1.1 School Facilities was the mandated closure of Central Juvenile Hall and the move to a new facility. Challenges included moving and transferring equipment and providing maintenance in a timely manner to avoid disruptions to educational programs

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

Not Applicable. No material differences.

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

All actions were found to be effective in providing students with equitable access to a 21st-century education; however, some actions will be eliminated, modified, or enhanced in response to changing school conditions, student needs, and input from the engagement process to better align services.

1.1 School Facilities - Going into the school year 2023-24, we made some changes at Renaissance PAU due to low and declining enrollment. Outreach efforts to recruit and enroll students did not yield sustainable results and the difficult decision was made to close Bermudez County Community Schools (CCS), Second Chance IS, Tri-C CCS, Valley IS, Visions, CCS and relocated Bermudez IS to Mujeres y Hombres CCS. Additionally, Barry J. Nidorf Juvenile Hall youth pending adjudication were moved to Los Padrinos leaving Secure Track Youth Facility (STYF) youth at the facility. The youth from Central Juvenile Hall were also moved to Los Padrinos Juvenile Hall. This posed many challenges for students, staff, and families as they had to adjust to new learning and working environments.

1.2 Graduation Rates - Schools have implemented multidisciplinary teams to identify struggling learners and provide the necessary early interventions needed. There is a focus through grade level teams to identify struggling learners and provide them with the necessary support needed to be successful. We have seen improvements in graduation rates with our JCS/CCS (42.4%) and IPoly (91.2%)
We do not have full implementation of mastery-based grading practices at all of our sites. It is something that continues to be an area of need as we break away from traditional grading practices and transition to more novel approaches to grading that are helpful to students.
We saw a slight drop in graduation at LACHSA with a 91.2% graduation rate.

1.3 College Courses - CCAPs were executed with Los Angeles Community College District (LACCD), Mount Sac, and Cerritos College. Pending CCAP with Citrus College. Many courses are still in the process of receiving board approval. As such, elective courses were offered at 5 of the 7 sites for the spring semester of 2024. Continued coordination and educating our community college partners on school site logistics will be continued to expand the dual enrollment program at all sites. Effectiveness is measured by the availability of dual enrollment courses by semester at each site.
Dual enrollment is limited and continues to be strengthened because our community college partners are not familiar with juvenile court school settings. The selection of courses is specific to our students' need for graduation requirements and must be board-approved before proceeding. Students are more successful with in-person instruction and our partners are having difficulty securing professors willing to work in a high school setting.

1.4 Access to Courses - At the 3 sites where CTE pathways are offered, Rockey, Paige, and Afflerbaugh, students receive instruction from CTE-credentialed instructors with industry expertise. Core academic knowledge is integrated with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. All courses are enhanced with Career Engagement Events coordinated through the CTE unit that offers industry and business exposure to students. This includes guest speakers, real-world activities such as competitions and projects, and field trips when possible. Students also have the chance to earn industry certification, giving them the necessary entry-level skills. Effectiveness is measured by enrollment and percentage of completion of industry certification. Overall YTD enrollment of 98 with a 43.8% completion rate for industry certification. World Languages are part of the Graduation Requirements that encompass 10 credits of either World Languages, CTE, or Fine Arts.
CTE pathways are not offered at all sites due to a lack of classroom availability and a countywide shortage of CTE teachers. CTE pathways are difficult to implement because students are not enrolled at the school sites long enough to complete them. No World Languages are taught at any JCS school sites.

1.5 Technology Professional Development - Professional development in digital technologies and digital supports is ongoing. Content professional development included the delivery of instruction supported by technology and how to embed technology with content taken into account. Teachers are trained to use technology in conjunction with content delivery.
Monitoring the embedding of technology is an ongoing process and challenges continue. Several staff still have challenges in operating several digital technologies. When this occurs PD is provided to them.
This action will be moved to the Professional Development Action 3, along with the RTSA Saturday Summits to ensure coordination of professional development activities.

1.6 Middle and High School Dropouts - Supports we have seen as effective are student planning team meetings where teams get together to understand why students are struggling academically and/or with attendance. The Student Planning Teams identify appropriate supports. At

many of our sites, personal phone calls have proven to be effective in informing parents when students have missed school. Tutoring opportunities have also provided students with additional support needed to be successful in school. Dropout rates decreased over the past two years from 1 to 0 in middle school and 110 to 82 in high school.

We continue to see many students suspended, particularly at our JCS sites. We know that suspensions disrupt learning and create a sense of detachment from school.

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

To improve graduation and dropout rates staff will review attendance records and schedule counseling sessions with students to develop an implementation plan to support each student experiencing challenges with engagement. Timelines will be implemented, intervention and Social Emotional Learning (SEL) action plans will be updated and developed to support this action. Action 1.2, Graduation Rates, will be revised to include additional monitoring for low-performing student groups. Action 1.5, Professional Development Technology, was removed and included with action 3.13 to align with other professional development activities.

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	Students will be provided with multi-tiered systems of support including community engagement to address their mental health and social emotional well-being to decrease suspensions and increase student engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	The average attendance rate was: JCS: 92.3% CCS: 76.2% IPoly: 97.9% LACHSA: 95.9% (Aeries, 2019-20)	Attendance Rate 2020-21 JCS - 94% CCS - 66% IPoly - 94% LACHSA - 94% (CALPADS 14.2)	Attendance Rate 2021-22 JCS: 93.8% CCS: 64.6% IPoly: 94.1% LACHSA: 94.0% (CALPADS 14.2)	Attendance Rate 2022-23 JCS: 91.2% CCS: 41.0% IPoly: 95.6% LACHSA: 91.2% (CALPADS 14.2)	At the end of each year, the average attendance rate shall increase by 1%. By the 2021-24 school year, the average attendance rate will be: JCS: 95% CCS: 79% IPoly: 99% LACHSA: 98%
Chronic Absenteeism	Chronic absenteeism at the JCS is 23.7%*, at the CCS it is 20.6%* *Aeries Analytics (2019-20)	Chronic absenteeism: JCS - 11% CCS -35%	Chronic absenteeism: JCS: 21% CCS: 79.6% IPoly: 16.4% LACHSA: 18.6% (Data Quest, 2021-22)	Chronic absenteeism: JCS: 30.6% CCS: 76.2% IPoly 9.2% LACHSA: 30.4% (Data Quest, 2022-23)	At the end of each year, the chronic absenteeism rate at the JCS and CCS shall not be more than 19%.
Suspension Rate (Local indicator)	25.71% JCS sites 5.75% CCS sites	20% JCS sites 7% CCS sites	JCS: 19.5% CCS: 8.9%	JCS: 21.5% CCS: 2.05%	At the end of each year, the suspension

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0.00% IPoly 0.00% LACHSA (Internally created PowerBI dashboard, 2019-20)	0.00% IPoly 0.00% LACHSA (Internally created PowerBI dashboard, 2019-20)	IPoly: 0.2% LACHSA: 0.6% (Data Quest, 2021-22)	IPoly: 0% LACHSA: 0% (Power BI, 2023-24)	rates shall not be more than 20% at the JCS, 5% at the CCS and 1% at IPoly and LACHSA.
Expulsion Rate	Expulsion Rate – 0% (Data Quest, 2019-20)	Expulsion Rate - 0% (Data Quest, 2020-21)	Expulsion Rate - 0% (Data Quest, 2021-22)	Expulsion Rate - 0% (Data Quest, 2022-23)	LACOE will continue to have a 0% expulsion rate by the year 2024.
Professional Development	97% of staff representing all sites have received mental health/social emotional based professional development. (Local Indicator, 2020-21)	100% of staff have received mental health/social emotional based professional development. (Local Indicator, 2021-22)	100% of staff have received mental health/social emotional based professional development. (Local Indicator, 2022-23)	100% of staff have received mental health/social emotional based professional development. (Local Indicator, 2023-24)	100% of staff representing all sites will have received mental health/social emotional based professional development.
Parent Participation	During the 2019-20 school year, 66% of parents/family participated in PFECP meetings (Local Indicator: parent/family count in attendance / unduplicated student count for the year).	During the 2020-21 school year, 75% of parents/family participated in PFECP meetings (Local Indicator: parent/family count in attendance / unduplicated student count for the year).	During the 2021-22 school year, 90% of parents/family participated in PFECP meetings (Local Indicator: parent/family count in attendance / unduplicated student count for the year).	During the 2022-23 school year, 94% of parents/family participated in PFECP meetings (Local Indicator: parent/family count in attendance / unduplicated student count for the year).	At the end of each year, the parent/family participation (PFECP meetings) shall represent at least 20% of the student population at the JCS/CCS sites.

Goal Analysis

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

There were no substantive changes to actions in this goal. Changes noted below describe additional supports provided for chronic absenteeism and scheduling changes for professional development in Action 2.3. Suspension rates and chronic absenteeism will be areas of focus in the 2024-25 LCAP. Chronic Absenteeism at CCS and LACHSA has increased from 2022-23 to 2023-24, with the County Community Schools reaching a 66.4% and a 25.7% rate at LACHSA. The increase in chronic absenteeism called for the following action steps in addition to the actions proposed initially in Action 2.5:

- School staff follows up with students with non-probation-related attendance concerns. Students are offered supports on SEL and PBIS expectations.
- Collaborate with Community Schools staff on supporting students with attendance concerns
- Hold Student Planning Team meetings (SPTs)
- Phone calls to home. LACHSA sends out daily notifications regarding student absences and parents/guardians have access to AERIES attendance. Families are notified if the student is in danger of Probation. SSTs are conducted to assist students with chronic absenteeism.
- Create an attendance plan
- Implement an end-of-year attendance review

Some professional development activities in Action 2.3, Mental Health Support, were reconfigured or rescheduled based on scheduling needs, and others were added. The School Mental Health Program did not provide Professional Development at our Pupil Free Day in August because it coincided with LACOE's Annual Wellbeing Fest. However, the afternoon PD was provided by EASE and the topic was on mental health - it was titled "Filling Our Emotional Toolbox". Some professional development activities scheduled for this Spring were not implemented.
An in-person professional development (PD) at iPoly was originally scheduled for all staff but it was canceled twice. Instead, mental health staff offered a PD on Suicide Awareness and Prevention to all staff and parents the week of October 11 (via Zoom during the Parent Workshops). Staff also provided resources to school staff in October for Depression Awareness Month. Following a January suicide prevention training at LACHSA, on January 11th, 2024, mental health staff held another presentation for staff on Tips for Helping a Grieving Student at School, Crisis Response Outcomes, and provided additional resources to support 25 school staff.
High suspension rates at the Juvenile Court Schools (JCS) have required additional supports. One key addition was the development and implementation of a Behavioral Matrix which was created by an interdisciplinary team.

The PFECP central office team experienced a reduction in staff who assisted with program implementation which reduced the capacity of the team.

Other than the modifications noted, all actions in Goal 1 were implemented as planned.

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.

NA. No material differences.

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

Overall, the actions in this goal were effective in ensuring students have equitable access to a 21st-century education to become college and career-ready.

2.1 Community and Family Engagement - Parent Survey indicated that the school provides parents with advice and resources to support their child's social and emotional needs. Effectiveness is measured by participation numbers which total 1,962 YTD. Additionally, 173 learning opportunities such as parenting classes, workshops, and other events have been offered to parents between August 1, 2024, and May 31, 2024. 78% of respondents to the California School Parent Survey indicated (agreed or strongly agreed) that the school their child attends provides parents with advice and resources to support their child's social and emotional needs.

2.2 PBIS - Effectiveness is measured by 1) the number of LACOE JCS/ CCS / SYTF sites that have at least 70% implementation of PBIS Tier 1; 2) The decrease in the number of school suspensions and 3) Observable increases were seen in the levels of Optimism (+14% in 12th Grade) and Life Satisfaction (+8% in 12th Grade) as well as decreases in cases of social and emotional distress and experiences of chronic sadness/hopelessness (-14% in continuation schools).
There have been challenges with site PBIS team members' attendance at district PBIS trainings due to date and time conflicts; the opening and closing of facilities have also been a large challenge with implementation. The sites often face the issue of competing priorities which frequently does not leave time for focus on training and support with implementation. Additionally, the sites have experienced several challenges with FTE vacancies that play a vital role in the implementation of PBIS at the site.

2.3 Mental Health Support - Using a logic model that is updated annually, the School Mental Health (SMH) Program uses the multi-tiered system of support (MTSS) framework to provide mental health support at three LACOE Effectiveness is measured by a combination of service delivery and summative survey methods (CHKS). Using a logic model that is updated annually, the SMH Program uses the multi-tiered system of support (MTSS) framework to provide mental health support at three LACOE schools- IPoly, Renaissance PAU, and LACHSA.
The SMH Program also trains graduate-level mental health interns. Interns provide supplemental mental health services and support. Cohort four included nine interns- two at IPoly, two at LACHSA, and five at Renaissance PAU.
Staff training and professional development opportunities are offered to supplement staff needs. Training is offered in response to CHKS findings indicating a mental health need or gap in service.
Effectiveness is measured by a combination of service delivery and summative survey methods including the CHKS survey.

Observable increases were seen in the levels of Optimism (+14% in 12th Grade) and Life Satisfaction (+8% in 12th Grade) as well as decreases in cases of social and emotional distress and experiences of chronic sadness/hopelessness (-14% in continuation schools). The SMH Program was short-staffed during the Spring semester by two FTE Senior Program Specialists and an FTE Research and Evaluation Coordinator Professional development offered was difficult to schedule at school sites.

2.4 Attendance - Schools review attendance reports monthly to analyze the impact of implemented strategies. Schools have seen positive results from attendance campaigns and efforts to recognize and celebrate improvement. Schools are also referring students to community-based services to address challenges for students with attendance struggles. We have also noted that CBO's that are of high interest to students have a positive impact on attendance as students want to be engaged.

2.5 Chronic Absenteeism -Schools reviewed attendance reports monthly to assess the impact of implemented strategies. Schools actively worked on Universal strategies with attendance campaigns and incentives to reward students for improvement. Schools also work with families to get alignment and support with the importance of school attendance. Multiple-disciplinary teams develop plans that can support improvement and growth.
This area continues to be an area of growth. Additional outreach was done with families but more needs to be done to address the importance of attendance as we are recovering from being in a pandemic. Chronic Absenteeism increased from 58.5% to 63.4% in 22-23 as shown on the Dashboard. The actions noted above in the Analysis section, were added to this action to address this need.

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.

A reflection of prior practice has yielded some outcomes that need further review and intensive focus, such as chronic absenteeism and suspension. More frequent monitoring and more intensive support is needed. Additional steps to address this need will be identified in the 24-25 LCAP. Additional monitoring, counseling, and intervention for the lowest performing student groups will be added to action 2.4, Attendance, and 2.5, Chronic Absenteeism.
The use of a behavioral matrix by LACOE in collaboration with probation staff, will be added to the PBIS Action 2.2. This tool will help staff identify students in need of additional support to maintain regular school attendance.
To help reduce suspension rates, professional development focused on creating welcoming and supportive classroom environments responsive to the needs of all students will be added to the Culturally Responsive Pedagogy action in goal 3 (3.14)

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	All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and ensure they make expected progress on statewide assessments as well as improve overall English proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - ELA	CCS – 9% JCS – 2%* (*average) IPOLY – 89% LACHSA – 91% (2018-19, CASSPP Website)	CCS – 19% JCS – 4%* (*average) IPOLY – 84% LACHSA – 93% (2020-21, CASSPP Website)	CCS – 6.38% JCS – 5%* (*average) IPOLY – 79.5% LACHSA – 76.1% (2021-22, CASSPP Website)	CCS – 12.3% JCS – 4.28%* (*average) IPOLY –86.4% LACHSA –73.5% (2022-23, CASSPP Website)	Each year CAASPP–ELA scores shall increase at least 2% at all sites.
CAASPP - Math	CCS - 3% JCS – 3%* (*average) IPOLY – 63% LACHSA – 55% (2018-19, CASSPP Website)	CCS - 2% JCS – 2%* (*average) IPOLY – 51% LACHSA – 49% (2020-21, CASSPP Website)	CCS - 2% JCS – 0%* (*average) IPOLY – 51.8% LACHSA – 34% (2021-22, CASSPP Website)	CCS – 0% JCS – 0%* (*average) IPOLY –52.4% LACHSA –30.5% (2022-23, CASSPP Website)	Each year CAASPP – Math scores shall increase at least 2% at all sites.
Reclassification Rate	Reclassification rate at LACOE: 4% (2019-20, Dataquest)	Reclassification rate at LACOE: 4% (2021-22)	Reclassification rate at LACOE: 1.8% (2021-22)	Reclassification rate at LACOE: 9.8% (2022-23)	Each year reclassification rate shall increase at least 2%, reflecting a desired outcome of 8% at the end of year three.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress towards English Proficiency	7.63% of LACOE English learners received a score of level 4 on the ELPAC (2018-19, Summative ELPAC)	7.14% of LACOE English learners received a score of level 4 on the ELPAC (2020-21, Summative ELPAC)	11.11% of LACOE English learners received a score of level 4 on the ELPAC (2021-22, Summative ELPAC)	7.6% of LACOE English learners received a score of level 4 on the ELPAC (2022-23, Summative ELPAC)	Each year, there shall be a 1% increase in the number of students scoring a level 4 in the English Language Proficiency Assessments for California (ELPAC)
STAR Math data (JCS and CCS sites)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 6.1 Foster Youth: 6.4 Homeless: 6.5 SPED: 5.6 EL: 5.5 African American: 5.7 Latinx: 6.2 (STAR Data, 2020-21)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.3 Foster Youth: 4.7 Homeless: 5.7 SPED: 3.7 EL: 4.8 African American: 4.3 Latinx: 5.5 (STAR Data, 2021-22)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.5 Foster Youth: 4.9 Homeless: 5.3 SPED: 4.6 EL: 4.6 African American: 5.2 Hispanic/Latino: 5.5 (STAR Data, 2022-23)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.5 Foster Youth: 4.8 Homeless: 5.3 SPED: 4.6 EL: 4.8 African American: 5.0 Hispanic/Latino: 5.7 (STAR Data, 2023-24)	Each year the overall average Grade Level Equivalency outcome shall increase by 0.3 points in mathematics
STAR Reading data (JCS and CCS sites)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.1 Foster Youth: 4.9 Homeless: 5.6	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.3 Foster Youth: 5.3 Homeless: 6.2	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.2 Foster Youth: 5 Homeless: 4.9	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.5 Foster Youth: 5.4 Homeless: 5.2	Each year the overall average Grade Level Equivalency outcome shall increase by 0.3 points in reading.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPED: 4.6 EL: 3.8 African American: 4.5 Latinx: 5.1 (STAR Data, 2020-21)	SPED: 4.4 EL: 4.1 African American: 5.3 Latinx: 5.2 (STAR Data, 2022-22)	SPED: 4.7 EL: 4 African American: 4.9 Hispanic/Latino: 5.2 (STAR Data, 2022-23)	SPED: 4.9 EL: 4.4 African American: 5.3 Hispanic/Latino: 5.5 (STAR Data, 2023-24)	
Credentialed Teachers	100% of LACOE teachers have a full credential (percentage determined as follows: teachers with full credential/total number of teachers). (SARC, 2019-20)	100% of LACOE teachers have a full credential. Data subject to change (percentage determined as follows: teachers with full credential/total number of teachers).	99.47% of LACOE teachers have a full credential. 2021-22 TAMO Report (percentage determined as follows: Total Teaching FTE /misassignment).	100% of LACOE teachers have a full credential (percentage determined as follows: teachers with full credential/total number of teachers).	100% of LACOE teachers shall have a full credential (percentage determined as follows: teachers with full credential/total number of teachers).

Goal Analysis

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

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

There were no substantive differences in the planned actions and actual implementation of the actions included in this goal. Implementation of many actions was impacted by changes in program facilities, student population and staffing. These changes created disruptions and affected consistency of services; however staff were able to make adjustments to implement actions in new environments, in some cases with new staff, while adjusting to meet the needs of new student populations.

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.

Material differences in Budgeted and Estimated Actual expenditures for Action 3.3, Interventions, were the result of teacher and counselor positions that were not filled due to school closures when probation sites were closed.

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

3.1 Basic Services for English Learners - LACOE Educational Programs' classrooms provide all students with standards-based, direct instruction. ELs receive continuous and systematic instruction in core subjects through SDAIE Vocabulary development, reading comprehension, fluency, and writing proficiency are the academic goals for all students. For ELs, differentiated classroom instruction is essential to reach these performance goals. Primary language support can be used as appropriate to further clarify, direct, support, and explain.
LACOE met its metric in reclassification for EL students. LACOE will continue to focus on the reclassification of students.
Progress toward English Proficiency is still a metric that LACOE is monitoring. Professional development in the area of EL strategies along with digital programs English 3d and Rosetta Stone are in place to support the overall program. Staff regularly monitor EL students via the EL monitoring form to be better able to support the struggling learners. EL Leads are in place at each site to support all EL learners by providing access to the core curriculum.

3.2 Reclassification - All ELs are measured on a 40-60-80 day benchmark plan. The ELD 40-60-80 Benchmark Progress Report is used to track students' mastery of the ELA/ELD California Common Core State Standards. Teachers use the 40-60-80 day benchmark plan to determine a student's ability to meet identified English language functions. Proficiency will be 75% and above for each language function domain, communication mode, language process, and foundational skill outlined in the ELA/ELD California Common Core State Standards. If students are proficient, they begin a new cycle and it is noted in the student's file. If at the end of the assessment cycle, or 80 days, the student meets proficient status, the student is released from the 40-60-80 tracking benchmark plan and follows a semester-based curriculum program.
The reclassification rate has increased according to LEA metrics, from 1.8% (21-22) to 9.8% (22-23). Professional development will continue to focus on strategies to increase student English proficiency along with reclassification rates.

3.3 Interventions - Tutoring and extended learning opportunities are provided to students at juvenile court schools, community schools, and specialized high schools through in-person and virtual sessions. Teachers, support staff, and contracted providers offer tutoring to students needing academic support. Parents are appreciative and receptive to the services offered to students. Effectiveness is measured by an increase in CAASPP scores from 44.93% to 50.35% in ELA. Math scores increased 23.31% to 25%. Tutoring will continue to be offered to students.
Tutoring and extended learning at secure facilities may be impacted due to disruptions in the secure facilities. Security events within these secure facilities may prevent service providers from offering tutoring and extended learning to students.

3.4 Expelled Youth - Effectiveness is measured by the percentage of students that can clear their District of Residence (DOR) expulsions with the assistance of school site counselors and working with community-based organizations (CBOs) and agency partners. Many expelled

students return to their respective DOR at the end of each semester. Transition Counselors at LACOE County Community Schools (CCS) meet with students and parents to ensure students complete their respective rehabilitation plans to return to DOR.

3.5 Foster Youth - Foster Youth students are identified upon enrollment at each school site and are listed as Foster Youth in AERIES database to track all services for Foster Youth Students. Foster Youth are referred to Mental Health Counselors but many are already receiving outside Wrap-Around Services. Foster Youth students meet with school counselors to ensure foster students are on track to graduate with their class and may initiate the AB 216 process to graduate under AB 216. Transition Counselors interface with after-care services and partner agencies in completing a Transition Plan for Foster Youth students. Foster Youth Students are provided transportation services to and from LACOE CCS.

3.6 Dissemination of Data - During Differentiated Assistance (DA), and Instructional collaboration meetings Site Administrator Meetings (SAM), annual report data is distributed in the areas of literacy, math, suspension, grad rates, data taken from the California Dashboard subgroup, STAR assessment, AERIES, and Power BI. Site have access to utilize the data to plan and focus on strategies to support learning gaps in student performance.
During DA, SAM Instructional collaboration meetings and annual report data are distributed in the areas of literacy, math, suspension, grad rates, subgroup data taken from California Dashboard, STAR assessment, AERIES, and Power BI. Site have access to utilize to plan and focus on strategies to support learning gaps in student performance.
LACOE will continue to provide support in the dissemination of data. Further focus will be to continue to provide data protocols to analyze the data to ensure strategies utilized are effective. Challenges are school sites having the time to analyze data to effectively plan instruction.

3.7 Instruction - RTSA monitoring visits have been and will continue throughout the school year. Three times a year, instructional walkthroughs, conducted by site/district administration, focus on instruction and providing sites with effective professional development. Weekly site administrator walkthroughs will continue with constructive feedback via digital application.
Challenges in scheduling walkthrough feedback, due to several changes at sites, have hindered the monitoring of initiatives. Sites, where walkthroughs have been continually implemented, have shown positive results.

3.8 Teacher Credentialing - For the 22-23 Assignment Monitoring, we had 14 misassignments. One was an EL misassignment and has been corrected. The other 13 were specific to the challenges of the JCS settings.
Thirteen of the misassignments were caused by the daily changes within the Juvenile Court Schools and the need for overflow teacher assignments. This remains a challenge as we seek stable staffing at our Juvenile Hall school.

3.9 Conditions of Learning - Most of our schools have a Good rating based on the SARC. Two of our schools are noted as Exemplary – Kirby and Kilpatrick.
Afflerbaugh-Paige was listed as fair due to some water damage on the ceiling tiles. Some of the challenges with our facilities are relying on another partner organization for repairs. We have noted a much-improved response when there is a need for repairs in buildings we operate.

3.10 Homeless Students - Homeless Students are identified upon enrollment and throughout the academic year. Students who are experiencing homelessness are identified in AERIES under Special Programs. Homeless Students receive

SNA vouchers, Target gift cards every month, Hygiene packs, and school supply backpacks. In collaboration with "Community-Schools" Consortium bus passes and clothing are available and provided to students.

3.11 Assessments - PD on using interim assessments has helped tailor lessons to meet our learners' needs. In particular, the use of STAR Reading/Math and NWEA have helped the RTSA/PBL curriculum being implemented in our programs.
Identified areas of growth are the consistent implementation of interim assessments that help inform instruction.

3.12 Data Chats (Continuous Improvement) - Data has been provided to site administration for review. Meetings such as DA, SAM, Instructional Collaboration team have time for data chats to review the effectiveness of programs and determine the next steps. Specific data chats given by site administration have not been implemented this year. Data chats with specific sites have been a challenge due to time constraints, changes in staffing, or lack of staffing. Professional Development will continue to be monitored via staff evaluations along with student achievement data. Site administration will monitor the implementation of given professional development to ensure the implementation of given initiatives.

3.13 Professional Development - Professional Development data implementation is effective. PD is delivered in person virtually. Evaluation report most to all staff are satisfied with the variety and thoroughness of the professional development and presenters' knowledge of the content provided.
Saturday Summit 4
Pupil Free Days 2
Saturday Content Academies 4
Getting Reading Right PD 10
Ethnic Studies Micro certification PD 26
SAM 10
Instructional Collaboration Meetings 4
EL Lead meetings 6
Literacy Specialist meetings/support 10
Interventions (digital platforms) Professional Developments.
CTE 4
AERIES Trainings 2
Assessment Training 11
Professional Development will continue to be monitored via staff evaluations along with student achievement data. Site administration will monitor implementation of given professional development to ensure implementation of given initiatives

3.14 Culturally Responsive Teaching - Several LACOE teachers participated in an Ethnic Studies micro certification program provided by LACOE in conjunction with Cutting Edge Education. Teachers participated in a 10 month course which met monthly to deliver professional development in the area of ethnic studies. Teachers are tasked with providing site professional development and embedding content into the RTSA curriculum. Teachers are also receiving a micro certification through California State University Chico. Several teachers also participated in LACOE CIS ethnic studies PD provide by LACOE CIS department. 2024 summer volunteer teachers will participate in a UCLA Ethnic Studies course provide by UCLA and funded by LACOE.

Summer Curriculum Equity and Justice novels books are selected by school sites with a culturally focus on Equity and Justice. Students are part a 10 week summer Equity and Justice Reading Program. LACOE has had effective implementation of ethnic studies. As staff become more familiar with the ethnic concepts, monitoring by site administration should increase the implementation of ethnic studies content.

3.15 Students with Disabilities - To support reduced suspensions students have more consistently been provided with 1-1 behavior support and oversight from a BCBA. Trainings have been provided to support teachers writing better IEP goals in the area of Math and ELA. Trainings have been provided to parents so they have increased awareness of the IEP process and opportunities to be more involved.
Parent Trainings
4 Community Advisory Committee Trainings throughout the year – Topics include: Parent Participation in IEPs, Local Plan Sections, and statewide assessments
3 SPED Parent Academies in conjunction with the PFECP – Topics include - Special Ed Within Court and Community Schools, Parent Input in Special Education, IEP process During School Transitions, Special Education Resources for Families
1 Parent Advisory Board Training (LACHSA)
Special Education Overview
Teacher/Admin Trainings
2 Goalbook Trainings –
Topics include - Goalbook Overview & Writing Present Levels & Goals
2 Teacher Training (SELPA) -
Writing Data-Driven IEPs
SPED-X Training of Trainers
Admin Training -
Service Documentation & Writing Data-Driven IEPs
Numerous 1:1 or Small Group Site-Based Trainings
Topics Include – Present Levels, Writing Measurable Goals, Progress Monitoring
While trainings have been provided monitoring teacher implementation highlights this as an area of continued improvement. Tracking and communicating to parent of their students progress on IEP goals is a continued area of improvement.

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.

Additional Professional Development will be implemented to support content areas and literacy and math via the RTSA curriculum for JCS and the intended curriculum for IPOLY and LACHSA. Also, additional Professional Development will be provided on ELD Strategies and monitoring of English Learner progress, including more intensive support for Long-term English Learners.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles County Office of Education	Diana Velasquez Executive Director	Velasquez_diana@lacoe.edu 562-940-1864

Plan Summary [2024-25]

General Information

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

Los Angeles County Office of Education Educational Programs serves an average of 1,600 students daily in grades 7-12 from throughout Los Angeles County. As a Local Educational Agency (LEA), Los Angeles County Office of Education Educational Programs consists of nine schools with 6.6% of its student population as English learners, 16.6% Students with Disabilities, 49.5% Socio-Economically Disadvantaged, 52.4% Latino/Hispanic, 0.1% American Indian/Alaskan Native, 7.1% Asian, 14% Black/African American, 0.1% Native Hawaiian/Other Pacific Islander, 15.8% White, and 4.6% Other (multiple ethnicities).

Juvenile Court Schools

Los Angeles County Office of Education operates the nation's largest Juvenile Court Schools (JCS) system. The goal of LACOE is to support students in meeting their high school graduation requirements and in successfully transitioning to college, careers, and their communities. Schools, including residential education centers, are grouped as Juvenile Halls and Camps. LACOE's Juvenile Court Schools implement the award-wining Road To Success Academy model of instruction to its justice impacted youth. The approach features interdisciplinary, project-based learning focused on themes that address students' academic and mental health needs. It incorporates activities to promote self-esteem and empower students to make positive choices and behavior change.

Los Padrinos Juvenile Hall in Downey, CA, opened in July 2023, to serve students from Central and Barry J. Nidorf juvenile halls that were mandated to specific closure actions by the State Board of Corrections. Predisposed youth were transferred from Barry J. Nidorf to Los Padrinos Juvenile Hall in July 2023.

Juvenile Hall

Los Padrinos Juvenile Hall is the only juvenile hall serving predisposition youth in the Los Angeles County. The mandated closure of Central Juvenile Hall and restructuring of Barry J Nidorf School created the housing of approximately 250 students on the Los Padrinos site in

Downey, CA. This transition impacted students, staff, and administrators in profound ways as some staff had to adapt to the change of facilities and quick move. Instructional models at both schools were also implemented at the beginning of the school year by creating a new master schedule, systems, protocols, and procedures.

The cumulative enrollment for Los Padrinos in 2023-24 is 249.

Student Group Enrollment

100%	Socio-Economically Disadvantaged
41%	Students with Disabilities
17.7%	English Learner
14.6%	Long Term English Learners
8.4%	Homeless Enrollment
59%	Hispanic/Latino
35.3%	Black or African American
4.4%	White
0%	American Indian/Alaskan Native
0%	Asian
1.2%	Other (Multiple)

Secure Track Youth Facilities

The mandated closure of Barry J. Nidorf Juvenile Hall was completed by July 14, 2023, with the transfer of pre-dispositioned students to Los Padrinos Juvenile Hall. The mandate converted Barry J. Nidorf to a Secure-Track Youth Facility serving 17 students on Census Day. Barry J. Nidorf consists of the following student groups:

100%	Socio-Economically Disadvantaged
61%	Students with Disabilities
52%	English Learner
52%	Long Term English Learners
0%	Homeless Enrollment
5.6%	Foster Youth
70.6%	Hispanic/Latino
34.6%	Black or African American

Road to Success Academies (RTSA) Kilpatrick also served students in a Secure Track Youth Facilities serving six students on Census Day representing the following student groups:

49.5%   Socio-Economically Disadvantaged
16.6%   Students with Disabilities
6.6%   English Learner
16.6%   Homeless Enrollment
4.3%   Foster Youth
33%   Hispanic/Latino
33%   Black or African American
16.7%   White
16.7%   Asian

Camps

Los Angeles County Office of Education operates three camp schools throughout Los Angeles County with a one-day total student enrollment snapshot of 128 students (Afflerbaugh-Paige 45, Rockey 32, and Kirby 51).

Afflerbaugh-Paige Camp (La Verne)
Glenn Rockey Camp (San Dimas)
Dorothy Kirby School (Commerce)

The 3 camps consist of the following student groups:

Afflerbaugh-Paige
100%   Socio-Economically Disadvantaged
44%   Students with Disabilities
0%   Homeless
13.3%   English Learner
52.4%   Latino/Hispanic
13.9%   Black or African American
.13%   American Indian/Alaskan Native
4.2%   Filipino
.31%   Pacific Islander
15.8%   White
0%   Asian
4.63%   Multiple

Dorothy Kirby
100%   Socio-Economically Disadvantaged 72.5 % Students with Disabilities
0%   Homeless
13.7%   English Learner

64.7%	Latino/Hispanic
3.21%	Black or African American
.20%	American Indian/Alaskan Native
11.65%	Filipino
.20%	Pacific Islander
6.6%	White
11.2%	Asian
2.8%	Multiple

Glenn Rockey

100%	Socio-Economically Disadvantaged
37.3%	Students with Disabilities
0%	Homeless
3.1%	English Learner
59.4%%	Latino/Hispanic
34.4%	Black or African American
3.1%	White
0%	Asian
3.1%	Multiple

County Community Schools

County Community Schools are operated by LACOE in response to school district needs and serve students from the surrounding area who would normally attend local schools. They provide an educational placement for students who are expelled from their regular schools, are on probation, are experiencing homelessness or face other issues that affect their ability to succeed in school. Parents or guardians also may request that their child attend a County Community School. These programs help promote community safety by providing structured educational activities for at-promise youth, including after-school programs — keeping students positively engaged during the peak hours when juvenile crime may occur. LACOE currently operates 3 Community Schools countywide: Boys Republic of Monrovia (Monrovia), Jonas Salk (Hawthorne), and Mujeres y Hombres Nobles CCS(Monterey Park). It also maintains Independent Studies programs at Jonas Salk/La Brea IS (Hawthorne), and Mujeres y Hombres Nobles CCS (Monterey Park).

In the 2023-24 school year, Renaissance PAU reconfigured to focus services to three primary service areas at Boys Republic of Monrovia (Monrovia), Jonas Salk (Hawthorne), and Mujeres y Hombres Nobles CCS (Monterey Park). As a Principal's Administrative Unit, Renaissance Community Schools has 148 students consisting of the following student groups:

16.9%	English Learners
16.9%	Long Term English Learners
9.5%	Students with Disabilities
7.4%	Homeless
6.7%	Foster Youth

76.4%	Socio-Economically Disadvantaged
75%	Hispanic/Latino
1.4%	White
2.0%	Asian
18.9%	Black or African American
2.7%	Other

Specialized Schools

The two Los Angeles County Office of Education's specialized high schools are recognized for their award-winning academic program and high graduation rates.

LACHSA

Los Angeles County High School for the Arts The Los Angeles County High School for the Arts (LACHSA) offers a specialized program combining college-preparatory academic instruction and conservatory-style training in the visual and performing arts. Founded in 1985, the tuition-free public school is run by the Los Angeles County Office of Education in partnership with, and on the campus of California State University, Los Angeles (CSULA). Recognized as one of the premier public arts high schools in the U.S., LACHSA is the recipient of numerous awards, including the California Distinguished School for Academic Excellence, Golden Bell Award, Grammy Signature School, Bravo Award for excellence in arts education and the Exemplary School Designation by the Arts Schools Network. LACHSA is also routinely identified as one of "America's Best High Schools" by Newsweek Magazine and one of LA's best high schools by Los Angeles Magazine. Most recently, it was recognized by NICHE as the number one high school for the arts in the country. The school serves 551 culturally and socioeconomically diverse teens from more than 80 school districts in the county. Prospective students must meet minimum academic, attendance and behavioral standards, and must audition for acceptance into one of six departments: Cinematic Arts, Dance, Music (vocal and instrumental), Theatre, or Visual Arts, Design and Production. Each department selects its own students through a juried audition or portfolio review process. Once admitted, students can audition to dual-major in Musical Theatre productions. The 551 students at LACHSA consist of:

0.9%	English Learners
7.4%	Students with Disabilities
0.2%	Homeless
0%	Foster Youth
21.4%	Socio-Economically Disadvantaged
31%	Hispanic/Latino
36.1%	White
9.4%	Asian
7.8%	Black/African American
12%	Other (Multiple Races)
2.9%	Missing

The recovery from COVID-19 pandemic is an ongoing impact affecting students and staff as seen at LACHSA in several ways including as related to the California Assessment of Student Performance and Progress (CAASPP) in English language arts/literacy and mathematics, graduation rates, and attendance rates in the 2023-24 school year.

International Polytechnic High School

Located in the sprawling East San Gabriel Valley, International Polytechnic High School (IPoly High School) is a specialized secondary high school focused on project-based learning, collaboration, interdisciplinary and thematic instruction, international and global awareness, and community service and civic understanding. IPoly an alternative to the large, traditional high school with a current enrollment of 498 students from 483 in 2022-23. The student population consists of:

1.2%	English Learners
4.2%	Students with Disabilities
31.5%	Socio-Economically Disadvantaged
1%	Homeless
0%	Foster Youth
63.1%	Hispanic/Latino
6.6%	White
0%	American Indian/Alaskan Native
11.2%	Asian
3.2%	Black/African American
11.6%	Filipino
4%	Other (Multiple Races)

The Los Angeles County Office of Education operates IPoly High School in partnership with California State Polytechnic University, Pomona (Cal Poly Pomona). IPoly is a tuition-free, public high school located on the campus of Cal Poly Pomona and is affiliated with the College of Education and Integrative Studies (CEIS). IPoly strives to maintain a student body that is representative of larger high schools in the Los Angeles area. The population comes from 40 cities and represents a broad range of backgrounds and preparation. IPoly seeks a broad range of students, academically and demographically. A minimum academic GPA of 2.5 is required for admission, and students must take placement exams in Mathematics. All candidates are reviewed by an admission selection committee. At IPoly High School, all students take the same integrated, project-based curriculum that is designed to challenge and inspire rigorous learning.

Based on its performance and progress on the state indicators as specified on the California School Dashboard, IPoly High School was selected as a 2024 California Distinguished School.

The following schools are receiving Equity Multiplier funds in 2024-25: Barry J Nidorf, Dorothy Kirby Camp, Afflerbaugh-Paige Camp, Glenn Rockey Camp, Road to Success Academy at Camp Kilpatrick, Renaissance County Community. Central Juvenile Hall also generated Equity

Multiplier funding; however, since the facility was closed and students were moved to Los Padrinos Juvenile Hall, funds will be used at Los Padrinos pending confirmation and approval from the state. The equity multiplier funds that were received for Central are being held in anticipation of the amendments being proposed to Education Code Section 42238.02(b)

The Los Angeles County Office of Education (LACOE) utilizes funds from the Student Support and Enrichment Block Grant within our alternative education programs for the continuation of services to support the ongoing success of JCSS students through support from counselors who provide wellness and transition services and support students in meeting A-G requirements and accessing Career Technical Education (CTE) courses as well as dual enrollment opportunities. In addition, the Student Support and Enrichment Block Grant allows LACOE to support some Resident Teachers on Assignment (RTAs) to provide additional support and enrichment opportunities to JCCS students. Funds also support partnerships for dual enrollment courses and CTE opportunities such as OSHA training programs and provide counselors to follow up and support students participating in these programs to ensure successful completion of the program.

Reflections: Annual Performance

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

LACOE Educational Programs' successes and challenges identified by the LEA, include increases in academic performance and areas of improvement based on School Dashboard performance indicators where increases where observed. Areas of focus were very low or "Red" rating student performance on the Chronic Absenteeism and Suspension were recorded as very low/Red rating on the California School Dashboard. Low graduation is also an area of focus based on dashboard performance.

SUCCESSES

Student performance on the Academic and Performance Content Standards in English Language Arts and Mathematics, where students demonstrated a "Yellow" performance level on the California School Dashboard,19 points below Distance from Standards (DFS) which reflects an increase of 39 points in English Language Arts. Overall, student performance was above the State average of 13.6 points below DFS, an "Orange" performance rating. In mathematics, overall student performance demonstrated an "Orange" rating, increasing 36.6 points with 103.5 points below DFS in math. Compared to the state average "Orange" rating, with 2.6 maintenance and 49.1 points below DFS. Based on performance on the academic indicators, no student group performed in the 'Red" level in ELA or Math on the CAASPP in the 2022-23 school year.

IPOLY's and JCS/CCS graduation rates

IPOLY's graduation rate increased to 98.9% from 95.4 prior years, meeting the highest performance level of "Blue" and is significantly higher than the state average of 86.4%. Hispanic and Socioeconomically Disadvantaged students achieved a "Blue," the highest rating on the CA School Dashboard. LACOE Student Educational Programs also utilizes local data to measure graduation rates at the JCS and CCS, which experience transitory student populations due to the nature of the programs with various timelines based on court-mandated outcomes. The

modified 2022-23 graduation rate of 42.4% for JCS and CCS is based on local data from students enrolled in JCS and CCS for more than a 90-day enrollment.

Graduation rates

Student graduation rates for Juvenile Court Schools and County Community Schools in 2022-23 demonstrated a five percent increase with an overall rate of 68.7% of students graduating. At International Polytechnic High School (iPoly) there was an increase of 3.4% with an overall rate of 98.9% of students graduating. However, seven (7) student groups: African American, English Learners, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities achieved the lowest rating of "Red" level, which contributes to an area of focus for all student groups, except White. Similarly, four (4) schools: Afflerbaugh-Paige, Barry J. Nidorf, Renaissance County Community, and Central (closed) were identified as Comprehensive Support and Improvement (CSI) due to low graduation rates. An additional site, Kirby, was identified due to low performance. Specific information about the CSI plan is found in the next section: Comprehensive Support and Improvement. LACHSA's 22-23 graduation rate of 91.2% is a 3.4% decrease from the prior year. Action steps to address LACHSA's graduation rate include: monitoring progress to support early intervention, grade-level teams focusing on struggling learners, and mastery-based grading practices.

CHALLENGES
Two challenging areas have been in increasing levels of chronic absenteeism and suspension rates. These areas and the steps being implemented to address them are described below. In terms of program implementation, a key challenge this year has been the impact on school programs of the closing and reopening of probation facilities in which the schools operate and changes in student populations served by the schools impacted by the transfer of students from state facilities to our programs. These changes impacted most of the actions included in the plan and will be reflected throughout the plan.

Lowest Performance Levels on One or More State Indicator on the 2023 Dashboard

Schools: (Actions and Outcomes addressed in Goal 4, Equity Multiplier Schools)
Central Juvenile Hall, which is now closed, received the lowest performance levels in suspension rate and graduation rates
Dorothy Kirby Camp received the lowest performance level in suspension rates.
Renaissance CCS received the lowest performance levels in the English learner progress indicator and graduation rate.

Student groups within the LEA: (Actions to support these student groups in these areas are found in: 1.2 Graduation Rate; 1.3 College Courses; 3.14 Culturally Responsive Teaching; 3.15 Students with Disabilities; 2.5 Chronic Absenteeism. Outcomes included in 1.2 Graduation Rate; 1.3 A-G Completion; 2.3 Suspension Rate).
English learners - Grad Rate, College and Career Readiness (CCR)
Foster Youth - Suspension rate, Grad rate, CCR
Homeless - Grad rate, CCR
Socioeconomically Disadvantaged - Chronic Absenteeism, Suspension rate, Grad rate
Students with Disabilities - Suspension rate, Grad rate, CCR
Black/African American - Suspension rate, Grad rate, CCR

Hispanic - Grad rate
Two or more races - Suspension rates

Student groups within a school: (Actions and Outcomes addressed in Goal 4, Equity Multiplier Schools)
Afflerbaugh-Paige:
Students with Disabilities/Suspension rate; Hispanic/Grad rate;Socioeconomically Disadvantaged/College and Career Indicator
Central Juvenile Hall (closed):
English learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, African American - Suspension rate:
Socioeconomically Disadvantaged - Graduation rate, CCR; Hispanic - Grad rate
Dorothy Kirby Camp:
Foster Youth, Students with Disabilities, Black/African American, Socioeconomically Disadvantaged, Hispanic - Suspension rate;
Socioeconomically Disadvantaged - Suspension rate, CCR
Nidorf :
Foster Youth, Students with Disabilities, Black/African American - Suspension rate; Socioeconomically Disadvantaged - CCR
Renaisance:
English learners - English Learner Indicator; Socioeconomically Disadvantaged, Hispanic - Grad rate, CCR

Focus Areas based on CA School Dashboard

Chronic Absenteeism
Focus areas in Chronic Absenteeism and Suspension were identified based on "Red"/very low overall student performance. The 2023 Dashboard reflected a 4.9% increase leading to 63.4% chronically absent, which was captured from a pool of 41 students. All Socioeconomically-Disadvantaged students performed "Very Low". Action steps taken to address the red level include following the recommendations of a County Taskforce on Chronic Absenteeism and working with school staff to follow up with students with non-probation-related attendance concerns. Students are offered support on SEL and PBIS expectations. Collaboration is also coordinated with Community School staff to support students with attendance concerns. Strategies include holding Student Planning Team meetings, making phone calls, creating attendance plans, and implementing an End of Year assessment review.

Suspension
An overall 3.9% increase in suspension rate based on the School Dashboard led to the identification of a "Red"/Very High overall rating. Specifically, five (5) student groups: African American, Foster Youth, Two or more Races, Socioeconomically-Disadvantaged, and Students with Disabilities were identified in the Very High suspension rating. LACOE's Educational Programs continue to focus on the implementation of a PBIS program in each JCS and CCS in collaboration with our partner agency, the Probation Department, as applicable. Five student groups, including Black/African-American students, Hispanic/Latino, Socio-Economically Disadvantaged, Students with Disabilities, and Foster Youth scored "Red"/Very High at Dorothy Kirby School and the school received an overall "Red"/Very High suspension rating calling for additional support. A PBIS program specialist was added in 23-24 to support the school site. Three student groups (Black/African-American students, Students with Disabilities, and Foster Youth) from Barry J. Nidorf also performed with the lowest performance rating of Red. LCAP 21-24 Goal 3, Action 3.15, Students with Disabilities provides for the disaggregation of discipline data of Students with Disabilities.

Revised Actions

Several actions identified in the LCAP 21-24 must be readdressed and revised moving forward to better align with the existing needs of students, staff, and school sites. For example, Action 1.5 and 3.13, focus on aspects of Professional Development, which will be combined.

Goal 1, Action 1.5 - Professional Development Technology will be removed as an action in the 24-27 LCAP, but will be embedded in the overall annual Professional Development Plan developed and updated with input from site administrations, site personnel, and district-level staff. Additionally, Content Academies were recently implemented and will be added to the actions of ongoing Professional Development efforts in conjunction with the Road to Success Academy (RTSA) Saturday Summits.

Due to the red performance rating for Suspension, Goal 2, Action 2.2, PBIS will be revised to include the implementation of a PBIS behavioral matrix in collaboration with LACOE Ed Programs and Probation, its agency partner, in assisting with behavioral goals, expectations, and outcomes.

Renaissance CCS scored a "Red lowest performance level in graduation rate, ELPI. This is addressed in Action 4.4. Renaissance also had a very low-performance level on the College/Career Indicator. Additionally, RTSA Kilpatrick, Kirby, and Afflerbaugh-Paige also performed at the lowest performance level on the College/Career Indicator. Actions needed to further make the process include developing a system to ensure increases in OSHA completions. This is addressed in Actions 1.4 and 4.3.

Black/African American students, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities, all performed in the lowest performance levels on three state academic indicators, calling for further steps to address the need for intervention, monitoring, and support in the levels of achievement in meeting graduation goals, discipline outcomes, and being College-Career Ready. With that said, LACOE Ed Programs has implemented a dual enrollment program at the Juvenile Court Schools that will provide students access to college courses through the Rising Scholars Program. Additionally, there is a need to continue to support the Black/African American learner in meeting educational outcomes. A review of the Black/African American Action Plan for Raising Student Achievement serves as a starting point. In 2023-24, LACOE Ed Programs convened a group of educational partners to discuss topics relevant to the Black/African American learner experience in LACOE schools. LCAP Goal 3, Action 3.14 has expanded to include specific actions identified by this committee. Likewise, as a group that receives coverage through the LCFF, disaggregating data of Foster Youth students will be continued as an area of focus in LCAP Goal 3, Action 3.5 Foster Youth.

Overall, 2023-24 mid-year reading and math scores on STAR reading and math formative assessments reveal average grade-level equivalency of 5.5, which is grade 5, month 5, in both Reading and math. The breakdown by student group including Long-Term English Learners (LTELs) is as follows for Juvenile Court and County Community Schools:

	Reading	Math
All	5.5	5.5
Homeless	5.2	5.3
Foster	5.2	4.8
African-American	5.3	5.0
Hispanic	5.5	5.7

SPED	4.8	4.6
EL	4.4	4.8
LTEL	4.1	4.8

Long-term English Learners (LTELs) have the lowest grade-level equivalent (GLE) in Reading of 4.1, which is grade 4, month 1. In math, Students with Disabilities averaged a 4.6 GLE. LCAP Goal 3, Actions 3.3 and 3.15 have been revised to account for these intensive literacy and numeracy needs.

In addition, the following actions have also been revise to better address the needs of student groups that achieved the lowest performance levels in the areas addressed by the actions. These include: 1.2 Graduation Rate; 1.3 College courses; 3.5 Foster Youth; 3.6 Dissemination of Data; 3.15 Students with Disabilities.

New Goals/Actions
Goal 4 has been added to address the needs of students in schools receiving Equity Multiplier funds.

Student Voice and School Connectedness

Establishing systems for incorporating student voice is a proven engagement method that can contribute to improving chronic absenteeism, decreasing suspensions, and overall improvements in school connectedness. In 2022-23, The County Community Schools (CCS) had a 76% chronic absenteeism rate followed by LACHSA with a 30.4%. Among the student population that experienced higher levels of chronic absenteeism were African American and "Not Reported" students from LACSHA with a 42.5% and a 56% rate, respectively.

Similarly, during LCAP engagement sessions with students, the group from the CCS felt that more activities and field trips were necessary and would add to making school less "boring". The group requested physical activities/sports teams and a ping-pong table. Students also asked for shades in the outdoor area. Students also indicated a need for quiet time and other supports including small classes, one on one support, music, counseling and therapy to assist them in being able to focus.

Reflections: Technical Assistance

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

LACOE was identified for Differentiated Assistance based on the lowest performance levels for the following groups in two or more state priority areas as indicated based on CA Dashboard data:
African American-Grad Rate, Suspension Rate, and College/Career
Foster Youth-Grad Rate, Suspension and College/Career
Students with Disabilities - -Grad Rate, Suspension Rate and College/Career
Socioeconomically Disadvantaged -Grad Rate and Suspension Rate
English Learners -Grad Rate and College/Career

Homeless -Grad Rate and College/Career

Technical Assistance has been provided through Kern County Superintendent of Schools and transitioned as the technical assistance provider. LACOE worked with Kern County Superintendent of Schools to develop the administrative capacity to establish systems to analyze data and identify the root causes of low performance and provide effective support to decrease suspension rates, increase graduation rates, and improve achievement and college and career readiness. Los Angeles County Office of Education Educational Programs (LACOE EP) supported training efforts in developing the individual sites' problem of practice and root causes using data from the California Dashboard. STAR assessment data were reviewed in conjunction with Dashboard data to assist school teams with their planning and revising their School Plans for Student Achievement. The team consists of 15 members in total, including site-level teachers, administrators, and central office staff. The Differentiated Assistance (DAS) Team operating through the Continuous Improvement Plan (CIP) including site-level teachers, administrators, and central office staff assesses need, following the process for the CIP, LACOE's LCAP is reviewed, the Problem of Practice is identified, Root Cause Analysis is conducted, and the Action Plan is developed to address the needs of the students at each site. Based on the Differentiated Assistance Support (DAS) team recommendations, the Continuous Improvement Plan (CIP) identifies the Problem of Practice, conducts a Root Cause Analysis, and develops the Action Plan to address the needs of the students at each site. Defining the LACOE Educational Program's problem of practice and root causes is instrumental to informing and articulating the direct work with students and staff at the school site level for CSI. All CSI interventions/strategies/activities align with the goals, actions, and services of the LCAP (Action 3.12). LACOE is currently evaluating if Kern County Superintendent of Schools will be able to continue providing technical support. As such, LACOE has started conversations with Orange County Department of Education to determine if support can be transitioned to them.

Focus Areas

Although LACOE's overall performance on the 2023 CAASPP in English and Language Arts was Medium, due to JCS/CCS STAR Reading data results discussed in the Reflections section of this LCAP, the focus on intensive literacy remains a great need and has been identified as an ongoing need and action to continue to focus through the 2024-27 LCAP.

During the 2023-24 school year, the need to focus on literacy was addressed by the Getting Reading Right professional development for all sites. Digital resources for teachers are provided to all staff for use with students. (Action 3.13) This action focused on literacy strategies to address the needs of the secondary learner. Staff professional development also focused on literacy standards professional development focusing on California Common Core standards. AVID professional development also focused on literacy strategies which would provide students with the most effective strategies.

Digital resources were and are available to staff to be readily accessible for student implementation. (Action 3.13) RTSA framework is designed to address literacy and monthly professional development focusing on the RTSA framework. (Action 3.7) Services are provided by LACOE CIS every month and on a needed basis. RTSA Saturday Summits along with pupil-free days focus on strategies to core content areas of the RTSA unit plan math, literacy, science, social studies, and strategies to support SPED and EL learners. (Actions 3.1, 3.13, 3.15)

Math professional developments via content academies are and have been implemented to address math support. Digital online math intervention via Imagine Math, one-on-one tutoring, and AVID strategies have been and are continuing to be implemented to support

students to reach grade level in mathematics. (Action 3.3) Continuous data review by the school site are in place to target specific discrepancies and focus on
effective strategies to improve student achievement.

CAASPP

Improving our assessment infrastructure remains an ongoing need. Specifically, addressing testing administration to increase participation rates remains essential to the reliability of all assessments including the CAASPP. In the 2022-23 school year, several JCS sites and LACHSA did not achieve the required 95% participation rate. Ninety-four percent of LACHSA 11th-grade students participated in the 22-23 CAASPP testing administration.

For the 2023-24 school year testing schedule, direct and focused efforts were made by the testing administration to increase student testing participation. Testing leads at each site supported the overall testing of students along with site leadership creating schedules and plans to directly affect the participation rates of students.
CAASPP Performance. (Action 3.11)

While student performance on the 2022-23 CAASPP in English-Language Arts demonstrated an increased in performance, only 4.2% of students in the JCS Met or Exceeded the Standards. The need for focusing on intensive literacy support remains and will be highlighted in the actions and services in the 2024-27 LCAP.

Zero percent of JCS/CCS students Met or Exceeded the performance standards in math on the CAASPP. And, thirty percent of LACHSA and 52 percent of IPOLY's 11th-grade students Met or Exceeded the performance standard in math. Due to the CAASPP and the previously discussed STAR math data results, the focus on intensive numeracy remains a great need and has been identified as an ongoing need and action to continue to focus through the 2024-27 LCAP.

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.

In February 2024, the California Department of Education (CDE) updated the list of schools identified for Comprehensive Support and Improvement (CSI). The list identifies schools for CSI low graduation and low performance as identified by the CDE. Five schools operated by LACOE Educational Programs were identified for CSI assistance, however, one identified school, Central Juvenile Hall was closed in July 2023. The following schools are currently eligible for Comprehensive Support and Improvement:

- Afflerbaugh-Paige Camp – low-graduation
- Dorothy Kirby School – low-performance
- Nidorf Juvenile Hall School - low-graduation
- Renaissance County Community - low-graduation
- Central Juvenile Hall (closed) - low graduation

Support for Identified Schools

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

Los Angeles County Office of Education Educational Programs (LACOE EP) built on the Differentiated Assistance work to provide support, training, and monitoring for individual sites in developing their problem of practice and identifying root causes of low achievement. Data from the California Dashboard was reviewed in conjunction with local data to assist school teams with their planning and revising their School Plans for Student Achievement to address areas of low achievement The LACOE-EP team consists of 15 members in total, including site-level teachers, administrators, and central office staff. Defining each site's problem of practice and root causes of low achievement has been instrumental in informing revisions to the School Plan for Student Achievement and articulating the direct work with students and staff at the school site level for Comprehensive Support and Improvement.

LACOE's Theory of Action was developed to address the differentiated needs of schools within the LEA. This theory of action identifies the creation of student-centered professional practices modeled by all adults and provides system-wide structures to build staff capacity in the areas of content standards, instructional techniques, and social-emotional learning and a system of shared accountability in the implementation of identified initiatives. The result is that LACOE Ed Programs maintains a system-wide culture of shared practices that demonstrate high academic and behavioral expectations ensuring educational equity for all students.

Educational Program's Title I office also supports the schools in Comprehensive Support and Improvement by providing training on developing an effective School Plan for Student Achievement and ensuring revisions are made to reflect current student needs. Besides using student and staff data to build their plan, the schools use input from their educational partners to develop their plans. This includes the School Site Councils, Shared Decision-Making meetings with the bargaining units, and the English Learners Advisory Committee. Once the school sites complete the School Plans for Student Achievement, the Title I office project director reviews the plans to ensure they align with the local control and accountability strategies and include research-based practices for increasing student achievement in both English language arts and mathematics. In cases where a plan does not meet the academic needs of the students or the school site needs additional support, the central office provides additional training and one-on-one support to the school administration and their School Site Councils. School Site Councils reviewed the data to identify their needs and resource inequities and a comprehensive needs assessment process was used for developing the SPSA to determine focus areas. A Teacher on Special Assignment supports Renaissance PAU, two paraeducators support Nidorf, and additional literacy supports via training in the Science of Reading program where added at the remaining CSI-eligible sites.

Additionally, evidence-based interventions from the What Works Clearinghouse (WWC) repository were reviewed to determine alignment with identified needs. The focus areas identified in the review of student academic performance and achievement data and the SPSA include

increasing literacy and math proficiency. Literacy program support, assessment support, and a math support will be added to CSI-eligible schools in implementing the Science of Reading program and to reinforce the need to improve the summative and formative assessment administration. A review of state and local data included reviewing data with support from a consultant. Studying testing participation rates led to identifying improving assessment participation and administrations as a focus of need. A reflection of resource inequities offers a glimpse of LEA-level factors that may lead to inequities. However, further exploration is needed. As previously noted, the AB216 policy affords schools to support student graduates as the goal is for students to exit from the JCS and CCS.

It was determined that 2022-23 graduation rates were low at these sites (Juvenile Court Schools and CCS), partially due to the inability to establish a consistent cohort due to mobility and transiency. Also, students were impacted by ongoing academic needs and COVID-related recovery factors. Raising literacy and academic proficiency, improving student engagement, and testing culture are key strategies for improvement that will be implemented in the 2024-25 school year.

Suspension rates are higher at these court schools than at specialized high schools, which means that continued implementation and monitoring of PBIS and MTSS can support a decrease in suspension rates to help students earn credits—additionally, identifying engagement strategies to support students staying in school will be a focus for the coming year. Focusing on PBIS implementation and identifying and supporting individual students with risk factors needs to be more intensive.

CAASPP test data offers growth opportunities, particularly assessing underlying causes of low performance and participation rates. The schools reviewed data to determine if specific outcomes may be attributed to students who are not focusing on tests, the testing culture; students who do not have academic support, loss of learning; and curriculum. Results from the California Healthy Kids Survey (CHKS) from 1,054 students expressed that High Expectations from adults (57%) slightly decreased from 61% on last year's administration of the CHKS.

English learners perform at the same level from year to year. For example, Renaissance PAU aims to achieve a 95% testing participation rate in 2023-24. These outcomes suggest a need to further focus on specific ELD instructional strategies, support teachers in administering the ELPAC, and increase participation. LACOE central office staff will provide training and support to these schools in effective instructional strategies for English learners.

Monitoring and Evaluating Effectiveness

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

Comprehensive Support and Improvement schools review student achievement and performance data with the central office staff and other school site administrators. The data reviews aim to identify areas of strength and areas where the school needs additional support to increase student achievement. Another purpose of the data review is for school administrators to hear other schools' best practices with similar student demographics to replicate the strategies at their school site. The data analysis and interpretation align with the local control and accountability plan and their School Plan for Student Achievement.

Comprehensive Support and Improvement schools also reviewed student and staff data from the California Healthy Kids survey. Once the data was reviewed at the central office and site level, the staff developed an action plan to address the areas of need. In addition, the Differentiated Assistance Support team and Continuous Improvement Plan members took a deep dive into reviewing student and staff data from various metrics (chronic absenteeism, attendance rate, local assessment data, special educational data, etc.) to determine the needs of Comprehensive Support and Improvement schools.

In addition to the support and monitoring provided by the Title I office with SPSA reviews and support with planning and program implementation, support is provided through the Differentiated Assistance Support and Continuous Improvement Plan team. As a team, the members meet periodically throughout the academic years to develop a plan to support the schools. The ongoing review of student achievement and performance by an assessment specialist and PLC-Level analysis will assist in monitoring the implementation of site testing systems. PLC-level analysis and training to improve testing systems are needed to improve test participation rates. Every CSI site needs a PLC refresher; PLCs can improve and gain from identifying strategies to review student work and data analysis. Also, using local data (i.e., STAR and CHKS) with fidelity to drive data-informed decision-making.

Data were also presented during LCAP engagement presentations to all staff, which included LCAP goals, metrics, and actions tied to the California School Dashboard data and other accountability measures to support the alignment of SPSAs and the LCAP. A needs assessment revealed areas of need related to low graduation and performance rates at the identified schools. Similar themes were identified at the halls (Nidorf), camps (Kirby and Afflerbaugh-Paige), and county community schools (Renaissance).

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	The California Healthy Kids Survey (CHKS) survey, focus groups, and interviews were conducted with students to better understand their school experience. The CHKS Survey measures perspective on school climate and safety, student wellness, and youth resiliency. The survey administration was held December 2023 through February 2024. 1,054 responses were submitted. Focus groups were also conducted at individual sites on April 2, May 2, , May 3, 9,10, 13 and May 30, 2024. 99 students participated in the focus groups including students representing low-income students, foster youth and English learners.
Parents	The California Healthy Kids Survey for Parents (CSPS) measures perspective on school climate and safety, student wellness, and youth resiliency. The survey administration was held December 2023 through February 2024. 521 responses were submitted. Additional site level focus groups were held at LACHSA and IPOLY on April 23, and April 30, 2024. May 9 and May 13, 2024. Parent/Guardian focus groups were also conducted on February 12, 2024, April 9, April 22, April 30, 2024 and May 9,13, and 22, 2024 with parents/guardians of the following: Students with Disabilities, English Learners, and Black/African american students. 160 parents participated in the focus groups.
Teachers and Staff	The California School Staff Survey (CSSS) measures perspective on school climate and safety, student wellness, and youth resiliency. The survey administration was held December 2023 through February 2024. 98 responses were submitted through the CSSS survey for staff. LCAP Engagement presentations were also conducted at

Educational Partner(s)	Process for Engagement
	school sites on March 14, 2024, April 4, 2024, May 17, 22, and 23, 2024. 34 teachers also participated in a local priority survey.
Labor Partners	Consultation with labor representatives took place on May 31, 2024.
SELPA Administrator	In addition to ongoing consultation with administrative staff regarding the needs of Students with Disabilities (SWD) at sites served by Educational Programs, the SELPA administrator met with staff to discuss services for SWD in the 2024-25 LCAP on May 16 and May 29, 2024.
Administrators	Feedback from administrators is solicited during monthly meetings. Administrators also attend Differentiated Assistance and Support/Continuous Improvement (DAS/CIS) meetings during the 23-24 school year. Specifically, DAS/CIS meetings were held on January 24, 2024, April 3, 2024, and May 1, 2024. Central office administrators also provided input through a survey of vendor provided services.
Principals	Site principals participated in school level LCAP Engagement presentations and input sessions conducted on March 14, 2024, April 4, 2024, May 17, 21, 22, 23, and June 3rd 2024.
Other School Personnel	School level LCAP Engagement presentations and input sessions were conducted on March 14, 2024, April 4, 2024, May, 17, 21, 22, and 23, 2024. 10 paraeducators and 5 counselors also participated in a survey of local priorities.
DAC/DELAC	The LCAP was presented to the DAC and the DELAC on May 30, 2024. The superintendent responded to comments from the committees. The superintendent's responses to comments from the committees are posted on the LACOE website.
Educational Partners at Equity Multiplier Schools	Focus groups with educational partners at Equity Multiplier schools took place on March 14, April 4, May 21 and May 23.

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

Many students commented on the support they received to ensure they meet graduation requirements. They cited counseling services, tutoring, and review of credits to help them move toward graduation. Comments included the value of counseling support to help them better understand where they stand and what is needed to meet graduation requirements. They also noted increased motivation after receiving guidance to better understand their status in meeting graduation requirements and setting a plan to move forward. Most students who had not received graduation support had recently entered the program. As a result, Action 1.2 will be continued with additional supports added to

support student groups with the lowest performance levels in graduation rate. Several students commented on opportunities and support available to support college and career readiness. Some of those mentioned were speakers and presentations, opportunities to take college courses, and work experience opportunities such as culinary arts and other OSHA programs. As a result, Action 1.3 College Courses will remain with additional support for student groups in the lowest level for college and career readiness.

Students frequently commented on the need for support services when transitioning to their local school after release from the juvenile justice system. Students indicated that support in ensuring they are enrolled in appropriate classes with opportunities for tutoring and individualized support was important to their success. They also indicated the need for school placement that provides opportunities for after-school activities including sports and enrichment activities. As a result, action 2.6 has been added to support transition services.

Parents were generally supportive of the services and supports; however, many indicated they would like more information about the availability of various services for parents and students. Therefore Action 2.1 Community and Family Engagement, will remain unchanged but increased emphasis will be focused on strategies in place to communicate with families.

Another area identified by both students and parents was the need for mental health services. Specifically, counseling and therapy were named as important services. Several students indicated a need for assistance in learning how to focus their attention in school and other settings. As a result, Action 2.3, Mental Health will be continued and expanded.

In addition, 22 staff including teachers, counselors, paraeducators, and administrators participated in an evaluation of tutoring and other enrichment services provided by outside vendors. Tutoring services were mentioned by staff as an effective and valuable support for students. As a result, tutoring will remain a component of Action 3.3 Interventions. Coaching support was also identified by staff as a need. This will be part of the professional development described in Action 3.13.

Engagement at Equity Multiplier schools identified a variety of supplemental supports. Input from the Equity Multiplier meetings at Renaissance included requests for tutoring, EL teachers, credit recovery, dual enrollment, CTE, incentives for PBIS, mental health services, drug diversion, art, and PE. Other sites mentioned the need for coaches/TOSAs, PBIS coordinator, CTE, PD for Juvenile Justice teachers, and literacy. Not all input was directed to the priorities identified for red student groups. The actions in Goal 4 reflect this input.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have equitable access to a 21st century education by providing them with standards-aligned instructional materials and with the technology needed to become college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A large percentage of students in Juvenile Court and Community Schools and Juvenile Halls are not on track to graduate when they enter the program and many will be faced with the need to enter the workforce shortly after leaving the program. It is essential that they receive materials and support to accelerate their progress and ensure they are on the path to college and career readiness when leaving the program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate	Graduation rate: All 68.7% EL 52.2% FY 51.5% Homeless 52.5% SED 61.3% SWD 54.5% AA 51.5% Hispancic 52.2% IPoly – 98.9% LACHSA – 91.2%			For each year, graduation rates at each site, and for each identified student group will increase by two percentage points or maintain a rate of 98% or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		JCS &CCS – 42.4% (Dataquest, 2023)				
1.2	College & Career Readiness /College Course Credit	47.6% of the students enrolled in college courses (69) have received course credit SED - 56.7% EL - 50% FY 100% Homeless - 80% SWD 77.8% (Additional Reports, California Dashboard 2022-23)			Overall and for each identified student group, at least 70% of the enrolled students will receive course credit.	
1.3	A-G Completion	68.7% - CA School Dashboard 2023			The A-G requirements shall expand to a rate of at least 80% by 2026 based on the 2026 CA Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CTE Pathway Completion	0% - (Additional Reports, California Dashboard, 2022-23) 0% - Specialized high schools 0% - JCS 0% - CCS			CTE Pathway completion rates will increase to at least 4% overall and for Specialized high schools, JCS and CCS.	
1.5	CTE and A-G Rate	All - 0% SED - 0% EL - 0% FY - 0% Homeless - 0% SWD - 0% California Dashboard: Additional Reports 22-23			All students and student groups will achieve 2% growth per year for a 3 year increase of 6%.	
1.6	Advanced Placement Examination	76% - LACHSA DataQuest 22-23			There will be an annual increase of 1% in students at LACHSA passing the AP exam with a sore of 3 or higher.	
1.7	Early Assessment Program (EAP) Assessment	53.5% of 11th graders met or exceeded standard for English language arts. 26.7% of 11th graders met or exceeded standard for mathematics.			61% of LACOE 11th grade students will meet or exceed the standard for ELA within 3 years. 42% of LACOE 11th grade students will meet or exceed the standard for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(CAASPP scores, 2022-23)			mathematics within 3 years.	
1.8	CTE Certification	20% CTE certification (local indicator)			CTE certifications will reach 40% within 3 years.	
1.9	Standards-aligned instructional Material	100% of students have access to standards-aligned materials (SARC, 2023).			100% of students will have access to standards aligned material each year.	
1.10	School Facilities	90% SARC			A Williams compliance rating of 90% or higher will be achieved annually.	
1.11	Implementation of Academic Content and Performance Standards	Meeting 100% Local Indicator			Academic content and performance standards will be fully implemented for 100% of LACOE students annually.	
1.12	Dropout Rate	Middle School – 0 students High School – 82 students (Dataquest - 2022-23)			Middle and high school dropouts will be reduced annually to 0 dropouts by year 3.	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Facilities	LACOE will continue to inspect school facilities and undertake appropriate measures to ensure that all facilities are in good repair. LACOE will also collaborate with property owners to resolve any concerns with facilities including monitoring ongoing maintenance needs. With the closing of sites, additional costs may be incurred for moving and transferring of equipment and providing maintenance.	$3,106,973.00	No
1.2	Graduation Rates	Students who are credit deficient will be provided with support so they can make progress toward meeting their graduation requirements. LACOE will adopt and adhere to the alternative graduation cohort to measure an accurate graduation rate for the Juvenile Court Schools. Additional monthly monitoring of academic progress for Foster Youth, Socioeconomically Disadvantaged students,Students with Disabilities, and African American Students, will be conducted through the student information system at all sites. Students whose progress indicates they are at risk of not being on track to meet graduation requirements will be provided with tutoring, intervention and/or counseling support as needed.	$5,022,395.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	College Courses	LACOE will expand access to college courses to students by partnering with local community colleges. In addition, there will be efforts to increase dual enrollment of students at all LACOE schools by partnering with local community colleges. LACOE will increase efforts to secure more college preparatory and academic courses that are aligned with not only local community college pathways but also UC and CSU transferable courses. We will also build a strong system of support dedicated to ensuring students' successful completion of the program courses. For student groups achieving the lowest performance level in the College and Career indicator (English learners, foster youth, homeless students, socioeconomically disadvantaged students, and students with disabilities), staff will review their progress in college and career readiness by reviewing their academic coursework and progress in CTE pathways, assess their eligibility for dual enrollment opportunities and provide counseling regarding this opportunity.	$5,022,395.00	No
1.4	Access to Courses	LACOE will continue to offer all students the appropriate course placement in English, mathematics, science, history social science, English Language Development, Career Technical Education, Visual Arts and Performing Arts, and other board approved courses. Career Technical Education courses will be expanded to additional school sites to support career readiness. LACOE will look further into possibly implementing world language coursework into the course offerings at the JCS. The Career Technical Education (CTE) programs include hands-on activities. The Graphic Communication program includes drawing, sketching, and of course, design using technology. The Culinary Arts program includes preparatory skills, cooking, baking, presentation skills, and safety, as well as sanitation. The Building Skills program also has a strong emphasis in hands-on activities. Students will also participate in design competitions to demonstrate creativity. Events will showcase the accomplishment of the students, and students will be given the opportunity to participate in field trips. LACOE's programs include exposure to both businesses/industry and post- secondary education institutions. LACOE will increase efforts to secure more CTE programs that are aligned with local community college pathways for a successful transition, as well as	$394,246.00	No

Action #	Title	Description	Total Funds	Contributing
		the continued use of platforms that allow students to explore college (2 and 4 year) and career options and access to scholarships and grants.		
1.5	Middle and High School Dropouts	LACOE will continue to monitor students in middle school and high school who are in danger of dropping out by identifying students with poor attendance, deficient in school credits, family obligations, or challenging issues. Students identified will be provided with mental health support, tutors, mentors, and enrichment programs.	$2,307,181.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will be provided with multi-tiered systems of support including community engagement to address their mental health and social emotional well-being to decrease suspensions and increase student engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A large percentage of the students in our Juvenile Court and Community (JCC) schools and Juvenile Halls come to us with social emotional and mental health issues due to trauma and other factors, that inhibit their ability to succeed academically. Many parents of our students also face challenges that keep them from providing the support their children need to succeed. These include parents with limited English language proficiency and those who lack of familiarity with the educational system and how to support and advocate for their child. Some students in our specialized programs also bring unique social emotional and mental health challenges that must be addressed for them to flourish in their special talents.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates	Attendance Rate 2022-23 All 86.62% SED 82.54% EL 77.16% Foster Youth (no data) JCS: 92.3% CCS: 76.2% IPoly: 97.9% LACHSA: 95.9%			Attendance rates overall and for each school and student group will increase by 1% annually for schools with a baseline greater than 90% and will increase by 2% annually for schools with a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CALPADS report 14.2 student absences for 2022-23.			baseline of 89% and below.	
2.2	Chronic Absenteeism	Chronic absenteeism: 2022-23 All 32.4% SED 38.7% EL 42.3% Foster Youth 36.4% JCS: 30.6% CCS: 76.2% IPoly 9.2% LACHSA: 30.4% (Data Quest, 2022-23)			Chronic absenteeism rates overall and for each school and student group will be 19% or less within 3 years.	
2.3	Suspension Rate	All 14.8% FY 32.8% SED 20.4% SWD 35.7%% AA 26.4% Two or more races 7.8% JCS: 21.5% CCS: 2.05% IPoly: 0% LACHSA: 0% (DataQuest 2022-23)			Suspension rates overall and for each school and student group will be reduced by 2% per year or maintain at 0%	
2.4	Expulsion Rate	Expulsion Rate - 0% (Data Quest, 2022-23)			Expulsion rates will be maintained at 0 annually.	
2.5	Professional Development	100% of staff have received mental health/social emotional			100% of staff at all sites will receive mental	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		based professional development. (Local indicator, 2023-24)			health/socio-emotional based professional development annually.	
2.6	Parent Participation & Decision-making	During the 2022-23 school year, 94% of parents/family participated in PFECP meetings (local indicator: parent/family count in attendance / unduplicated student count for the year). 24% of parents/family reported the school actively seeks the input of parents before making important decisions (2023-24 California Parent Survey)			At least 95% of parents will participate in PFECP meetings annually; Within 3 years, 50% of parents will report the school actively seeks input of parents before making important decisions (based on CA parent survey)	
2.7	Safety & Connected-ness	Safety Parents 39% of parents indicated school is a safe place for my child. Staff 33% of staff strongly agree school is a safe place for staff. Students JCS/CCS			Within 3 years, 50% of parents, staff and students will indicate they feel school is safe school by indicating "agree" or " "strongly agree" to questions about school safety in the CA Healthy Kids survey.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7-12% Very safe / 41%safe 22% Very Safe/ 40% safe Connectedness Parents- 31% of LACOE parents strongly agree schools promote parent involvement. Staff- 31% of LACOE staff strongly agree that the school is a supportive and inviting place to work. Students reporting Agree or Strongly Agree to questions about school connectedness JCS/CCS • 54% (CA Healthy Kids Survey)			Within 3 years, parents, staff and students will indicate they feel connected to school based on at least 50% responding "agree or "strongly agree" to questions about school connectedness on the CA Healthy Kids Survey.	

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community and Family Engagement	The Parent and Family Education and Consultation Program (PFECP) builds relationships with families through a multi-tiered system of support. The PFECP team currently includes 11 staff members from each school site and the central office. PFECP also has several community partners and contracts with paid vendors to support with community engagement. The California School Climate, Health, and Learning Surveys (CalSCHLS) is administered to LACOE students, parents, caregivers and staff to measure school climate, connectedness, and academic interests. The California School Parent Survey (CSPS), the parent component of CalSCHLS, was administered to parents and caregivers December 2023 – February 2024. 481 parent surveys were collected across all LACOE school sites. 31% strongly agree that the school promotes parental involvement. Throughout the course of the school year, parents will be provided with approximately 146 events in the form of in person and virtual programming, through their participation in learning opportunities offered through the Parent and Family Education and Consultation Program (PFECP). Through the PFECP, parents will be invited to attend classes on topics such as Special Education, Social Emotional Learning, Empowerment, Motivation, Technology, Emotional Intelligence, Youth Advocacy and Trauma Informed Parenting.	$341,460.00	No

Action #	Title	Description	Total Funds	Contributing
		LACOE disseminates school announcements, in English, Spanish or other requested languages, to increase parental involvement. Communication is sent through letters, flyers, and invitations mailed to families and postings on social media. PFECP staff also conduct additional outreach in the form of phone calls, communications via Aeries Parent Square, and reminder text messages. Using digital marketing and other relationship-building strategies, PFECP staff work to increase parent participation at the site level in School Site Council meetings and the English Learner Advisory Committee, most notably at two sites, Barry J. Nidorf and Renaissance County Community Schools. Parents have the opportunity to be active participants in the decision making of the school to improve the academic achievement of all students including low-income students, English learners, and foster youth. Parents participate in various capacity-building opportunities such as the Parent Advisory Committee and District English Learner Advisory Committee that prepare them to be actively involved in the education of their students. PFECP staff encourage parents/caregivers at the beginning of every event to participate in meetings where information is shared or decisions are made. All parents, including parents of students with disabilities, continue to receive weekly communication from PFECP staff, to provide them with timely information and updates on services and programming for them and their students. Parents are invited to attend school-sponsored events such as the Road to Success Academy (RTSA) Exhibitions. The objective of the RTSA Exhibition is for parents, school staff and community partners to observe a student-led and student-focused showcase of classroom learning and projects. Parents and community partners, along with school and district office staff, walk through classrooms to observe, ask students questions and provide feedback. Parent engagement at RTSA Exhibitions have been a challenge at juvenile court schools due to the requirements and approvals from the Los Angeles County Probation Department to allow parents on site.		

Action #	Title	Description	Total Funds	Contributing
2.2	PBIS	A Coordinator II position will be responsible for the administration of professional development on classroom strategies that support the framework for PBIS and training on laws, policies, and best practices related to student discipline. A Senior Program Specialist is responsible for providing PBIS tier-level training to all sites to support a decrease in the number of discipline incidents and increase school safety. These positions also work with the school sites to provide Restorative practice training and strategies that aid in the effort of building positive school culture and climate, fostering good rapport between staff, students, and agency partners. PBIS, Nonviolent Crisis Intervention (NCI), and Dialectical Behavior Therapy (DBT) training will be continuously provided at all JCS and CCS sites to support a decrease in the number of discipline incidents and increase school safety. Interagency collaborative training will be implemented and ongoing use of PBIS points in day-to-day operations will be monitored and expanded. Beginning with the 2024-25 LCAP, staff will begin use of a behavior matrix, developed in 2023-24, collaboratively with Los Angeles County Probation Department staff. The behavioral matrix aligns with PBIS and will assist in the implementation and monitoring of behavioral goals, expectations, and outcomes.	$372,212.00	No
2.3	Mental Health Support	A school mental health program will be implemented at Renaissance PAU, IPOLY, and LACHSA sites. The mental health program staff will support JCS sites with various needs as necessary (e.g., training, consultation, etc.). School staff will be provided with at least one professional development training in relation to mental health (e.g., trauma-informed approaches, psychological first aid, etc.) Individual, group, and family mental health counseling will be made available to students. Graduate-level social work interns will be utilized to assist in providing services to students and families, such as relationship building and healing. School staff will be provided with mental health consultations regarding concerns related to students. Crisis and threat assessment teams will be employed	$264,120.00	No

Action #	Title	Description	Total Funds	Contributing
		for students and staff in the event of a crisis, natural disaster, or act of violence/terrorism. The California Healthy Kids Survey will be administered annually to assess the current status of students sense of safety at the school site and connectedness. The data from the survey will be analyzed and presented to the central office, as well as site administrators to develop a plan of action. School principals will get disaggregated data to better address the needs of the students at their respective school sitse.		
2.4	Attendance	LACOE office staff, site administrators and teachers will be provided with attendance data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance in order to improve their overall attendance. Support staff will review attendance plans and monitor attendance on a regular basis to impact engagement.	$6,785,269.00	Yes
2.5	Chronic Absenteeism	LACOE office staff, site administrators and teachers will be provided with chronic absenteeism data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance to improve their overall attendance. In addition, the school social workers will provide at-promise students and those currently chronically absent with support by doing home visitations. Home visitations will allow the social workers to talk to the students and family members about their obstacles in attending school regularly to find solutions. To further address chronic absenteeism, there will be an ongoing emphasis on supporting students and families with any obstacles that may be preventing them from attending school on a regular basis. Staff working with our at-promise students support with referrals to medical, dental, mental health care services, and food resources, as appropriate and needed. Additionally, schools will continue to set up rooms to support students with basic needs such as clothing, shoes, and school supplies. In addition, the following will be implemented for Socioeconomically Disadvantaged students who achieved the lowest performance level in	$6,785,269.00	Yes

Action #	Title	Description	Total Funds	Contributing
		chronic absenteeism. The following actions will be added focused on socioeconomically disadvantaged students, to address this need. School staff will follow up with students with non-probation related attendance concerns. Students are offered supports on SEL and PBIS expectations. Collaborate with Community Schools staff on supporting students with attendance concerns. Hold Student Planning Team meetings (SPTs) Phone calls to home. LACHSA will continue sending daily notifications regarding student absences. Families are notified if the student is in danger of Probation. SSTs are conducted to assist students with chronic absenteeism. An attendance plan will be created to monitor student attendance. An end of year attendance review will be Implemented.		
2.6	Transition Services	LACOE school counselors located at each school site will complete an Individualized Learning Plan (ILP) or 4 year plan with all students enrolling in LACOE schools. The plan will incorporate Academic, Transition, and post-secondary goals developed by the student in collaboration with the school counselor. The LACOE Transition and/or Support Counselor will work with each student, their Ed Rights holder and valued stakeholders to develop a Transition plan that identifies the next school of enrollment (High School, Post Secondary, Adult, etc), education contacts and resources that will enable a successful education transition for the student. LACOE counselors will also meet with students and families to provide information on accessing post-secondary college and career pathways, as well as offer information and assistance with financial aid applications and resources. Before or upon exiting LACOE schools, each student will be provided an Exit packet that contains the Transition Plan and all needed education records. LACOE Transition and Support counselors will reach out to students and ed rights holders post-exit to determine if additional support with their transition is needed.	$6,785,269.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and ensure they make expected progress on statewide assessments as well as improving overall English proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students in our programs need a strong academic program, including targeted interventions and language support to ensure they leave the program able to return to their school, further their education or enter the workforce and be successful. The actions in this goal ensure all students have access to a comprehensive instructional program and additional supports, as needed, based data, to ensure success in all content areas. This requires core instruction by credentialed teachers, instructional materials and core instruction and additional supports as needed for all student groups. The actions in this goal address those needs and support success for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP - ELA	CCS – 12.3% JCS – 4.28%* (*average) IPOLY – 86.4% LACHSA – 73.5% All 50.35% SED 28.86% FY 9.52% EL 2.94%			Each year CAASPP ELA will increase by at least 2% overall, at each site and for each student group.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-23, CAASPP)				
3.2	CAASPP - Math	CCS – 0% JCS – 0%* (*average) IPOLY – 52.4% LACHSA – 30.5 All 25% SED 11.46%% FY 0% EL 0% (2022-23, CAASPP)			Each year CAASPP math will increase by at least 2% overall, at each site and for each student group.	
3.3	Reclassification Rate	Reclassification rate at LACOE: 9.8% (2022-23)			Each year reclassification rate will increase at least 2%.	
3.4	Progress towards English Proficiency	7.6% of LACOE English learners received a score of level 4 on the ELPAC (2022-23, Summative ELPAC)			Each year there will be a minimum 2% increase in the number of students scoring a level 4 int he English Language Proficiency Assessments for California (ELPAC)	
3.5	STAR Math data (JCS and CCS sites)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.5			Each year, overall and for each student group Grade Level Equivalency outcome will increase by 0.3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 4.8 Homeless: 5.3 SPED: 4.6 EL: 4.8 African American: 5.0 Hispanic/Latino:5.7 (STAR Data, 2023-24)			points in mathematics.	
3.6	STAR Reading data (JCS and CCS sites)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.5 Foster Youth: 5.4 Homeless: 5.2 SPED: 4.9 EL: 4.4 African American: 5.3 Hispanic/Latino: 5.5 (STAR Data, 2023-24)			Each year, overall and for each student group Grade Level Equivalency outcome will increase by 0.3 points in reading.	
3.7	California Science Test (CAST)	Standard Exceeded 5.1% Standard Met 30.10% Standard Nearly Met 48.47% Standard Not Met 16.3% CAASPP, 22-23			Within 3 years, the percentage of students exceeding standard will increase by 5% and the percentage meeting standard will increase by 10%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Credentialed Teachers	100% of LACOE teachers have a full credential (percentage determined as follows: teachers with full credential/total number of teachers).			Annually, 100% of LACOE teachers will have a full credential	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Basic Services for English Learners	LACOE will continue to offer English Learners a variety of courses that include designated and integrated English Language Development (ELD). The implementation of designated English Language Development (ELD) at the CCS is a high need. The English Learner Master Plan will be implemented at all LACOE school sites to provide oversight and monitoring	$11,122,006.00	No

Action #	Title	Description	Total Funds	Contributing
		of English Learners, as well as reclassified students, for four years. English Learners will continue to be supported through classroom instruction, interventions, and enrichment activities, so they can achieve annual progress in learning English and reach reclassification. Newcomer English Learners will be assessed in mathematics and reading using the Star Renaissance Assessment to measure their level of proficiency in their primary language. English Learners Teachers on Special Assignment (TOSA) will provide intensive support in speaking, reading, and writing to students scoring in the "Beginning to Develop" level of the ELPAC. English learners will receive additional language support from the teachers and paraeducators when student data demonstrates a need for additional support. Individualized instruction will be provided to English Learners during class time to assist them in building their oral language, reading, and writing skills. This support will help the students improve at least one ELPAC level per school year. The following actions will be implemented for Long Term English Learners: Interviews, focus groups, and classroom observations will be conducted to analyze strengths and needs in current practice for LTELs. Additional instructional opportunities and tutoring support will focus on strategies for building academic language and improving writing skills.		
3.2	Reclassification	Reclassified students will also be monitored for four years after reclassification and if needed, will be provided with extra support to ensure they succeed academically.	$969,568.00	No
3.3	Interventions	Extended learning opportunities will be provided to students to support student achievement through tutoring opportunities for students who need academic support. Classroom teacher and counselors will identify students in need of additional support, identify areas of need, facilitate implementation of tutorial services and monitor student progress.	$2,260,953.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide academic support, including coordination of instruction, interventions, enrichment opportunities, and/or tutoring to expelled youth and monitor their growth. Based on disaggregated internal STAR formative assessment data, Long Term English Learners achieved an average grade level equivalent of 4.1, the lowest of all student groups. To address this need, additional support in academic language and writing instruction will be provided in class and tutoring sessions.		
3.4	Expelled Youth	LACOE staff will collaborate and align services with local agencies and community-based organizations for Expelled Youth in order to coordinate instruction and their Individual Learning Plans. Training and professional development will be continuously provided for administrators, counselors, and teachers on developing and monitoring student Individual Learning Plans. Procedures in place at the central office will ensure requests from the juvenile court on student information will be provided in a timely manner. Coordination of necessary educational services will also be made to provide services to students. The Student Registrar office will develop and implement a mechanism for the efficient expeditious transfer of health and education record and the health and education passport. The office will monitor the speed in which records are transferred and will revise the plan based on data collected.	$2,260,953.00	No
3.5	Foster Youth	LACOE will identify foster youth using the LACOE developed Educational Passport System (EPS) and continue to send educational related data to shared database, A Educational Passport and Aftercare. Foster youth will be referred to partner agencies who support and monitor students' progress along with coordinate with service agencies. LACOE will work with the county child welfare agency to minimize changes in students' school placement. In addition, education-related information will be provided to the county child welfare agency to assist in the delivery of searches to foster children, including educational status and progress information that is required to be included in court reports.	$3,607,418.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Dissemination of Data	LACOE will disseminate data by student group on a regular basis to LACOE office staff and site administrators on the ELPAC, CAASPP, Star Renaissance assessment, the California Dashboard, DataQuest, and other databases to improve the academic achievement of all students. Data from student surveys will be disseminated to inform LACOE of student and stakeholder input, needs, challenges, and areas of growth. There will also be a continuation of the use of Microsoft's Power BI to support data chats and review student achievement.	$192,008.00	No
3.7	Instruction	RTSA will continue to be implemented at all JCS and CCS schools and professional development will be provided to teachers in order to increase student achievement. Administrative observations and walkthroughs will be used to provide instructional feedback to teachers in order to improve instruction. Curriculum and instruction will be monitored and reviewed to connect the Common Core State Standards and the California English Language Development standards.	$433,224.00	No
3.8	Teacher Credentialing	LACOE will assign fully credentialed teachers to support all students and ensure the unique needs of low-income, English learners, expelled youth and foster youth students are met.	$2,980,375.00	No
3.9	Conditions of Learning	Data will be reported on conditions for learning (textbooks and facilities) on a regular basis. School facilities will be inspected to take appropriate measures in ensuring that all facilities are in good repair. Textbooks will be inventoried, ordered, and distributed so that all students have access to a standards-aligned textbooks and curriculum. Textbook sufficiency reports will continue on a yearly basis.	$179,955.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Homeless Students	The LACOE staff will conduct training and professional development on laws, policies, and best practices for homeless students. They will also participate in all LACOE-FYS/Homeless Education Liaison meetings. The homeless liaison and/or counselors will monitor progress for homeless students toward meeting graduation requirements in a four year period. Counselors will provide counseling for homeless student to assist them in college and career planning.	$214,291.00	No
3.11	Assessments	LACOE will continue to administer state required assessments (CAASPP, ELPAC, IABs, etc.) and the STAR Renaissance assessment at the JCS and CCS. Student progress will be measured quarterly using the STAR reading and mathematics assessment to determine the effectiveness of courses implemented. Student work will also be used to determine student mastery of course content and offer additional support, if needed, for academic improvement. STAR data will be monitored and analyzed for all student groups. The NWEA assessment will be administered at the specialized high schools periodically. Teachers will receive ongoing training on their respective local assessment to monitor student growth and provide the appropriate interventions for students in need. Increasing testing participation and culture will be a focus in the administration of formative and summative assessments.	$91,460.00	No
3.12	Data Chats (Continuous Improvement)	Data-driven discussions will continue to occur on a regular basis at the district and site level. During Professional Learning Communities (PLC), Site administrators and teachers will review test data from state and local assessments to create RTSA unit plans to address the needs as well as direct support and programs. District and site level data reviews will occur multiple times of the year to inform the development of school plans and goal monitoring. The system of data management will be assessed for further development and alignment with complementary LCAP actions.	$7,088,905.00	No

Action #	Title	Description	Total Funds	Contributing
3.13	Professional Development	Teachers, paraeducators, administrators, and district office staff will be provided with ongoing professional development in the RTSA unit plan, Common Core State Standards in English Language Arts and mathematics. For IPOLY and LACHSA this professional development will be provide via the intended curriculum for those school programs. They will also receive ongoing professional development in History-Social Science, the Next Generation Science Standards, the English Learners Master Plan and other subject areas to improve student assessment results. Ongoing training will be provided on ELPAC and English Language Development strategies to support English learners in reading, listening, speaking, and writing. and monitoring of English Learner progress, including strategies for providing more intensive, targeted support for Long-term English Learners. Professional development will be provided to counselors and other support staff to ensure appropriate placement and monitoring of progress for LTELs. Teachers of LTELs will receive professional development in research based strategies for LTELs, including instruction in academic language and writing Administrators will be provided professional development about the diversity of English learners including LTELs. Teachers and site administrators will receive ongoing professional development in technology to embed technology tools in the curriculum and improve pedagogy. Teachers will provide students with technology lessons within the RTSA lessons to teach students current technology skills that will help them succeed academically and in a career. Content Academies, were recently implemented and these continue as part of ongoing Professional Development efforts in conjunction with the RTSA Saturday Summits. Professional development activities will be followed up with ongoing coaching support to ensure effective implementation of strategies from trainings.	$224,945.00	No

Action #	Title	Description	Total Funds	Contributing
3.14	Culturally Responsive Pedagogy	Culturally Responsive pedagogy will be used to address the needs of all students and ensure equity and access with a focus on African American students in the areas of English Language Arts and mathematics. Culturally relevant books and curriculum to be implemented and continue to develop an Ethnic Studies curriculum and arts integration. To support the needs of student groups identified as lowest performing for suspension rates and reduce suspensions among these students (Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American and students identifying as two or more races), professional development and follow-up coaching will be provided for teachers, administrators and support staff on strategies for creating positive and supportive classroom environments that are sensitive to individual and cultural needs of all students and build support systems to maintain student engagement and reduce behaviors leading to suspension.	$179,955.00	No
3.15	Students With Disabilities	Students with disabilities achieved the lowest performance level in suspension rates, graduation rates and college and career readiness, in addition, local data identified a needs for reading intervention for special education students. The following actions are designed to address these needs. Suspensions LACOE will reduce the number of suspensions of students with disabilities at the camps and halls schools. This is an area of focus for LACOE's Division of Student Programs' Continuous Improvement Monitoring Plan. To increase teacher understanding of students with disabilities general education teachers will be given access to the LACOE Special Education Information System (SPED-X) and substitute teachers will be provided access students' Behavioral Intervention Plan (BIP). Restorative practice requirements for students with behavioral difficulties will be increased (i.e. re-entry conferences rather than 2-day suspension). Procedures, including monitoring, will be implemented to ensure Behavioral Intervention Plans are implemented and data is collected.	$55,784.00	No

Action #	Title	Description	Total Funds	Contributing
		Graduation Rate Counselors will be invited to IEP meetings, or if they are unable to attend , a shared document will be provided including missing transcripts and AB216 status. IEP meetings will be held at all school sites when a student earns a D at a reporting period. Parents and students will be be provided information on the impact of not earning a diploma (job eligibility, pay disparity, etc.) To improve transitions services for students with disabilities, transition information will be included in students' IEPs. IEP progress reports will be sent home, If students are consistently not meeting benchmarks, an IEP meeting will be scheduled.. College and Career Readiness To improve transition services, training will be provided for teachers and services to support college and career readiness will be added to students' IEP. A career exploration class will be added and available to students with disabilities who are in need of support and guidance with career exploration initial and triennial assessments will be enhanced to better identify transition needs. Reading (need based on local data) Students with disabilities will be provided academic support/interventions to increase their academic achievement in English Language Arts and mathematics. Parent engagement will be used to collaborate with parents to provide students with the appropriate IEP goals and interventions to increase test participation as well as scores. Training will be provided to teachers in understanding dyslexia. Improved access to intensive reading intervention services will be provided for special education students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students with Disabilities at Afflerbaugh-Paige, Kirby and Nidorf sites and African American students at Dorothy Kirby will achieve a decrease in suspension rates of at least 2% annually to a rate of 0% within 3 years based on DataQuest. Hispanic students at Afflerbaugh-Paige, Nidorf, and Renaissance and Socioeconomically disadvantaged students at Nidorf and Renaissance with increase graduation rates by at least 2% annually to a rate of 98% within 3 years as based on DataQuest. Socioeconomically disadvantaged students at Kirby, Nidorf and Renaissance will demonstrate increased college and career readiness as measured by an 80% college course completion rate within 3 years. English learners at Renaissance will demonstrate improved performance on the English Language Progress indicator advancing at least one level on the English learner Progress Indicator on the 2025 Dashboard. Central Juvenile Hall received equity multiplier funds; however, the school was closed and will remain closed in 2024-25. The equity multiplier funds that were received for that school are being held in anticipation of the amendments being proposed to Education Code Section 42238.02(b)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the 2023 Dashboard results:
Students with Disabilities at Afflerbaugh-Paige, Dorthy Kirby Camp and Nidorf Juvenile Hall achieved the lowest performance level on the state indicator for suspension rates on the 2023 Dashboard. African American Students at Dorothy Kirby camp also achieved the lowest level in suspension rate.
Hispanic students at Afflerbaugh-Paige, Nidorf and Renaissance and Socioeconomically Disadvantaged students at Nidorf and Renaissance achieved the lowest performance level in Graduation Rate.
Socioeconomically Disadvantaged students at KIrby, Nidorf and Renaissance achieved the lowest level on the College and Career Readiness indicator.
English learners at Renaissance achieved the lowest achievement level on the Graduation Rate and English Learner Progress Indicator.

Students with Disabilities and Socioeconomically Disadvantaged students at Rockey-Glenn achieved a low (orange) level in suspension rates.
Dashboard data is not available for RTS Kilpatrick.
Based on this data and engagement with educational partners, it has been determined that it is important to focus this goal on reducing suspension rates, increasing graduation rates and college and career readiness. In addition, additional supports will be provided for English learners at Renaissance to improved English language development for those students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate	Students with Disabilities at: • Afflerbaugh-Paige 68.8% • Kirby 33.0% • Nidorf 39.2% African American Students at: • Kirby 43.9% Foster Youth • Kirby 36.7% • Nidorf 30% Socioeconomically Disadvantaged • Kirby 25.5% • Nidorf 25.9% • Renaissance 6.1% Hispanic • Kirby 20% (DataQuest 2022-23)			Suspension rates for each school and student group will decrease by at least 5% each year or a maximum of 19% within 3 years.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Graduation Rate	Hispanic Students at: • Afflerbaugh-Paige 57.7% • Renaissance 35.6% Socioeconomically Disadvantaged Students at: • Renaissance 36.2% (DataQuest 2022-23)			Graduation rates for each will increase annually by 2% points. (DataQuest 2022-23)	
4.3	College & Career Readiness College Credit Course	Socioeconomically Disadvantaged Students • Kirby 0% • Nidorf 100% • Renaissance 0% (College Credit Course, CA Dashboard			Within 3 years College Course Credit rates for socially disadvantaged students at Kirby, Nidorf and Renaissance will be at least 80% . (College Credit Course, local data)	
4.4	English Learner Progress Indicator	English Learners Progress Indicator at: • Renaissance 13.3% (CA Dashboard 2023)			English Learners at: • Renaissance will achieve an annual improvement of 2% annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					on the English Language Progress Indicator. (CA Dashboard 2023)	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Supplemental Professional Development	Supplemental, evidence-based professional development and follow-up coaching will be provided to instructional and administrative staff at Afflerbaugh-Paige, Kirby and Nidorf focused on creating supportive	$550,366.00	No

Action #	Title	Description	Total Funds	Contributing
		classroom environments and providing alternatives to suspension. Professional development will be focused on the unique needs of Students with Disabilities.Foster Youth, Socioeconomically Disadvantaged and African American students.		
4.2	Supplemental Graduation Support	Student progress toward meeting graduation requirements for Socioeconomically Disadvantaged students, at Afflerbaugh-Paige, and Renaissance will be monitored on a monthly basis through the student information system. Counselors, teachers and support staff will provide individual counseling to students not on track to meet requirements to graduate in a 4 year period.	$672,602.00	No
4.3	Supplemental College & Career Readiness Services	At Kirby, Nidorf, Afflerbaugh-Paige, and Kilpatrick, transcripts for Socioeconomically Disadvantaged students will be reviewed upon entry for progress in completing A-G requirements, and progress in CTE Pathways. Staff (counselors/teachers) will identify students not making adequate progress and assist them with enrolling in appropriate courses, receiving necessary tutorial support, and participating in dual enrollment and/or career training opportunities.	$550,366.00	No
4.4	EL Support	In addition to the services for English learners and LTELs described in Action 3.1, and the professional development described in Action 3.13 focused on the needs of those students. Additional professional development and follow-up coaching will be provided to teachers at Renaissance to better identify and support the needs of English learners and LTELs. Additional materials and resources will be provided to support instruction in language development, academic language and writing for English learners. Central office staff will meet with school staff to analyze the need for additional services and supports for English learners at this site.	$588,105.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,534,055	$223,835

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.797%	0.000%	$0.00	3.797%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Attendance **Need:** Foster youth, English learners and low-income students in our schools have lower attendance rates and demonstrate less engagement with school than other student groups. This is a result of multiple factors significantly impacting these student groups. For foster youth, frequent, often unplanned moves leading to	To address the unique needs of foster youth, English learners and low-income students to increase attendance rates, counselors and other support staff will work with these students, their families and school staff to provide support, training and strategies to meet the unique needs of each of these student groups with the goal of increasing engagement with school leading to improved attendance rates. Counselors will make calls and meet individually with students to ensure they are regularly attending school. Counselors	Disaggregated attendance rates for foster youth, English learners and low-income students will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	frequent school changes often lead to negative school experiences and an inconsistent educational program which does not support regular school attendance. Including, the traumatic experiences associated with the disruption of their home life tend to take precedence over engagement with school. Our low income students need support in establishing regular school attendance habits since they have often missed school to assist with child care for siblings, work to support the family or other family needs. In addition, some of our low-income students have a family history of inconsistent school attendance and need support in learning to prioritize regular school attendance. Limited English language proficiency is often an impediment for many of our English learners. Families need support learning how to enroll in school and maintain communication with the school since these can be barriers to maintaining regular school attendance for families with limited English language proficiency. **Scope:** Schoolwide	will also provide research-based professional development for teachers and other school staff on engagement strategies targeted to the needs of these student populations Teachers, para-educators and support staff will also receive tools specifically designed to address the needs of the three identified student groups. School staff will identify foster youth, English learners and low income students who are at risk for poor attendance.	
2.5	**Action:** Chronic Absenteeism **Need:** The factors leading to low attendance rates for foster youth, English learners and low-income students such as the impact of trauma, negative school experiences, lack of engagement with school, family history of	To address the needs of foster youth, English learners, low-income students who are experiencing chronic absenteeism, counselors and social workers will follow up with these students to conduct home visits to understand and address issues impacting regular school attendance. Referrals will be made, as needed, for medical, dental, mental health services, food assistance, clothing and shoes, and school supplies.	Disaggregated chronic absenteeism rates for foster youth, English learners and low-income students will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	inconsistent school attendance and barriers to home-school communication have led to a history of chronic absenteeism for these groups at schools. Unaddressed health issues, basic needs such as food and clothing can be barriers for low-income students as can lack of basic school supplies. **Scope:** Schoolwide		
3.3	**Action:** Interventions **Need:** Foster youth, low-income students and English learners in our schools have unique needs that often inhibit their progress in the same interventions that may be effective for other students. The challenges faced by each of these groups is exacerbated by their involvement with the juvenile justice system. Foster youth served by our schools have experienced multiple moves that have disrupted their schooling leading to an inconsistent educational experience and gaps in learning. This, coupled with the trauma resulting from their experiences can lead to gaps in their education with resulting low levels of academic achievement. Low income students often lack resources in the home such as reading materials, a quiet study area, to support academic achievement. They also may not have had the opportunity for enrichment activities outside school that support academic success,. The limited	To identify the unique needs of students in each of these groups, data will be reviewed for individual students in each of these groups to determine what factors may be inhibiting their progress in intervention programs and what additional, intensive supports are needed to enhance their progress and increase their achievement in reading and mathematics. Additional supports may include additional tutoring services, additional access to technology or translation of program materials or resources into their primary language.	Disaggregated CAASPP ELA and Math results for foster youth, English learners and low-income students and internal school assessments in ELA and math will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English language proficiency experienced by English learners inhibits their progress in all academic areas. Long Term English learners in our programs are achieving below other groups in reading ability. **Scope:** Schoolwide		

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Not Applicable. LACOE does not receive Concentration Grant funds funder EC 42238.02

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	Na

2024-25 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	119,409,200	4,534,055	3.797%	0.000%	3.797%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$63,990,668.00	$2,361,439.00	$0.00	$5,057,921.00	$71,410,028.00	$71,410,028.00	$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Facilities	All	No				Ongoing	$3,106,973.00	$0.00	$3,106,973.00				$3,106,973.00	
1	1.2	Graduation Rates	All	No				Ongoing	$5,022,395.00	$0.00	$5,022,395.00				$5,022,395.00	
1	1.3	College Courses	All	No				Ongoing	$5,022,395.00	$0.00	$5,022,395.00				$5,022,395.00	
1	1.4	Access to Courses	All	No				Ongoing	$394,246.00	$0.00	$394,246.00				$394,246.00	
1	1.5	Middle and High School Dropouts	All	No				Ongoing	$2,307,181.00	$0.00	$2,260,953.00			$46,228.00	$2,307,181.00	
2	2.1	Community and Family Engagement	All	No				Ongoing	$341,460.00	$0.00				$341,460.00	$341,460.00	
2	2.2	PBIS	All	No				Ongoing	$372,212.00	$0.00				$372,212.00	$372,212.00	
2	2.3	Mental Health Support	All	No				Ongoing	$264,120.00	$0.00				$264,120.00	$264,120.00	
2	2.4	Attendance	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige, Los Padrinos	Ongoing	$6,785,269.00	$0.00	$6,785,269.00				$6,785,269.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nidorf. Kirby, Renaissance CCS	Ongoing	$6,785,269.00	$0.00	$6,785,269.00				$6,785,269.00	
2	2.6	Transition Services	All	No				Ongoing	$6,785,269.00	$0.00	$6,785,269.00				$6,785,269.00	
3	3.1	Basic Services for English Learners	English Learners All	No				Ongoing	$11,122,006.00	$0.00	$9,941,526.00			$1,180,480.00	$11,122,006.00	
3	3.2	Reclassification	Reclassified English Learners All	No				Ongoing	$969,568.00	$0.00				$969,568.00	$969,568.00	
3	3.3	Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige, Los Padrinos	Ongoing	$2,260,953.00	$0.00	$2,260,953.00				$2,260,953.00	
3	3.4	Expelled Youth	All	No				Ongoing	$2,260,953.00	$0.00	$2,260,953.00				$2,260,953.00	
3	3.5	Foster Youth	Foster Youth All	No				Ongoing	$3,607,418.00	$0.00	$2,260,953.00			$1,346,465.00	$3,607,418.00	
3	3.6	Dissemination of Data	All	No				Ongoing	$192,008.00	$0.00	$192,008.00				$192,008.00	
3	3.7	Instruction	All	No				Ongoing	$433,224.00	$0.00	$433,224.00				$433,224.00	
3	3.8	Teacher Credentialing	All	No				Ongoing	$2,980,375.00	$0.00	$2,980,375.00				$2,980,375.00	
3	3.9	Conditions of Learning	All	No				Ongoing	$179,955.00	$0.00	$179,955.00				$179,955.00	
3	3.10	Homeless Students	Homeless Students All	No				Ongoing	$214,291.00	$0.00	$214,291.00				$214,291.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.11	Assessments	All	No				Ongoing	$91,460.00	$0.00	$91,460.00				$91,460.00	
3	3.12	Data Chats (Continuous Improvement)	All	No				Ongoing	$7,088,905.00	$0.00	$6,596,507.00			$492,398.00	$7,088,905.00	
3	3.13	Professional Development	All	No				Ongoing	$224,945.00	$0.00	$179,955.00			$44,990.00	$224,945.00	
3	3.14	Culturally Responsive Pedagogy	All	No				Ongoing	$179,955.00	$0.00	$179,955.00				$179,955.00	
3	3.15	Students With Disabilities	Students with Disabilities	No				Ongoing	$55,784.00	$0.00	$55,784.00				$55,784.00	
4	4.1	Supplemental Professional Development	All	No				Ongoing	$550,366.00	$0.00		$550,366.00			$550,366.00	
4	4.2	Supplemental Graduation Support	All	No				Ongoing	$672,602.00	$0.00		$672,602.00			$672,602.00	
4	4.3	Supplemental College & Career Readiness Services	All	No				Ongoing	$550,366.00	$0.00		$550,366.00			$550,366.00	
4	4.4	EL Support	English Learners All	No				Ongoing	$588,105.00	$0.00		$588,105.00			$588,105.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type		Total LCFF Funds
119,409,200	4,534,055	3.797%	0.000%	3.797%	$15,831,491.00	0.000%	13.258 %	**Total:**		$15,831,491.00
								LEA-wide Total:		$0.00
								Limited Total:		$0.00
								Schoolwide Total:		$15,831,491.00

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 (%)
2	2.4	Attendance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige, Los Padrinos	$6,785,269.00	
2	2.5	Chronic Absenteeism	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nidorf. Kirby, Renaissance CCS	$6,785,269.00	
3	3.3	Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige, Los Padrinos	$2,260,953.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$46,126,882.00	$45,934,974.00

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	School Facilities	No	$2,550,898.00	$2,550,898.00
1	1.2	Graduation Rates	No	$4,159,630.00	$4,159,630.00
1	1.3	College Courses	No	$4,159,630.00	$4,159,630.00
1	1.4	Access to Courses	No	$373,946.00	$373,946.00
1	1.5	Technology Professional Development	No	$170,632.00	$170,632.00
1	1.6	Middle and high school dropouts	No	$1,960,236.00	$1,960,916.00
2	2.1	Community and Family Engagement	No	$1,113,662	$1,047,288
2	2.2	PBIS	No	$633,827.00	348,220.00
2	2.3	Mental Health Support	No	$1,932,424	$1,932,424
2	2.4	Attendance	Yes	$1,785,457.00	$1,962,720

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Chronic Absenteeism K-8	Yes	$758,819.00	$1,962,720
3	3.1	Basics Services for English Learners	No	9,883,901	9,884,519
3	3.2	Reclassification	No	$974,548.00	916,779
3	3.3	Interventions	Yes	$4,559,421	3,037,766
3	3.4	Expelled Youth	No	$1,916,634.00	$1,916,634.00
3	3.5	Foster Youth	No	$1,916,634.00	$1,916,634.00
3	3.6	Dissemination of Data	No	$198,733.00	$198,733.00
3	3.7	Instruction	No	$391,617.00	$391,617.00
3	3.8	Teacher Credentialing	No	$2,431,299.00	$2,431,299.00
3	3.9	Conditions for Learning	No	$170,632.00	$170,632.00
3	3.10	Homeless Students	No	$203,314.00	$203,314.00
3	3.11	Assessments	No	$254,530.00	$221,775
3	3.12	Data Chats (Continuous Improvement)	No	$3,139,799.00	$3,527,270
3	3.13	Professional Development	No	$213,290.00	215,609

2024-25 Local Control and Accountability Plan for Los Angeles County Office of Education

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	3.14	Culturally Responsive Pedagogy	No	$220,632.00	$220,632.00
3	3.15	Students with Disabilities	No	$52,737.00	$52,737.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$3,599,318	$7,103,697.00	$6,963,206.00	$140,491.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Attendance	Yes	$1,785,457.00	$1,962,720		
2	2.5	Chronic Absenteeism K-8	Yes	$758,819.00	$1,962,720		
3	3.3	Interventions	Yes	$4,559,421	$3,037,766		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$182,168,229	$3,599,318	0%	1.976%	$6,963,206.00	0.000%	3.822%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

○ As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

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

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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