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
Tuolumne County Superintendent of Schools	Zack Abernathy Superintendent	zabernathy@tcso 209–536–2010

Plan Summary [2023-24]

General Information

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

The Tuolumne County Superintendent of Schools Office (TCSOS) offers instructional programs to almost 50 stu Community School through the Tuolumne Learning Center (TLC) and Independent Study, and an average of 1: School, Gold Ridge Educational Center (GREC). The student population in these Alternative Education program the approximately 5,700 students attending public schools in Tuolumne County. There are eight K-8 districts, tv K-12 unified district, and one in-county K-12 charter school which are not large enough to support expelled yout campuses. These districts have elected to contract with TCSOS to provide those services through the Tuolumn are referred to the Tuolumne Learning Center through expulsion, the Student Attendance Review Board, Probat from districts of residence. In the 2021-22 school year, TCSOS offered an expanded Independent Study Progra students who requested independent study through AB 130; in the 2022-23 school year, several families chose independent study program.

The population demographics of the TCSOS Alternative Education programs at the time of CBEDS reporting in students are low income; 67% of GREC students and 83% of TLC students were white, 17% of students at GRE

American Indian or Alaska Native, and 17% of students at GREC and 9% at TLC were Hispanic or Latino. Ther[e] Youth enrolled at TLC and GREC combined, and fewer than 10 students were homeless. There are fewer than or GREC currently who are identified as English Learners or re-designated English Learners, and adopted ELA[/] both programs and all teachers have the proper authorizations to provide instruction to English Learners.

There is one full-time special education teacher that provides special education services to students in both TLC provides case-management services and special education instructional services for special education students on Independent Study. In the 2022-23 school year, 32% of students attending TLC are receiving special educa[tion] students attending GREC received special education services. In addition to the special education teacher, the teacher and one instructional assistant at TLC High School, one full time teacher and one instructional assistant one full time teacher for TLC Independent Study. There is one full time teacher at GREC, and one full time inst[ructional] specialist. In addition to the instructional staff, there is one full time coordinator that serves both TLC and GREC TLC, and one Director of Student Services.

A review of student performance data (CAASPP and STAR Renaissance) demonstrates that nearly all students GREC are performing below grade level in both English and Math. 77% of high school students enrolling in TLC deficient. We have also identified a continued and significant need for social-emotional and counseling support [for] the annual update continue to place focus on metrics that have an impact on academic achievement such as at absenteeism, suspension, credit recovery, transition services, and standards-based instruction as well as ment[al] counseling for all students, including expelled youth and foster youth.

TCSOS has engaged in practices that have strengthened and expanded our Foster Youth services at the count[y] Foster Youth Council and hold quarterly training meetings for Foster/Homeless youth liaisons from each LEA in Services Coordinating Program and Homeless Youth Education Program provide support services to foster chil[dren] who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care has the ability to coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation servic[es] living, and other related services. These services are designed to improve the children's educational performan[ce] directly benefiting them. All LEAs, the Department of Social Services and Probation entered into agreements to Foster Focus database. The Foster/Homeless Services Program also provides assistance to Tuolumne County school stability, and college and career readiness for foster and homeless students in our county. The countywi[de] CBEDS day in October, 2022 was 32. Throughout the entire 2022-23 school year, 72 Foster Youth have been i[n] Tuolumne County.

The three-year Plan to Provide Services to Expelled Youth in Tuolumne County is current for 2021-2024. The p[lan] Enumerate existing educational alternatives for expelled students; Identify gaps in educational services to expel[led] for filling those service gaps; and Identify alternative placements for students who are expelled and placed in dis[trict]

programs, but who fail to meet the terms and conditions of their rehabilitation plans. All LEAs in Tuolumne Cour agreement for this coordinated Plan to Provide Services to Expelled Youth.

CAASPP Results for 2021-22: GREC did not have enough students to report scores. For TLC, 22.22% of stude standards in English Language Arts, and 11.54% met or exceeded standards in Math. CAASPP tests have bee 2022-23 school year but results are not yet available. Due to student mobility between CBEDS date in October a spring, tracking outcomes of students on standardized assessments is challenging. Teachers have utilized STA assessments multiple times through the school year to assess student levels and measure progress, although w enrollment, some students may only be assessed one time, so it is difficult to measure progress. Standards-Alig adopted and utilized in English Language Arts, mathematics, and health. Standards-aligned History/Social Scie in June, 2021 and implemented during the 2021-22 school year. Florida Virtual School (FLVS) is used through a broad course of study. FLVS materials were approved for A-G credit for TCSOS Alternative Education progran TLC and GREC high school students are enrolled in A-G coursework. For science courses, students were enrol aligned courses. No students were enrolled in Advanced Placement Courses or passed the EAP (Early Assessr 1:1 program with devices to ensure all students have access to technology and standards-aligned curriculum.

The graduation rate as reported on the Dashboard or Dataquest includes all TCSOS programs. For 2021/22, th TCSOS was 52.6%. For 2020/21, no data is available due to low numbers of students. For 2019/20, the five-ye TCSOS was 35.3%. Due to the small number of enrolled students, graduation rates are not regularly reported f Dashboard. The number of students earning diplomas from TCSOS Alternative Education programs has been: I graduates; in 2018/19, over 10 graduates; in 2019/20, 6 graduates; in 2020/21, 8 graduates; in 2021/22, 9 grad graduates to date.

TCSOS Adult Education programs also offer GED preparation and coursework for adult students to earn diplom TCSOS high school programs who are 18 years of age and have not yet earned a diploma are referred to Adult

All TCSOS School Facilities received a "Good" or "Exemplary" rating as documented in the most recent Facility December, 2022.

TCSOS Alternative Education programs completed a WASC Accreditation Review in the Fall of 2021, and recei years with a mid-term visit. The schools accredited through WASC are: Tuolumne Learning Center, Gold Ridge NeXus high school program, and the ILS high school program. The WASC Planning team consisting of teachers counselor met monthly to prepare for the WASC review, and this planning team has conducted data analysis, n worked with educational partners to revise the Schoolwide Learner Outcomes, reflect on critical areas of follow I and develop new goals. Focus Group meetings included additional staff and parents to address each focus area in the WASC Self Study will align with the goals in the Schoolwide Plan for Student Achievement (SPSA) and th

The goals from the 2022/23 Schoolwide Plan for Student Achievement (SPSA):

Goal 1: Provide training and supports for all staff to address social-emotional needs of students, utilize trauma i positive behavior reinforcements.

Goal 2: Provide training and materials for all staff to address academic needs of students and improve academ progress of students towards graduation.

Reflections: Successes

To ensure equity and access for all students, TCSOS became a 1:1 program for technology and Chromebooks 2021/22 and 2022/23, devices were available for all students in each classroom, and provided to students on in Hotspots were also provided to families who indicated a lack of adequate internet service. All students have acc curriculum in both in-person and independent study instruction.

One major area of success is the reduction of suspensions in the Tuolumne Learning Center program. A major professional development to staff in Positive Behavior Intervention Support (PBIS), Tiers I and II, and implemen school-wide, as well as proactively utilizing alternative means to suspension. The suspension rate for TLC has c four years; in 2019/20, the rate was significantly lower due to the COVID related school closure beginning in Ma were 0 suspensions at TLC, which is a major improvement from the prior year. On the 2022 Dashboard, TLC ha Suspension Indicator. Local data from our student information system shows that the number increased in the 2

TLC Suspension Rate:
- 2017/18: 28.6%
- 2018/19: 12.8%
- 2019/20: 2.5%
- 2020/21: 11.4%
- 2021/22: 0.0%
- 2022/23: 5.17%

Another indicator of success is the number of student contacts made by the counselor at TLC. The counseling counselor meets with students individually, facilitates small group counseling sessions, and has established "Re student behaviors to develop communication and conflict resolution skills, leading to fewer behaviors that result

TLC Counselor Contacts:

- 2018/19: 96 contacts
- 2019/20: 224 total contacts (147 individual; 77 group)
- 2020/21: 330 total contacts (205 individual; 125 group)
- 2021/22: 589 total contacts (337 individual; 252 group)
- 2022/23: 978 total contacts (372 individual; 606 group)

During the 2020/21 school year, a "Transition Specialist" position was created to support students at Gold Ridge successful after they exited from GREC and returned to their districts of residence, other educational programs, an Executive Analyst position was created for the purpose of having a specialist in student records and data, to and CALPADS, resulting in more accurate data on student outcomes. These positions continue to be in place fo

TCSOS Alternative Education Programs established an A-G list with the University of California. Florida Virtual ? received A-G approval and 100% of students are enrolled in A-G approved coursework.

TCSOS has engaged in practices that have strengthened and expanded our Foster Youth services at the count Coordinator continued to meet with Foster Youth Liaisons, providing training in Foster Focus and support for Fo county.

A new CTE Law Enforcement class was developed in 2021-22 and has continued to be offered in the 2022-23 s TLC and GREC.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, in performance and significant performance gaps among student groups on Dashboard indicators, and any steps ta

A review of attendance rates and chronic absenteeism data from the 2022 Dashboard and local data from Aerie System, indicate there is still significant improvement needed in student attendance rates at the Tuolumne Lear

TLC Attendance Rate:

- 2018/19: 89.6%
- 2019/20: 80.4%
- 2020/21: 59.3%

- 2021/22: 70.12%
- 2022/23: 69.25%

The Chronic Absenteeism Rate (determined by the number of students who were absent 10% or more school d

TLC Chronic Absenteeism Rate:

- 2018/19: 41.9%
- 2019/20: 62.0%
- 2020/21: 68.2%
- 2021/22: 71.26%
- 2022/23: 77.19%

Due to the nature of the program, the attendance rate at GREC is between 99-100% and the chronic absenteeis

The student enrollment at TLC and GREC make it difficult to track student academic progress based on CAASF not enough students to receive aggregated score data. However, using the benchmark assessment data from S are performing below grade level in both English Language Arts and Mathematics. There is a need to consisten benchmark assessments and implement academic interventions for students.

There is a need to provide opportunities for credit recovery, as 77% of the high school students enrolled at TLC deficient in credits required for a high school diploma.

There is a continued need to provide career technical education programs for students and career development programs. Feedback from students, parents and staff placed an emphasis on this need.

Feedback from parents also indicates a need to improve communication to parents regarding the academic pro

Although the number of counselor contacts has increased steadily in the last two years, continuing to provide ro mental health support to all students remains an identified need.

According to information in CALPADS, in the 2021/22 School year, there was a 0% dropout rate for middle sch enrolled in TLC and GREC, the dropout rate was 16.6%; however, this data is currently under review for accura

LCAP Highlights

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

The 2023-24 TCSOS LCAP has six goals; four broad goals and two maintenance goals.

1. Broad goal: Provide social emotional support and timely interventions to all students in order to develop ment conflict resolution skills, and strengthen student resiliency. (Priority 5, Pupil Engagement; Priority 6, School Clim

2. Broad goal: Provide training to all staff in tiered interventions, including Positive Behavior Intervention Suppor informed practices in order to create a positive school climate and improve student attendance and achievemen engagement; Priority 6, School Climate)

3. Broad goal: Provide engaging, standards-aligned curriculum, instruction and access to technology; develop c skills, and increase opportunities for students to enroll in CTE, A-G, dual enrollment and credit recovery courses for success in college and/or careers. (Priority 1, Basic; Priority 2, State Standards; Priority 4, Pupil Achievemer Priority 8, Pupil Outcomes)

4. Broad goal: Provide increased opportunities for parental involvement and regular communication between pa residence and partner agencies, including probation, behavioral health, foster/homeless liaisons, social services in order to support educational outcomes for all students. (Priority 3, Parent Involvement and Family Engageme Instruction of Expelled Youth, Priority 10, Coordination of Services for Foster Youth)

5. Maintenance goal: Continue to coordinate services for foster youth and homeless youth enrolled in TCSOS p Tuolumne County to minimize changes in school placement and ensure delivery of educational services, and pr Tuolumne County to support foster youth and homeless youth. (Priority 10)

6. Maintenance goal: Continue to coordinate the instruction of expelled pupils in Tuolumne County to prepare th back to their district of residence, other educational options, or graduation.

The LCAP continues to place focus on metrics that have an impact on academic achievement, such as mental h attendance and chronic absence rates, suspension rates, credit recovery rates, transition services between the programs and their home school, tracking and evaluation of the success of support services being provided, anc changes in school placement of foster youth.

Increasing opportunities for students to enroll in Career Technical Education, dual-enrollment, work experience readiness skills is also addressed in this LCAP, as is increasing the frequency of benchmark assessments and academic achievement.

Comprehensive Support and Improvement

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

Schools Identified

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

Tuolumne Learning Center (TLC) High School is eligible for comprehensive support and improvement for the 20
Performing" School.

Support for Identified Schools

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

TCSOS (the LEA) will support TLC High School by conducting a needs analysis, working with educational partn
evidence-based strategies to improve the academic performance and achievement of students and the chronic
students. The plan for Comprehensive Support and Improvement will be embedded in the 2023-24 School Plan
(SPSA), which will be developed and approved by the School Site Council in the Fall of 2023.

Monitoring and Evaluating Effectiveness

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

TCSOS (the LEA) will monitor student achievement through benchmark assessments, intervention and support
CAASPP Interim Assessments, and ensuring that the 95% participation rate of students is met for TLC High Scl
year. In addition, the Student Support Office will monitor student attendance rates each month and provide sup
absences to address the issue of Chronic Absenteeism.

Engaging Educational Partners

TCSOS used multiple means to engage parents, students and staff in significant and purposeful ways to receive development of this LCAP. Input was received from teachers, coordinators, directors, administrators, other scho units, parents, family members, community partners, and students. Input was provided through online surveys, Survey, and the School Site Council. TCSOS does not have a specific position for "principal."

The draft LCAP was shared with the Parent Advisory Committee on May 31, 2023. During the 2022/23 school y Parent Advisory Committee is not applicable. LCAP goals were an ongoing agenda item on for the School Site 2022/23 school year.

- LCAP Feedback Surveys were distributed to parents in April, 2023. The link to the survey was shared se surveys completed, representing 15% of TCSOS students enrolled preschool through grade 12.

- LCAP Feedback Surveys were distributed to all staff in April, 2023, including certificated staff, classified s members, related service providers and administrators.

- LCAP Feedback Surveys were distributed to students in TLC Middle School and High School, GREC Mic School, and Nexus Middle School and High School in April, 2023.

- Consultation occurred with SELPA throughout the LCAP development process. This included the develo Plan in Spring, 2023. The SELPA Executive Director also participated in LCAP discussions during the Pi meeting and had an opportunity to provide input during the development of the LCAP goals. The SELPA participated regularly in the Foothill Professional Learning Network meetings throughout 2022/23, and pr development on April 26, 2023.

- The California Healthy Kids Survey (CHKS) was administered to students, parents and staff in February

- The School Site Council met regularly through the 2022/23 school year. Meeting dates: October 25, 2022 December 20, 2022; January 24, 2023; February 28, 2023; and April 25, 2023.

- The TCSOS Curriculum Committee, with teachers representing all TCSOS programs, coordinators and c monthly to review and discuss curriculum.

- A public hearing was held on June 26, 2023, prior to adoption on June 27, 2023.

A summary of the feedback provided by specific educational partners.

Overall, responses to the LCAP Feedback Survey from Spring, 2023 were positive, although there was a declin Spring, 2022. For each LCAP Goal, the question was asked: "Based on your experience, did TCSOS do a goo

Responses:

LCAP Goal 1--60.0% agreed or strongly agreed TCSOS did a good job achieving this goal.
LCAP Goal 2--50.0% agreed or strongly agreed TCSOS did a good job achieving this goal.
LCAP Goal 3--55.0% agreed or strongly agreed TCSOS did a good job achieving this goal.
LCAP Goal 4--64.0% agreed or strongly agreed TCSOS did a good job achieving this goal.
LCAP Goal 5--65.0% agreed or strongly agreed TCSOS did a good job achieving this goal.
LCAP Goal 6--55.0% agreed or strongly agreed TCSOS did a good job achieving this goal.

Feedback provided by parents included:

Areas of Strength:
Most parents feel TCSOS creates a welcoming environment for all students and families
Most parents feel TCSOS staff building trusting and respectful relationships with families

Areas for focus:
Improving Communication
Providing families with information to support student learning in the home
Meeting with families to discuss student progress and how to improve student outcomes
Providing opportunities to provide input on policies and programs, participate in advisory groups
Providing expanded transportation services
Providing learning opportunities in career development

Feedback provided by students included:

Areas of Strength:
TCSOS creates a welcoming environment for all students and families
TCSOS provides opportunities for families and educators to engage in 2-way communication

TCSOS staff check in with students regularly
TCSOS provides engaging, standards aligned curriculum, college and career readiness

Areas for focus:
Providing opportunities for families to provide input in policies and programs, participate in advisory groups
Providing progress reports
Access to an onsite counselor
Building trusting and respectful relationships with families

Feedback provided by staff included:

Areas of Strength:
TCSOS creates a welcoming environment for all students and families;
TCSOS provides multiple opportunities for families and educators to engage in 2-way communication
TCSOS staff builds trusting and respectful relationships with families
Providing training to staff in Tiered Interventions, including PBIS, Inclusion and Trauma-Informed Practices
Counseling and mental health services provided to students

Areas for focus:
Improve communication
Include more college and career preparation opportunities for students
Continue to find appropriate curriculum for programs, provide additional training to staff on curriculum
More training for staff in social emotional learning strategies
Provide additional support for students to transition back to districts of residence successfully
Address staffing shortages

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

Each of the first four goals in the LCAP reflects educational partner input.

Specifically in goal one: Provide social emotional support and timely interventions to all students in order to dev
communication and conflict resolution skills, and strengthen student resiliency.

In Goal 1, the actions based on input regarding the need to support students with emotional issues, trauma and Mental Health Services - A 1.0 FTE Counselor

Specifically in goal two: Provide training to all staff in tiered interventions, including Positive Behavior Interventic trauma-informed practices in order to create a positive school climate and improve student attendance and achi In Goal 2, the actions based on input regarding the need for additional training in trauma informed practices, an behavior interventions include:
Professional Development--Teachers, support staff, parents/guardians will receive training in Positive Behavior Trauma Informed Practices including specific strategies specific to low income and foster youth.

Specifically in goal three: Provide engaging, standards-aligned curriculum, instruction and access to technology readiness skills, and increase opportunities for students to enroll in CTE, A-G, dual enrollment and credit recove prepare students for success in college and/or careers.
In Goal 3, the actions based on input to increase opportunities for vocational and career development include:
Cost of books and materials for Dual enrollment students at the community college - students are eligible who a eligible if other resources are not available.

Specifically in goal four: Provide increased opportunities for parental involvement and regular communication b of residence and partner agencies, including probation, behavioral health, foster/homeless liaisons, social servic college in order to support educational outcomes for all students.
In Goal 4, the actions based on input from parents on improving communication about how to support their chil progress include:
The Apptegy system will be implemented to communicate with parents/staff and families on a regular basis, put accounts, etc.
Communication newsletter for parents and families across the county.
Facilitate meetings with families that cannot meet in person, large group meetings, record trainings.

Goals and Actions

Goal

Goal #	Description
1	Provide social emotional support and timely interventions to all students in order to develop n and conflict resolution skills, and strengthen student resiliency. (Priority 5, Pupil Engagement

An explanation of why the LEA has developed this goal.

This goal was developed based on input from staff, students and parents. Feedback from staff clearly indicates trauma, and substance abuse are important factors that affect student achievement and well-being. CHKS resul sadness, feelings of hopelessness, consideration of suicide, drug and alcohol abuse and vaping are major conc communicators is one of the schoolwide learner outcomes developed in the 2020-21 school year with input from Providing students with the tools to transition successfully back to their districts of residence or other educationa students, including those who are expelled or probation placed. Stakeholders agreed that to measure resiliency to be considered in a holistic approach which includes the number of times students seek mental health service: participation increases in group counseling, providing staff the tools needed to be part of these experiences (de expertise), using appropriate curriculum in an area of concern (drug/tobacco abuse), and working with youth to : and engaging in conflict resolution rather than conflict. .

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outco
Number of counselor contacts with individual students	In 2020-21,205 individual contacts for TLC students	In 2021-22, 337 counselor contacts with individual TLC students	In 2022-23: 372 counselor contacts with individual TLC students	
Number of group counseling sessions	In 2020-21, 125 group sessions for TLC students	In 2021-22, 252 Group counseling sessions for TLC students	In 2022-23, 606 group counseling sessions for TLC students	
% of staff members attending professional	In 2020-21,100% of staff completed	100% of staff completed Living	75% of staff completed Living	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome
development for suicide prevention strategies	suicide prevention training; 50% of teachers attended additional professional development.	Works Suicide Prevention Training.	Works Suicide Prevention Training		students v... additional... developm... suicide pr... strategies
Implementation of substance abuse and tobacco prevention curriculum	In 2020-21, lessons on substance abuse and tobacco prevention were implemented 5 times	In 2021-22, lessons on substance abuse and tobacco prevention were implemented 4 times in high school, 2 in middle school.	In 2022-23, lessons on substance abuse and tobacco prevention were implemented 6 times in high school, 1 time in middle school.		Lessons o... abuse and... preventio... implemen...
CHKS results on substance abuse	On 2020-21 CHKS, 36% of TCSOS students report vaping; 42% report current alcohol or drug use.	On 2021-22 CHKS, 30% of students report vaping; 30% report current alcohol or drug use.	On 2022-23 CHKS, 56% of students report vaping; 69% report current alcohol or drug use		Fewer tha... students v... regularly v... current dr... use.
CHKS results on feelings of chronic sadness	On 2020-21 CHKS, 67% of TCSOS students report feelings of chronic sadness or hopelessness.	On 2021-22 CHKS, 50% of students reported feelings of chronic sadness or hopelessness.	On 2022-23 CHKS, 73% of students reported feelings of chronic sadness or hopelessness.		Fewer tha... students v... feelings o... sadness o... hopelessn...
CHKS results on % of students considering attempting suicide	On 2020-21 CHKS, 67% of TCSOS students report considering attempting suicide	On 2021-22 CHKS, 30% of students reported that they had considered attempting suicide.	On 2022-23 CHKS, 53% of students reported that they had considered attempting suicide.		0% of stu... report co... attempting...
% of behavior incidents involving	In 2020-21, 10 incidents involving	In 2021-22, 6 incidents involving	In 2022-23, 20 incidents involving		5 or fewer... involving... between s...

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome
conflicts between students	conflict between students	conflicts between students	conflicts between students.	

Desired (header, cut off top margin)

Actions

Action #	Title	Description	T...	$
1.1	Mental Health Services - A 1.0 FTE Counselor	Provide individual, group, and family therapy sessions. The therapist will work with staff to select professional development that increases psycho-pharmaceutical knowledge, SEL knowledge, and provides resources to staff. This position was created to primarily serve the students involved with the foster youth system and those without access to mental health services.		

Goal Analysis [2022-23]

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.

The actions for this goal were carried out as planned.

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

Action 1.1, the expenditures for the 1.0 FTE Mental Health Counselor were slightly higher than expected due to salary schedule.

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

Action 1.1: Counselor contacts with both individual and groups continued to increase. Results on the CHKS sur... concerning, with increased % of students reporting vaping, drug and alcohol use, feelings of chronic sadness or consideration of attempted suicide.

2023-24 Local Control and Accountability Plan for Tuolumne County Superintendent of Schools

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

There are no changes to the goals, metrics, outcomes or actions for the coming year.

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

Goals and Actions

Goal

Goal #	Description
2	Provide training to all staff in tiered interventions (MTSS), including Positive Behavior Interver[...] trauma-informed practices in order to create a positive school climate and improve student at [...] (Priority 5, Pupil engagement; Priority 6, School Climate)

An explanation of why the LEA has developed this goal.

Parents, students and staff report that TCSOS programs do have welcome and supportive environments and it [...]
climate. Chronic absenteeism and student achievement continue to be areas for improvement. A decrease in s[...]
attendance will allow students to participate in more social-emotional learning and increase academic achievem[...]
goal needed a holistic evaluation of the metrics listed below as each on their own will indicate some movement [...]
indicators are moving in the right direction, a truly positive school climate will not be achieved. Suspension and [...]
indicate that the professional development staff are receiving has been implemented; the reduction of behavior
being implemented effectively; and all these metrics link together to indicate a healthy school climate - hopefully

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outco	Desired [...] 20[...]
Suspension Rate	In 2019-20, TLC suspension rate 2.5%; GREC suspension rate 0%	In 2020-21, TLC Suspension rate was 11.4%; GREC suspension rate was 0.0%. In 2021-22, TLC Suspension rate was 0.0%, GREC suspension rate was 0.0%.	In 2022-23, TLC Suspension rate was: 5.17%. GREC suspension rate was 0.0%		TLC and [...] suspensio[...] be 0%
Expulsion Rate	In 2020-21, 0% expulsion rate	In 2021-22, 0% expulsion rate.	In 2022-23, 0% expulsion rate		TLC and [...] expulsion[...] continue t[...]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outco
Attendance Rate	In 2019-20, TLC attendance rate was 80.4%; GREC attendance rate was 99%	In 2020-21, TLC attendance rate was 59.3%; GREC attendance rate was 99% In 2021-22, TLC attendance rate was 70.12%, GREC attendance rate was 99%	In 2022-23, TLC attendance rate was 69.25%, GREC attendance rate was 99%	
Chronic Absenteeism Rate	In 2019-20, TLC Chronic Absenteeism rate was 62%. GREC rate was 0%.	In 2020-21, TLC Chronic Absenteeism rate was 68.2%, GREC rate was 0%. In 2021-22, TLC Chronic Absenteeism rate was 71.26%, GREC Chronic Absenteeism rate was 0%.	In 2022-23, TLC Chronic Absenteeism rate was 77.19%, GREC Chronic Absenteeism rate was 0%.	
CHKS results on school climate	On 2020-21 CHKS, 61% reported there was an adult at school who cared about them.	On the 2021-22 CHKS, 63% of students reported there were caring adults at school	On the 2022-23 CHKS, 73% of students reported there were caring adults at school	
Number of behavior incidents	In 2020-21, 13 student behavior incidents at TLC. (this is corrected from 21-22 LCAP)	In 2021-22, 4 documented behavior incidents not leading to suspension.	In 2022-23, 20 documented behavior incidents not leading to suspension.	

Desired C
20

TLC atten
will be 90

Chronic A
Rate will
lower for

100% of s
respond t
an adult a
cares for

Fewer tha
behavior i
TLC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outco	Desired O 20
% of staff members attending PBIS training	In 2020-21, No staff members were able to attend PBIS training	In 2021-22, No staff members were able to attend PBIS training	In 2022-23, 33% of staff working with TLC and GREC students attended PBIS training		100% of s with TLC students attended training.
% of staff members attending professional development for trauma informed practices	In 2020-21, 75% of staff members attended PD for trauma informed practices	In 2021-22, 100% of staff members working with TLC and GREC students attended PD for trauma informed practices.	In 2022-23, 25% of staff members working with TLC and GREC students attended PD for trauma informed practices.		100% of s with TLC students PD for tra informed
% of staff members attending professional development for inclusion practices, for example Universal Design for Learning.	In 2020-21, no staff members attended professional development in Universal Design for Learning.	In 2021-22, 30% of staff attended professional development for inclusive practices.	In 2022-23, 20% of staff attended professional development for inclusive practices		100% of members professior developm Universal Learning.

Actions

Action #	Title	Description	T
2.1	Professional Development - Before school buy back days	Teachers, support staff, parents/guardians will receive training in Positive Behavior Intervention (PBIS) and Trauma Informed Practices including specific strategies specific to low income and foster youth. 5 teachers and 1 aide.	
2.2	Professional Development - During School year	Substitute costs for release time for 5 certificated staff at 5 days each for professional development including how to best provide academic, behavior and attendance support for Foster and Low Income Youth.	

Action #	Title	Description	T
			9
2.3	Pupil Services Director - .2 FTE	The Director will coordinate the trainings and follow up events above with a focus on strategies and professional development pertaining to Foster Youth and students who are identified as low income.	

Goal Analysis [2022-23]

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.

Buy-Back days prior to the start of the 2022-23 school year were not offered at the school site, but the TLC Cou training for MTSS in July, 2022. For action 2.2, staff attended PD during the school year, specifically a UDL cor

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

Action 2.1, $6,000 was budgeted, and $1,671 was spent on professional development prior to the start of schoo budgeted, $6971 was spent on professional development during the school year.. Action 2.3, $34,626 was bud $10,000 for the .2 Pupil Services Director due to a miscalculation in the overall salary on the 22-23 LCAP.

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

All staff at TLC have enrolled in an MTSS certification course that should be completed in the 2023-24 school ye to attend PBIS training increased from the previous year, but the goal of having 100% of staff participate was nc data, the suspension rate at TLC increased in the 2022-23 school year, as did discipline offenses. Chronic abse the previous year as well.

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

The funding for Action 2.1 was decreased slightly as the number of staff anticipated to participate in training pri limited. Action 2.2 was changed to incorporate more options for professional development instead of being limit back days in action 2.1.

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

Goals and Actions

Goal

Goal #	Description
3	Provide engaging, standards-aligned curriculum, instruction and access to technology; develop readiness skills, and increase opportunities for students to enroll in CTE, A-G, dual enrollment in order to prepare students for success in college and/or careers. (Priority 1, Basic; Priority 2, Pupil Achievement, Priority 7, Course Access, Priority 8; Pupil outcomes)

An explanation of why the LEA has developed this goal.

Stakeholder input indicates a strong desire for increased career and vocational opportunities for students. Providing this includes expanding options available to students in our small programs through dual enrollment. The majority of community day school and court school, including expelled and foster youth, are credit deficient and will benefit opportunities to graduate. Professional development and curriculum adoptions will provide teachers with current curriculum and training. TCSOS is a 1:1 district, providing devices to each student in the classroom and checking who need access at home, allowing equitable access to instruction and materials.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 20_
Student Access to standards-aligned Instructional Materials, including devices	2020-21, 100% of students had access to standards-aligned instructional materials and devices.	In 2021-22, 100% of students had access to standards-aligned instructional materials and devices.	In 2022-23, 100% of students had access to standards-aligned instructional materials and devices.		100% of students have access standards instruction and device
% of students participating in credit recovery options	2020-21, 30% of students were enrolled in credit-recovery courses.	In 2021-22, 60% of students were enrolled in credit recovery courses.	In 2022-23, 77% of students were enrolled in credit recovery courses.		50% of students be enrolled recovery c
% of students enrolled in CTE coursework	2020-21, 0% of students enrolled in CTE coursework	In 2021-22, 58% of students were	In 2022-23, 29.4% of students were		100% of students be enrolled coursework

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired O 20
		enrolled in CTE coursework.	enrolled in CTE coursework.		100% of t attend pro developm adopted curriculum content.
% of teachers attending professional development for adopted ELA, Math, History/Social Science and Health curriculum	2020-21, 25% of teachers attended PD in ELA, Math, H/SS or Health	In 2021-22, 25% of teachers attended PD in ELA, Math, H/SS or Health	2022-23, 33% of teachers attended PD in ELA, Math, H/SS or Health		100% of t attend pro developm adopted c curriculum content.
% of teachers attended professional development on NGSS strategies	2020-21, 0% of teachers attended PD on NGSS Strategies	2021/22, 83% of teachers attended PD on NGSS strategies.	2022-23, 0% of teachers attended PD on NGSS strategies.		100% of t attend pro developm NGSS str
CAASPP scores	2018-19 CAASPP Scores: TLC ELA: 0% of students met or exceeded standards; 18% nearly met standards. TLC Math: Not enough students tested to report results GREC: Not enough students tested to report results	2020-21 CAASPP Scores: TLC ELA: 27.27% students met or exceeded standards. TLC Math: 9.09% met or exceeded standards GREC: Too few students tested to report results.	2021-22 CAASPP Scores: TLC ELA: 22.22% students met or exceeded standards. TLC Math: 11.54% met or exceeded standards GREC: Too few students tested to report results.		50% of TL GREC stu meet or n standards Math CAA testing.
Transition Rate	In 2020-21, 94% of students graduated, re-enrolled in their district of residence or enrolled in other educational programs.	2021-22, 96.9% of students graduated, re-enrolled in their district of residence or enrolled in other educational programs.	2022-23, 97% of students graduated, re-enrolled in their district of residence or enrolled in other educational programs.		100% of s exiting TL GREC wil re-enroll i district of enroll in a education

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired O...
% of students participating in Dual Enrollment Courses	In 2020-21, 0% of students participated in Dual Enrollment courses	In 2021-22, 10% of students participated in Dual Enrollment courses.	In 2022-23, 18% of students participated in Dual Enrollment courses.		25% of st... participate... enrollmen...
% of students participating in Work Experience Courses	In 2020-21, 0% of students participated in Work Experience Education as measured by CALPADS	In 2021-22, 5% of students participated in Work Experience Education.	In 2022-23, 14% of students participated in Work Experience Education.		50% of st... participate... Experienc... as measu... CALPADS
% of students "prepared" on College/Career Indicator for Dashboard for Alternative School Status (DASS).	2019 Dashboard, 0% of students met "prepared" on CCI.	This data is not available for 2021-22.	This data is not available for 2022-23.		50% of st... meet the... standard... College/C... Indicator
% of teachers fully credentialed in their subject area and for the students they are teaching	In 2020-21, all teachers at TLC and GREC were appropriately assigned, 75% were fully credentialed.	In 2021-22, all teachers at TLC and GREC were appropriately assigned, and 83% were fully credentialed.	In 2022-23, 82% of teachers at TLC and GREC were appropriately assigned, and 64% were fully credentialed.		100% of t... be approp... assigned... credential...
Number of benchmark assessments administered through school year.	In 2020-21, benchmark assessments in English Language Arts and Math were administered 1-3 times per student.	In 2021-22, benchmark assessments in English Language Arts and Math were administered an average of 1-2 times per student.	In 2022-23, benchmark assessments in English Language Arts and Math were administered an average of 3 times per student.		Benchma... assessme... administe... three time... student.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired O... 20...
Improvement demonstrated on benchmark assessments in English and Math.	In 2020-21, 86% of students demonstrated improvement in English as measured by the DORA Assessment, and 85% of students demonstrated improvement in Math as measured by the ADAM Assessment.	In 2021-22, 86% of students demonstrated improvement in English as measured by the DORA Assessment, and 89% of students demonstrated improvement in math as measured by the ADAM Assessment.	In 2022-23, 91% of students completing pre and post tests demonstrated improvement in English as measured by the STAR Reading Assessment, and 79% of students demonstrated improvement in math as measured by the STAR Math Assessment.		100% of s... demonstra... improvem... benchma... assessme... English a...
% of Special Education Students enrolled at GREC receiving support on career exploration and transition plans	100% of special education students at GREC receive support on career exploration and transition plans.	100% of special education students at GREC receive support on career exploration and transition plans.	100% of special education students at GREC receive support on career exploration and transition plans.		100% of s... education... GREC wil... support o... exploratio... transition...

Actions

Action #	Title	Description	T
3.1	Implementation of NGSS Science Standards with supports for SWD.	Purchase of licenses for standards-based science courses through online provider	
3.2	Teacher classroom budget	Additional budget for implementation of new materials for Science - 5 teachers * $200 each	

Action #	Title	Description
3.3	Computer devices to access new curriculum with additional support for SWD.	Replacement/Repair of devices to access new curriculum and adaptive devices for SWD.
3.4	Books & supplies for dual enrollment	Cost of books and materials for Dual enrollment students at the community college - students are eligible who are foster youth or income eligible if other resources are not available.

Goal Analysis [2022-23]

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.

Actions 3.1 and 3.2 were not implemented as a suitable NGSS-aligned science curriculum was not adopted. Tea standards-based program for science instruction.

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

Actions 3.1 and 3.2 were not implemented as a suitable NGSS-aligned science curriculum was not adopted, the 3.3, Additional funds were spent on purchase of devices for replacement and repair as it was determined that or need of all new devices. Action 3.4, Less was spent on dual enrollment than was budgeted as the textbook cos anticipated and fewer students participated in dual enrollment.

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

Purchase of technology allowed TCSOS to continue student 1:1 access for devices in the classroom. Students college courses were able to do so with no cost to themselves, and TCSOS covered the costs for any necessar

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

Let's Go Learn was changed to STAR Renaissance as the benchmark assessment tool. Action 3.1 and 3.2 wei planning to make a purchase of NGSS curriculum, but to use an online provider instead, with an additional budg materials to supplement science learning.

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

Goals and Actions

Goal

Goal #	Description
4	Provide increased opportunities for parental involvement and regular communication between residence and partner agencies, including probation, behavioral health, foster/homeless liaison community college in order to support educational outcomes for all students. (Priority 3, Parent Engagement; Priority 9, Coordination of Instruction of Expelled Youth, Priority 10, Coordination Youth)

An explanation of why the LEA has developed this goal.

This goal was developed based on feedback from parents, staff observations about factors leading to student su programs, and the state priority for TCSOS to coordinate instruction of Expelled Pupils and Foster Youth. Linkir between families and an districts to better transition rates, attendance at meetings and better parent participatio participatory groups will help the educational partners understand the factors that contribute to better education

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outco	Desired O 20
% of parents responding that they receive regular communication from TCSOS	2020-21, 86% of parents responded they agree or strongly agree	In 2021-22, 54% of parents agree that TCSOS provides increased opportunities for parent involvement and regular communication.	In 2022-23, 50% of parents agree that TCSOS provides increased opportunities for parent involvement and regular communication.		100% of p respond t agree or s agree.
% of parents responding that they receive regular communication from their child's teacher on academic progress	2020-21, 63% of parents responded they agree or strongly agree	In 2021-22, 54% of parents agree that TCSOS provides increased opportunities for parent involvement	In 2022-23, 56% of parents responded they agree or strongly agree.		100% of p respond t agree or s agree.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 20...
		and regular communication.			
Average number of parents attending Parent Advisory Committee meetings	2020-21, 1 parent attended PAC meetings on average	In 2021-22, 1-2 parents attended PAC meetings on average.	In 2022-23, 1 parent attended PAC meetings on average.		At least th... will attenc... meeting
% of intake meetings with district representative in attendance	2020-21, 40% of intake meetings were attended by district representatives.	In 2021-22, 40% of intake meetings were attended by district representatives.	In 2022-23, 40% of intake meetings were attended by district representatives.		90% of in... meetings attended ... representat...
Attendance at Multi-Disciplinary Team Meetings	2020-21, 100% of weekly MDT meetings are attended by representatives from Probation and Behavioral Health.	2021-22, 100% of weekly MDT meetings are attended by representatives from Probation and Behavioral Health.	2022-23, 100% of weekly MDT meetings are attended by representatives from Probation.		100% of v... meetings attended ... and Beha... Health.
% of students transitioning successfully to other educational programs after exiting GREC or TLC.	94% of students enrolled in a school program after exiting TLC or GREC.	In 2021-22, 100% of students enrolled in a school program or earned a diploma after exiting TLC or GREC	In 2022-23, 100% of students enrolled in a school program or earned a diploma after exiting TLC or GREC		100% of s... enroll in a... program a... TLC or Gl... have earn... diplomas.
% of parents responding on the CSPS that the school encourages them to be an active partner in educating their child.	70% responded on the CSPS that the school encourages them to be an active partner in educating their child.	This data is not available for 2021-22	This data is not available for 2022-23, as there were not enough responses.		100% of p... respond t... school en... them to b... partner in... their child.

Actions

Action #	Title	Description
4.1	Parent Communication Tool	The Apptegy system will be implemented to communicate with parents/staff and families on a regular basis, publish trainings to social media accounts, etc.
4.2	Constant Contact	Communication newsletter for parents and families across the county.
4.3	Zoom License	Facilitate meetings with families that cannot meet in person, large group meetings, record trainings.
4.4	Website development	.1 FTE of the Director of Innovation's time for website development and communication outreach.

Goal Analysis [2022-23]

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.

All actions were carried out as described

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

There were no material differences between budgeted expenditures and estimated actuals.

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

Only 50% of parents agreed or strongly agreed that TCSOS provides increased opportunities for communication
from last year. TCSOS needs to improve on this action.

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

There are no changes to the goal, metrics, desired outcomes or actions for the coming year

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

Goals and Actions

Goal

Goal #	Description
5	Continue to coordinate services for foster youth and homeless youth enrolled in TCSOS prog Tuolumne County to minimize changes in school placement and ensure delivery of education training for all LEAs in Tuolumne County to support foster youth and homeless youth. (Priority

An explanation of why the LEA has developed this goal.

Coordinating services for Foster Youth is a state priority for county offices of education. Managed by TCSOS, th Coordinating Program (FYSCP) and Homeless Youth Education Program (HYEP) provide support services to fo youth who suffer the traumatic effects of displacement from family and schools and multiple placements in foste Providing support to ensure continuous educational services for Foster Youth is key to the mission of TCSOS, e all children. In 2022-23 there were ____ Foster Youth and 140 Homeless Youth in Tuolumne County.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outco	Desired O 20
The percentage of Educational Records for youth in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court	In 2020-21, 100% of educational records for foster youth were provided to Child Welfare Services and Juvenile Court	In 2021-22, 100% of educational records for foster youth were provided to Child Welfare Services and Juvenile Court	In 2022-23, 100% of educational records for foster youth were provided to Child Welfare Services and Juvenile Court		100% of e records fo youth will to Child W Services a Court.
% of LEA liaisons attending quarterly meetings for Foster Youth	In 2020-21, an average of 75% of LEA representatives attended quarterly student services meetings	In 2021-22, an average of 71% of LEA representatives attended quarterly student services meetings.	In 2022-23, an average of 75% of LEA representatives attended quarterly student services meetings.		100% of L have repr attend qu student se meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 20...
% of LEA liaisons attending quarterly meetings for Homeless Youth	In 2020-21, an average of 75% of LEA representatives attended quarterly student services meetings	In 2021-22, an average of 71% of LEA representatives attended quarterly student services meetings.	In 2022-23, an average of 75% of LEA representatives attended quarterly student services meetings.		100% of L... have repr... attend qu... student se... meetings
Graduation rate of Foster Youth in Tuolumne County	In 2020-21, 100% of Foster Youth graduated from high school (with diploma, GED, or CHSPE)	In 2021-22, 100% of Foster Youth graduated from high school (with a diploma, GED, or CHSPE)	In 2022-23, 0% of Foster Youth graduated from high school (with a diploma, GED, or CHSPE)		100% of F... in 12th gr... graduate ... school
Number of school placement changes for youth in foster care.	In 2020-21, 30.8% of Foster Youth experienced school placement changes.	In 2021-22, 46.2% of Foster Youth experienced school placement changes.	In 2022-23, 36% of Foster Youth experienced school placement changes.		Fewer tha... Foster Yo... experienc... placement...
Number of Foster Youth who are chronically absent (absent more than 10% of school days)	In 2020-21, 1.8% of Foster Youth were chronically absent	In 2021-22, 1.2% of Foster Youth were chronically absent.	In 2022-23, 16% of Foster Youth were chronically absent.		0% of Fos... will be ch... absent
Overall attendance rate for Foster Youth in Tuolumne County	In 2020-21, the overall attendance rate of Foster Youth in Tuolumne County was 87%	In 2021-22, the overall attendance rate of Foster Youth in Tuolumne County was 89%.	In 2022-23, the overall attendance rate of Foster Youth in Tuolumne County is not currently available		The overa... attendanc... Foster Yo... Tuolumne... be 95% o...
Number of Foster Youth in Tuolumne County suspended one or more times.	In 2020-21, 1.8% of Foster Youth in Tuolumne County were suspended.	In 2021-22, 0% of Foster Youth in Tuolumne County were suspended.	In 2022-23, 13% of Foster Youth in Tuolumne County were suspended.		Fewer tha... Youth in T... County wi... suspended
Overall attendance rate of homeless	In 2020-21, the attendance rate of homeless youth in	In 2021-22, the attendance rate of homeless youth in	In 2022-23, the attendance rate of homeless youth in		The overa... attendanc... homeless ...

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 20...
youth in Tuolumne County	Tuolumne County was 71.8%	Tuolumne County was 67%.	Tuolumne County is not currently available		Tuolumne... be 85% o...
Graduation rate of Homeless Youth in Tuolumne County.	In 2020-21, 100% of homeless youth graduated from high school (with diploma, GED, or CHSPE)	In 2021-22, 100% of homeless youth graduated from high school (with a diploma, GED, or CHSPE)	In 2022-23, data is not available at this time		100% of 1... who are h... graduate... school wi... GED or C...
Number of LEAs in Tuolumne County accurately reporting data on homeless youth.	In 2020-21, this is a new metric and baseline data is not yet established.	In 2021-22, 73% of LEAs in Tuolumne County accurately reported data on homeless youth.	In 2022-23, 82% of LEAs in Tuolumne County accurately reported data on homeless youth.		100% of L... accurately... on homel...

Actions

Action #	Title	Description
5.1	Meeting Supplies for Foster Youth families	Expenses include costs for meeting supplies and resources for Foster Families

Goal Analysis [2022-23]

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.

Actions were implemented as described. Classes and activities for Foster Youth were held throughout the year. T... planned.

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

Less was spent on action 5.1 than was budgeted. There were no parents that attended the parent information r... For other activities, the expenses were less than anticipated.

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

The suspension rate and chronic absenteeism rate of Foster Youth increased in 2022-23. The number of place Attendance rates are currently not available for 2022-23.

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

No changes have been made to the planned goal, metrics, outcomes or actions. The amount budgeted for acti an amount anticipated to be more accurate for the 2023-24 school year.

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

Goals and Actions

Goal

Goal #	Description
6	Continue to coordinate the instruction of expelled pupils in Tuolumne County to prepare the s transition back to their district of residence, other educational options, or graduation. (Priority of Expelled Pupils)

An explanation of why the LEA has developed this goal.

Coordinating the instruction of expelled pupils is a state priority for County Offices of Education. There are eight districts, one K-12 unified district, and one in-county K-12 charter school which are not large enough to support their own campuses. These districts have elected to contract with TCSOS to provide those services through the As part of this coordination, TCSOS has led efforts to provide information to LEAs on alternatives to suspension training on Positive Behavior Interventions and Support (PBIS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outco
% of expelled students successfully meeting requirements of rehabilitation plans	14% of expelled youth successfully met the requirements of their rehabilitation plans.	In 2021-22, 64% of expelled youth successfully met the requirements of their rehabilitation plans.	In 2022-23, 50% of expelled youth successfully met the requirements of their rehabilitation plans.	
% of expelled students who are credit deficient participating in credit recovery.	80% of expelled youth who are credit deficient are participating in credit recovery.	In 2021-22, 100% of expelled youth who are credit deficient are participating in credit recovery.	In 2022-23, 100% of expelled youth who are credit deficient are participating in credit recovery.	
% of expelled youth attending Tuolumne Learning Center receiving counseling services.	100% of expelled youth attending TLC receive counseling services.	In 2021-22, 100% of expelled youth attending TLC received counseling services.	In 2022-23, 100% of expelled youth attending TLC received counseling services.	

Desired 20

75% of ex students v requireme rehabilita

100% of e students v credit defi participate recovery.

100% of e youth atte Tuolumne Center wi counseling

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome
% of intake meetings for expelled youth attended by LEA representative.	44% of intake meetings for expelled youth have an LEA representative in attendance.	In 2021-22, 43% of intake meetings for expelled youth have an LEA representative in attendance.	In 2022-23, 50% of intake meetings for expelled youth have an LEA representative in attendance.		100% of intake meetings... youth will ... by an LEA representative...
Attendance rate of expelled youth attending Tuolumne Learning Center.	Attendance rate of expelled youth at TLC is approximately 49%.	In 2021-22, attendance rate of expelled youth at TLC is 85.6%	In 2022-23, attendance rate of expelled youth at TLC is 80%		Expelled youth attending... have an a... rate of 85...
% of LEAs participating in PBIS training	In 19/20, 66% of LEAs participated in PBIS training. In 2020/21, PBIS training was not offered.	In 2021-22, PBIS Training was not offered.	In 2022-23, 42% of LEAs participated in PBIS training		100% of L... participate... Tier II or T... PBIS trai...
% of LEAs participating in training or informational sessions on alternatives to suspension	In 20/21, 0% of LEAs attended training or informational meetings on alternatives to suspension.	In 2021-22, 25% of LEAs participated in training or informational sessions on alternatives to suspension.	In 2022-23, 75% of LEAs participated in training or informational sessions on alternatives to suspension		100% of L... participate... or attend... sessions o... alternative... suspensio...

Actions

Action #	Title	Description
6.1	Meeting Supplies	Costs for meeting supplies with parents and probation staff
6.2	Positive Behavior Support (PBIS) training	Contract with Stanislaus County Office of Education for PBIS training
6.3	Coordinator - Alternative Education Center	Salary and benefits to support expelled youth in their transition to and from the school sites and provides trauma informed training for Foster Youth and Low Income students.

Action #	Title	Description	T

Goal Analysis [2022-23]

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.

All actions were implemented as described.

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

For Action 6.1, $2,000 was budgeted and $128 was spent, as fewer meetings were held than anticipated. For A actual expenditure for the Alternative Education Coordinator increased from what was budgeted due to negotiat schedule.

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

100% of expelled youth who are credit deficient are enrolled in credit recovery courses. The attendance rate of higher than the overall TLC attendance rate. The number of districts participating in PBIS increased over the pa

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

The amount budgeted for Action 6.1 was reduced to reflect a more accurate amount of anticipated expenditures

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration...
$92,406	0.00%

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Improve Scho...
1.68%	0.00%	$0.00	1.68

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

Required Descriptions

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

This LCAP describes goals and specific actions for our students who are funded through the county office of education. Formula (LCFF) as identified in Education Code (Pupils attending community school who are on probation or made attending court school) for each of the eight priorities. In addition, we have developed goals and actions/services which are required to be addressed in County Office of Education LCAPs and serve county-wide needs for student vulnerable and at-risk. The following goals and actions are contributing towards the needs of Foster Youth and LCAP. In the 2022/23 school year, fewer than five English Learners were enrolled in Tuolumne Learning Cente... Center.

Goal 2, Provide training to all staff in tiered interventions (MTSS), including Positive Behavior Intervention Supp... informed practices in order to create a positive school climate and improve student attendance and achievemen... engagement; Priority 6, School Climate)

Action 1: Professional Development during buy-back days. This is an LEA-wide action. Teachers, support staff, receive training in Positive Behavior Intervention (PBIS) and Trauma Informed Practices including specific strate and foster youth to support consistent and effective behavior strategies and support students who have been hit experiences. Stakeholder feedback demonstrates that Foster Youth in TCSOS programs have experienced tra degree than students who are not Foster Youth. This action will be principally directed towards foster youth by practice training to educators and parents. It will be principally directed to low income students to reduce the su students. The effectiveness of this action will be measured by the survey results of foster youth on school clima low income students.

Action 2: Professional Development during school days: This is an LEA-wide action. Substitute costs for releas at 5 days each to revisit the training from the beginning of the year and gather data on implementation for Foste Data demonstrates that Foster Youth and Low Income Youth perform below grade level on statewide assessme to analyze performance data will allow for targeted interventions and monitoring to increase effectiveness of aca is principally directed to these student groups as the results of Foster Youth and Low Income students will be ar effectiveness of this actions will be measured by evaluating the progress of Foster Youth and Low Income youth and benchmark assessments.

Action 3: Pupil Services Director (.2 FTE): This is an LEA-wide action. The Director will coordinate the trainings with a focus on strategies and professional development pertaining to Foster Youth and students who are identi Stakeholder feedback demonstrates that Foster Youth in TCSOS programs have experienced traumatic situatio students who are not Foster Youth. This action will be principally directed towards foster youth by providing tra training to educators and parents. It will be principally directed to low income students to reduce the suspension students. The effectiveness of this action will be measured by the survey results of foster youth on school clima low income students.

Goal 3, Provide engaging, standards-aligned curriculum, instruction and access to technology; develop college and increase opportunities for students to enroll in CTE, A-G, dual enrollment and credit recovery courses in or success in college and/or careers. (Priority 1, Basic; Priority 2, State Standards; Priority 4, Pupil Achievement, F Priority 8; Pupil outcomes)

Action 4: Cost of books and materials for Dual enrollment students at the community college. This is an LEA-wi principally directed for foster youth or low income students, although all students are eligible. This need was de

based on stakeholder feedback that foster youth have a lower college enrollment rate than non foster youth. Lo
that low income students are more likely to be credit deficient than their non-low income peers. This action is pr
youth and low income youth to encourage enrollment in courses that will earn college credit. Effectiveness will l
enrollment and successful completion of dual enrollment coursework.

Goal 6, Continue to coordinate the instruction of expelled pupils in Tuolumne County to prepare the students to
to their district of residence, other educational options, or graduation. (Priority 9; Coordination of Instruction of E

Action 1: Cost of meeting supplies with parents and probation staff. Providing meeting supplies that will help me
families and encourage their attendance at meetings. Feedback has been provided by families that the cost of th
attending meetings. Meeting supplies may include providing meals or assistance with transportation to support
families to attend afternoon or evening meetings. Increasing parent involvement will improve understanding of t
transition services, improve parent feedback to assist with decision making and lead to increased attendance, a
engagement of students. The effectiveness will be measured by parent feedback and attendance rates.

Action 3: Coordinator for Alternative Education Center. This is an LEA-wide action. Salary and benefits to supp
transition to and from the school sites and provides trauma informed training for Foster Youth and Low Income s
feedback demonstrates that Foster Youth in TCSOS programs have experienced traumatic situations at a highe
are not Foster Youth. In 2021-22, Low Income students in TCSOS programs had a 5.5% suspension rate as col
rate for low income students statewide. This action will be principally directed towards foster youth by providing
training to educators and parents. It will be principally directed to low income students to reduce the suspension
students. The effectiveness of this action will be measured by the survey results of foster youth on school clima
low income students.

Goal 1, Action 1, Providing Mental Health Services through a 1.0 FTE Counselor was carried over from the 201
stakeholder feedback that continuing to provide students access to a counselor was a high priority. Goal 2, Acti
development in PBIS, has been carried over from the 2017-20 LCAP as feedback demonstrated that the PBIS t
on school culture and in reducing the suspension rate in TCSOS Programs.

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

The 2023/24 LCAP describes actions and services that are above and beyond the base program which surpass apportionment. These targeted approaches are designed to increase or improve services for Foster Youth and principally directed toward and effective in meeting our goals for unduplicated students. In the 2022-23 school Learners were enrolled in Tuolumne Learning Center or Gold Ridge Educational Center. 80% of the student po are low income. In May, 2023, 2.0% of the enrollment at TLC and GREC were Foster Youth.

The increased apportioned amount for 2023/24 is $92,406 and the actions and services to support unduplicated required amount; the amount of actions and services in this LCAP contributing to increased and improved servic $118,147.77.

Students who are English Learners, Foster Youth and socioeconomically disadvantaged are more likely to have highly impacted by traumatic experiences, and in need of additional support to access grade-level instruction. V of TLC and GREC are too small to generate results on the Dashboard, the 2022 Dashboard Indicators for TCS(socio-economically disadvantaged students in the "very high" for chronic absenteeism. Statewide results from socio-economically disadvantaged students score approximately 12% lower than all students in English Langua statewide assessments.

The actions and services included in this LCAP will provide mental health support, professional development in interventions and trauma-informed practices, professional development for academic supports and interventions foster youth, support for increased opportunities in college courses, improved communication with parents, and transitioning between school placements. These actions are intended to have a positive impact on student outc achievement, attendance, engagement and increased college and career readiness skills.

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

N/A

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel
Totals	$141,845.60	$80,491.73		$78,715.12	$301,052.45	$265,764.45

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds
1	1.1	Mental Health Services - A 1.0 FTE Counselor	Foster Youth Low Income	$33,968.51	$32,491.61	$0.00
2	2.1	Professional Development - Before school buy back days	Foster Youth Low Income	$4,000.00	$0.00	$0.00
2	2.2	Professional Development - During School year	Foster Youth Low Income	$3,000.00	$0.00	$0.00
2	2.3	Pupil Services Director - .2 FTE	Foster Youth Low Income	$6,079.54	$16,212.12	$0.00
3	3.1	Implementation of NGSS Science Standards with supports for SWD.	All Students with Disabilities	$0.00	$8,000.00	$0.00
3	3.2	Teacher classroom budget	All	$0.00	$1,000.00	$0.00
3	3.3	Computer devices to access new curriculum with additional support for SWD.	All	$0.00	$1,200.00	$0.00
3	3.4	Books & supplies for dual enrollment	Foster Youth Low Income	$1,000.00	$0.00	$0.00
4	4.1	Parent Communication Tool	All	$0.00	$5,500.00	$0.00
4	4.2	Constant Contact	All		$588.00	
4	4.3	Zoom License	All		$8,500.00	

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	F
4	4.4	Website development	All	$21,697.83	$0.00	$0.00	
5	5.1	Meeting Supplies for Foster Youth families	All	$2,000.00	$0.00	$0.00	
6	6.1	Meeting Supplies	Foster Youth Low Income	$500.00	$0.00	$0.00	
6	6.2	Positive Behavior Support (PBIS) training	All	$0.00	$7,000.00	$0.00	
6	6.3	Coordinator - Alternative Education Center	Foster Youth Low Income	$69,599.72	$0.00	$0.00	

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)
$5,484,862	$92,406	1.68%	0.00%	1.68%	$118,147.77	0.00%	2.15 %

Total:
LEA-wide Total:
Limited Total:
Schoolwide Total:

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Ex...
1	1.1	Mental Health Services - A 1.0 FTE Counselor	Yes	Schoolwide	Foster Youth Low Income	All Schools	
2	2.1	Professional Development - Before school buy back days	Yes	LEA-wide	Foster Youth Low Income	All Schools	
2	2.2	Professional Development - During School year	Yes	LEA-wide	Foster Youth Low Income	All Schools	
2	2.3	Pupil Services Director - .2 FTE	Yes	LEA-wide	Foster Youth Low Income	All Schools	
3	3.4	Books & supplies for dual enrollment	Yes	LEA-wide	Foster Youth Low Income	All Schools	
6	6.1	Meeting Supplies	Yes	LEA-wide	Foster Youth Low Income	All Schools	
6	6.3	Coordinator - Alternative Education Center	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	

2023-24 Local Control and Accountability Plan for Tuolumne County Superintendent of Schools

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$319,279.22	$298,317.25

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)	Total Estimated Expenditures (Total Funds)
1	1.1	Mental Health Services - A 1.0 FTE Counselor	No	$128,962.46	135,1...
2	2.1	Professional Development - Before school buy back days	Yes	$6,000.00	167
2	2.2	Professional Development - During School year	Yes	$5,000.00	697
2	2.3	Pupil Services Director - .2 FTE	Yes	$34,626.04	24,76...
3	3.1	Implementation of NGSS Science Standards with supports for SWD.	No	$20,000.00	0.
3	3.2	Teacher classroom budget	No	$2,000.00	0.
3	3.3	Computer devices to access new curriculum with additional support for SWD.	No	$2,200.00	10,1...
3	3.4	Books & supplies for dual enrollment	Yes	$4,000.00	604
4	4.1	Parent Communication Tool	No	$5,500.00	5,50...

2023-24 Local Control and Accountability Plan for Tuolumne County Superintendent of Schools

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)	
4	4.2	Constant Contact	No	$588.00	588
4	4.3	Zoom License	No	$8,500.00	9,09
4	4.4	Website development	No	$18,303.00	19,4
5	5.1	Meeting Supplies for Foster Youth families	No	$5,000.00	280
6	6.1	Meeting Supplies	Yes	$2,000.00	128
6	6.2	Positive Behavior Support (PBIS) training	No	$7,000.00	630
6	6.3	Coordinator - Alternative Education Center	Yes	$69,599.72	77,7

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between ... and ... Percentage ... Improved Services (Subt...)
$95,056	$91,794.12	$95,746.30	($3,952.18)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned ... of Im... Se...
2	2.1	Professional Development - Before school buy back days	Yes	$6,000.00	1671.49	
2	2.2	Professional Development - During School year	Yes	$5,000.00	6971.66	
2	2.3	Pupil Services Director - .2 FTE	Yes	$5,194.40	8,591.26	
3	3.4	Books & supplies for dual enrollment	Yes	$4,000.00	604.35	
6	6.1	Meeting Supplies	Yes	$2,000.00	128.49	
6	6.3	Coordinator - Alternative Education Center	Yes	$69,599.72	77,779.05	

2022-23 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)
$5,068,317	$95,056	0%	1.88%	$95,746.30	0.00%	1.89%

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 please contact the local county office of education (COE), or the California Department of Education's (CDE's) L 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 edu planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (C LEAs document the results of this planning process in the LCAP using the template adopted by the State Board

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports compr (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetar learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited r 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 tha through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectiv programs and services. Effective strategic planning will incorporate these perspectives and insights in order to iden be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the L show that they have complied with various requirements specified in the LCFF statutes and regulations, most notat

  ○ Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-inc 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 a sections 52064[b][1] and [2]).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the temp outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) thro with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections template do not and cannot reflect the full development process, just as the LCAP template itself is not intended educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes ma 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency re actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve English learners, and low-income students, and to streamline the information presented within the LCAP to make accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transit grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are l opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in t 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 fram strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboar LEA using its budgetary resources to respond to TK–12 student and community needs, and address any l by meeting its obligation to increase or improve services for foster youth, English learners, and low-incom

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

These instructions address the requirements for each section of the LCAP, but may include information about ef developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of ea purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides infor community as well as relevant information about student needs and performance. In order to provide a meaningf LCAP, the content of this section should be clearly and meaningfully related to the content included in the subse

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to information about an LEA in terms of geography, enrollment, or employment, the number and size of specific sch challenges, and other such information as an LEA wishes to include can enable a reader to more fully understan

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall per "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or any state indicator for which performance for any student group was two or more performance levels below the " What steps is the LEA planning to take to address these areas of low performance and performance gaps? An L a goal to address one or more consistently low-performing student groups or low-performing schools must identi this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified u including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive su under the Every Student Succeeds Act must respond to the following prompts:

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

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in devel a school-level needs assessment, evidence-based interventions, and the identification of any resource ine through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the impleme 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, includin student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consisten engagement should support comprehensive strategic planning, accountability, and improvement across the state 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 reflecte goal is to allow educational partners that participated in the LCAP development process and the broader public t engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when deve principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Befo districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Pa superintendent is required by statute to respond in writing to the comments received from these committees. Sch also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, pare developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-le\ applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilita schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requi composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.c

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advis with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions ar be included in the local control and accountability plan in accordance with Education Code section as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(

e) Adopted the local control and accountability plan in a public meeting in accordance with Education 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was cons LCAP".

Describe the engagement process used by the LEA to involve educational partners in the development of the LC describing how the LEA met its obligation to consult with all statutorily required educational partners as applicabl sufficient response to this prompt must include general information about the timeline of the process and meetin strategies with educational partners. A response may also include information about an LEA's philosophical appl educational partners.

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

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational part

A sufficient response to this prompt will provide educational partners and the public with clear, specific informatic process influenced the development of the LCAP. The response must describe aspects of the LCAP that were ir response to the educational partner feedback described in response to Prompt 2. This may include a description requests of educational partners within the context of the budgetary resources available or otherwise prioritized a LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational par not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what t accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associate outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a speci performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess t 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 should consider performance on the state and local indicators, including their locally collected and reported data are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance acr

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

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

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. Ar to address areas of need that may require or benefit from a more specific and data intensive approach. The Foc reference the metric(s) by which achievement of the goal will be measured and the time frame according to whic the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal fo relevant consultation with educational partners. LEAs are encouraged to promote transparency and understandi pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The descri clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are ma measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities no in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educ determined to maintain actions and monitor progress while focusing implementation efforts on the actions cover

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exem

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will addr the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for thr based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to based on student group performance, and the student group(s) that lead to identification, may be found on the C Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-perform include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of this student group or groups. An LEA required to address multiple student groups is not required to have a goal to a however, each student group must be specifically addressed in the goal. This requirement may not be met by comb another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcome groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, inclu group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included i efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditu achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or mo to a single-school district. A school district or COE has one or more schools that, for two consecutive years, rece performance levels on all but one of the state indicators for which the school(s) receive performance levels in the performance of the "All Students" student group for the LEA is at least one performance level higher in all of thos required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) crite LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This g outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students school or schools. An LEA required to address multiple schools is not required to have a goal to address each scho be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance bet the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, inclu that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this go improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in th outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narro performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only i most recent data available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the Calif Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline i associated with a metric. Indicate the school year to which the data applies, consistent with the instructior

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next tr this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome f expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are meas applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the exte specify one or more metrics (e.g., implementation of state academic content and performance standards), the LE use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported throug tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action table action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fi in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requ Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Se requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved S

Actions for English Learners: School districts, COEs, and charter schools that have a numerically signif subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition pro Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significan subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Fost

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concen 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 for unduplicated pupils must be increased or improved as compared to the services provided to all students in th pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover T 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 Tabl 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 Percenta Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage by which services for unduplicated pupils must be increased or improved as compared to the service the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explan of foster youth, English learners, and low-income students were considered first, and (2) how these actic the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whethe effective as expected, and this determination must reflect evidence of outcome data or actual implementation to

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effe goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit con as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific s not meet the increase or improve services standard because enrolling students is not the same as serving stude

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

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

In order to address this condition of our low-income students, we will develop and implement a new atten designed to address some of the major causes of absenteeism, including lack of reliable transportation ar climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additi nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rat

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

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improve LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state ar described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be sync

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 perce these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and described above.

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollr Describe how these actions are principally directed to and how the actions are the most effective use of the fund youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being incr percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pup by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To grow services in quality and to increase services means to grow services in quantity. Services are increased or i the LCAP that are included in the Goals and Actions section as contributing to the increased or improved service are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limit only serves foster youth, English learners, and/or low-income students. This description must address how these result in the required proportional increase or improvement in services for unduplicated pupils as compared to th to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a l Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the n determine the contribution of the action towards the proportional percentage. See the instructions for determinin; Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will number of staff providing direct services to students at schools that have a high concentration (above 5: 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 use these funds to increase the number of staff who provide direct services to students at schools with an enrollment is greater than 55 percent as compared to the number of staff who provide direct services to students at schools unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students r 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 respoi applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the require of staff who provide direct services to students at schools with an enrollment of unduplicated students that is gre

An LEA that does not have comparison schools from which to describe how it is using the concentration grant ac that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct se 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 servic an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percen

Complete the table as follows:

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

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatic Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to colur 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 gov

- 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 ye example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable l

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

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will recei excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Impr the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF sup grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated stuc year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percenta calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Conce *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be incre 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 Carry LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated 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 l entering a specific student group or groups.

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

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

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

  o **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more un Indicate one or more unduplicated student groups for whom services are being increased or impro students receive.

  o **Location:** Identify the location where the action will be provided. If the action is provided to all scho must indicate "All Schools." If the action is provided to specific schools within the LEA or specific gr

enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of sch 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. Otherwi for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 M

- **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 the Total Funds column.

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

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement measure of LCFF funding. The action may also include funding from other sources, however the e contributes to meeting the increased or improved services requirement is based on the LCFF fundi the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on unduplicated students, and that does not have funding associated with the action, enter the planned quali the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that or learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Plan Services, the LEA must describe the methodology that it used to determine the contribution of the a percentage. The percentage of improved services for an action corresponds to the amount of LCFF 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 ai providers know what targeted supports to provide to students who are foster youth. The LEA could hiring additional staff to collect and analyze data and to coordinate supports for students, which the $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relatin youth. This analysis will then be shared with site principals who will use the data to coordinate serv assistants and expanded learning providers to target support to students. In this example, the LEA cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then conve percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to I Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with actions that are contributing are not displaying in the column, use the drop-down menu in the column header to f

Annual Update Table

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

- **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?' co actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not c the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information fo the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF suppl grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF 1 action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on unduplicated students, and that does not have funding associated with the action, enter the total estimated actual q 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 L the action. As part of the annual update process, the LEA reviews implementation and student outcome dat

was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the o action and determines that had it hired additional staff to collect and analyze data and to coordinate support actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimat amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. T Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it w school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instru Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Est Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF C the prior year. This is the percentage by which services for unduplicated pupils must be increased or impr 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 field information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions 1 functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected L 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 Estima[...] Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Pl[...] Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned [...] is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Differenc[...] 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 re[...] 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 Tot[...] 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 [...] Services (8)

LCFF Carryover Table

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

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the 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 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 Actua 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 Imp Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated 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 year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022