

# 2023–24 Local Control and Accountability Plan Annual Update

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

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# Goals and Actions

## Goal

Goal #	Description
1	Improve the Overall Graduation Rate for All Students

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Dashboard Alternative School Status (DASS) Graduation Rate Report(s)</p> <p>* Dataquest</p>	<p>2019-2020: Wellington Smith School: 74%</p> <p>Salinas Community School: 44%</p>	<p>2020-2021: Wellington Smith School: 85.7%</p> <p>Salinas Community School: 37.5%</p>	<p>2021-2022: Wellington Smith School: 70%</p> <p>Salinas Community School: 55%</p> <p>*Combined Four and Five Year Graduation Rate Report</p>	<p>2022-2023: Wellington Smith School: 73.3%</p> <p>Salinas Community School: 61.1%</p> <p>*Combined Four and Five Year Graduation Rate Report</p>	<p>2023-2024: Wellington Smith School, DASS, Graduation Rate: 85%</p> <p>Salinas Community School, DASS, Graduation Rate: 85%</p>
<p>Northwest Evaluation Association (NWEA) Math</p> <p>Percent of students tested who had average-high growth on Fall to Spring assessments</p> <p>* Local Data</p>	<p>2020-2021: Wellington Smith School, NWEA Math: 50% (students with average - high growth)</p> <p>Salinas Community School, NWEA Math: 58% (students with average - high growth)</p>	<p>2021-2022: Wellington Smith School, NWEA Math: 66% (students with average - high growth)</p> <p>Salinas Community School, NWEA Math: 58% (students with average - high growth)</p>	<p>2022-2023: Wellington Smith School, NWEA Math: less than 10 students with pre and post scores, data not reported due to small data set.</p> <p>Salinas Community School, NWEA Math: 77%</p>	<p>2023-2024 Wellington Smith School, NWEA Math: less than 10 students with pre and post scores, data not reported due to small data set.</p> <p>Salinas Community School, NWEA Math: 65%</p>	<p>2023-2024: Wellington Smith School, Math: 80%</p> <p>Salinas Community School, Math: 80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(49/63 students with average - high growth)	(21/32 students with average - high growth)	
NWEA Language Arts  Percent of students tested who had average - high growth on NWEA assessments  * Local Data	2020-2021:  Wellington Smith School, NWEA Language Arts: 53% (students with average - high growth)  Salinas Community School, NWEA Language Arts: 44% (students with average - high growth)	2021-2022:  Wellington Smith School, NWEA Language Arts: 74% (students with average - high growth)  Salinas Community School, NWEA Language Arts: 58% (students with average - high growth)	2022-2023:  Wellington Smith School, NWEA Math: less than 10 students with pre and post scores, data not reported due to small data set.  Salinas Community School, NWEA Language Arts: 71% (students with average - high growth)	2023-2024  Wellington Smith School, NWEA Math: less than 10 students with pre and post scores, data not reported due to small data set.  Salinas Community School, NWEA Language Arts: 85% (students with average - high growth)	2023-2024:  Wellington Smith School, Language Arts: 80%  Salinas Community School, Language Arts: 80%
Average number of credits earned per semester. (total credits earned / total students with over 30 days enrollment.)  * Local Data	2020-2021:  Wellington Smith School (WSS), average credits earned per student: 8 credits  Salinas Community School, average credits earned per student: 11 credits	2021-2022:  Wellington Smith School (WSS), average credits earned per student: 19.5 credits (41 students>30 days enrollment)  Salinas Community School, average credits earned per	2022-2023:  Wellington Smith School (WSS), average credits earned per student: 6.9 credits (164 students>30 days enrollment)  Salinas Community School, average credits earned per	2023-2024  Wellington Smith School (WSS), average credits earned per student: 33.5  Salinas Community School, average credits earned per student: 17.75	2023-2024:  On average, Alternative program students will earn 15 credits per semester.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		student: 16.5 credits (all students)	student: 14.5 credits (all students)		
4 Year Cohort Dropout Rate  * CA Department of Education Dashboard  Report 15.2 Calpads	2019-2020:  Wellington Smith School, 35% (7 of 20 students)	2020-2021:  Wellington Smith School, 36% (31 of 86 students)	2021-2022:  Wellington Smith School, 29% (10 of 34 students)	2022-2023:  Wellington Smith School, 14% (4 of 28 students)	2022-2023:  The 4-year cohort Dropout Rate will be 20% or less.
	Salinas Community School, 66% (40 of 61 students)	Salinas Community School, 48% (25 of 52 students)	Salinas Community School, 55% (27 of 49 students)	Salinas Community School, 7% (3 of 44 students)	
Students with enrollment in the adopted course of study for grades 7-12.  * Local Data	2020-2021:  100% of students in both Salinas Community School and Wellington Smith Court School have access to and are enrolled in a broad course of study through an adopted digital curriculum (Edgenuity )	2021-2022:  100% of students in both Salinas Community School and Wellington Smith Court School have access to and are enrolled in a broad course of study through an adopted digital curriculum (Edgenuity)	2022-2023:  100% of students in both Salinas Community School and Wellington Smith Court School have access to and are enrolled in a broad course of study through an adopted digital curriculum (Edgenuity)	2023-2024  100% of students in both Salinas Community School and Wellington Smith Court School have access to and are enrolled in a broad course of study through an adopted digital curriculum (Edgenuity)	2023-2024:  100% of students in both Salinas Community School and Wellington Smith Court School have access to and are enrolled in a broad course of study through an adopted digital curriculum (Edgenuity )
Adoption of state standards  * Local Data	2020-2021:  100% of California state standards have been fully adopted for	2021-2022:  100% of California state standards have been fully adopted for	2022-2023:  100% of California state standards have been fully adopted for	2023-2024:  100% of California state standards have been fully adopted for	2023-2024:  100% of California state standards will continue to be fully adopted for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Alternative Education Schools.	Alternative Education Schools.	Alternative Education Schools.	Alternative Education Schools.	Alternative Education Schools.
Adoption of curriculum aligned with state standards and needs of students with disabilities  * Local Data, Board approved, Curriculum list	2020-2021:  100% of the curriculum has been adopted to meet state standards for all Alternative Education Schools with considerations for students with disabilities.	2021-2022:  100% of the curriculum has been adopted to meet state standards for all Alternative Education Schools with considerations for students with disabilities.	2022-2023:  100% of the curriculum has been adopted to meet state standards for all Alternative Education Schools with considerations for students with disabilities.	2023-2024:  100% of the curriculum has been adopted to meet state standards for all Alternative Education Schools with considerations for students with disabilities.	2023-2024:  100 % of the curriculum will continue to be adopted to meet state standards for all Alternative Education Schools.
Adoption of English Learner Standards  * Local Data	2020-2021:  100% of California English Language Development standards have been adopted for all Alternative Education Schools.	2021-2022:  100% of California English Language Development standards have been adopted for all Alternative Education Schools.	2022-2023:  100% of California English Language Development standards have been adopted for all Alternative Education Schools.	2023-2024:  100% of California English Language Development standards have been adopted for all Alternative Education Schools.	2023-2024:  100% of English Learner standards will continue to be adopted in full for all Alternative Education Schools
Percent of students making progress toward English language proficiency  * CA Department of Education Dashboard	2018-2019:  Salinas Community School, 45% (31 students)  Wellington Smith Court School,	2020-2021:  Calculated for the SPSA Using alternative measures: 36% ELA and 18% Math,	2021-2022:  Salinas Community School, 57.1% (21 students)  * Wellington Smith Court School, *State	2022-2023:  Salinas Community School, 58.6% (29 students)  * Wellington Smith Court School, *State	2023-2024:  The percentage of students making progress toward English language proficiency will be:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	29% (21 students)  *2019-2020 not published due to pandemic	Note: NWEA data was used as a result of the pandemic, and this data reflects only 11th-grade students.	Data not published by CDE because less than 11 students had reportable data.	Data not published by CDE because less than 11 students had reportable data.	Salinas Community School, 65%  Wellington Smith Court School, 65%
English Learner Reclassification Rate  * Dataquest	2018-2019:  Salinas Community School, 0%  Wellington Smith Court School, 0%  *2019-2020 data was not published due to the pandemic	2020-2021:  Salinas Community School, 5.7%  Wellington Smith Court School, 0%	2021-2022:  Salinas Community School, 21-22 Data not published by CDE Local Data Indicates six reclassifications (22%)  Wellington Smith Court School, 21-22 Data not published by CDE Local Data Indicates four reclassifications	2022-2023:  Salinas Community School, *22-23 State Data not published by CDE, Local Data indicates six reclassifications (21%)  Wellington Smith Court School, *22-23 State Data not published by CDE because less than 11 students had reportable data.	2023-2024:  Percent of eligible students reclassified:  Salinas Community School, 20%  Wellington Smith Court School, 20%
Every pupil in the school district has sufficient access to standards-aligned instructional materials assessed by administrative audit.	2020-2021:  100% of pupils in the school district have sufficient access to standards-aligned instructional materials.	2021-2022:  100% of pupils in the school district have sufficient access to standards-aligned instructional materials.	2022-2023:  100% of pupils in the school district have sufficient access to standards-aligned instructional materials.	2023-2024:  100% of pupils in the school district have sufficient access to standards-aligned instructional materials.	2023-2024:  100% of school district pupils will have sufficient access to standards-aligned instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
* Local Data					
Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching as assessed by administrative audit.	2020-2021: 100% of school district teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	2021-2022: 100% of school district teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	2022-2023: 100% of school district teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	2023-2024: 100% of school district teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	2023-2024: 100% of school district teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.
*Local Data					
Middle School Dropout Rate  * Dataquest	2019-2020: Salinas Community School, 0%  Wellington Smith Court School, 0%	2020-2021: Salinas Community School, 0%  Wellington Smith Court School, 0%	2021-2022: Salinas Community School, 0%  Wellington Smith Court School, 0%	2022-2023: Salinas Community School, 0%  Wellington Smith Court School, 0%	2022- 2023: Middle School Dropout Rate will be:  Salinas Community School, 0%  Wellington Smith Court School, 0%
Early Assessment Program  Percent of students who meet or exceed standards on the California Assessment of Student	2018-2019: Salinas Community School, 2.3% Math 14.3% English Language Arts	2020-2021: Metric not available due to the deferment of state testing during the pandemic	2021-2022: Salinas Community School, 3.9% Math 14.3% English Language Arts	2022-2023: Salinas Community School, Math % not calculated, as there are fewer than 11	2022-2023: Salinas Community School, 10% Math 10% English Language Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Performance and Progress (CAASPP).</p> <p>* CA Department of Education Dashboard</p>	<p>Wellington Smith Court School, % not calculated, as there are fewer than 11 students**</p> <p>*2019-2020 not published due to pandemic</p>		<p>Wellington Smith Court School, % not calculated, as there are fewer than 11 students**</p>	<p>14.3% English Language Arts</p> <p>Wellington Smith Court School, Math and English Language arts % not calculated, as there are fewer than 11 students**</p>	<p>**Wellington Smith School anticipates testing fewer than 11 students, resulting in the overall percentage not being calculated.</p>
<p>Broad Course of Study, Unduplicated Students</p> <p>School administrators audit 100% of student schedules to ensure a broad course of study.</p> <p>* Local Data</p>	<p>2020-2021</p> <p>100% of student schedules were audited to ensure a broad course of study.</p>	<p>2021-2022:</p> <p>100% of student schedules were audited to ensure a broad course of study.</p>	<p>2022-2023:</p> <p>100% of student schedules were audited to ensure a broad course of study.</p>	<p>2023-2024:</p> <p>100% of student schedules were audited to ensure a broad course of study.</p>	<p>2023-2024:</p> <p>100% of student schedules were audited to ensure a broad course of study.</p>
<p>Broad Course of Study, Individuals with Exceptional Needs</p> <p>School administrators audit 100% of student schedules to ensure a broad course of study.</p> <p>* Local Data</p>	<p>2020-2021</p> <p>100% of student schedules were audited to ensure a broad course of study.</p>	<p>2021-2022:</p> <p>100% of student schedules were audited to ensure a broad course of study.</p>	<p>2022-2023:</p> <p>100% of student schedules were audited to ensure a broad course of study.</p>	<p>2023-2024:</p> <p>100% of student schedules were audited to ensure a broad course of study.</p>	<p>2023-2024:</p> <p>100% of student schedules were audited to ensure a broad course of study.</p>



# Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

Action 1.1: Fully implemented.

Action 1.2: Fully implemented.

Action 1.3: Fully implemented.

The overall implementation of the actions in this goal was met during the 2023-24 year.

The reason for this successful implementation is having transition specialist services available to students through staffing (Actions 1-3), the use of student information specialists to facilitate communication with families (Action 2), and ensuring accurate course placement and the efforts of staff to accurately facilitate local assessments to quickly inform the need for any academic interventions (Action 2, 3). For this staffing, we did not experience challenges in filling positions. The staff at SCS has been a team for many years, and their commitment, hard work, and effective practices are some of the reasons for our success in achieving goals for student success.

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

There were no substantive material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.1 Maintain Transition Supports for Students

1.2 Maintain School Staff to support Communication with Students and Families

1.3 Maintain teacher for specialized academic interventions

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

These actions were somewhat effective in making progress toward improving the graduation rate for students. A review of student data indicates that the number of students enrolled in Salinas Community School and Wellington Smith School has decreased. Throughout the implementation of this three-year plan, a decrease in overall enrollment, an increase in students entering with significant credit deficiencies, and poor overall school attendance/engagement have impacted the percentage of students graduating on time with their cohort.

Graduation Rates:

Overall, the Salinas Community School and Wellington Smith School have seen an increase in graduation rates when the five-year cohort is considered. Though this did not meet our desired outcomes for 2023-24, this does show growth from the previous year. These incarcerated

students widely benefit from AB2306, which permits using the state minimum for graduation requirements and positively impacts outcomes. Court school student exits are well supported to their district of residence by the transition supports in place. Collaborative meetings, including probation, parent, student and staff, review of student needs, and close communication with local districts have resulted in successful student transitions. Using a credentialed teacher for specialized academic interventions to increase student-to-staff ratios has positively impacted student outcomes, targeting the most at-risk students.

#### Academic Data:

In many instances, Wellington Smith School did not have enough students to report public data.

The number of students with high growth in SCS in NWEA Math declined from the previous year. However, the number of students with high growth is still significant: 21/32.

SCS in NWEA in ELA showed a 14% increase over the previous year.

The average number of credits earned per student increased at both WSS and SCS, allowing them the opportunity to graduate.

In addition, the 4-year cohort dropout rate declined from 30% at WSS to just 14%.

Reclassification rates and ELPI scores for English learners increased slightly and will remain an area of focus for 2024-25.

#### Basic Services:

Both WSS and SCS maintain 100% compliance with the adoption of the curriculum, access to materials, and highly qualified teachers.

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

Monterey COE will continue these actions with some modifications.

The support of administration, teachers, and paraprofessionals is needed to continue supporting student transitions and maintaining regular communication with students. The court school, Wellington Smith, Jr., will utilize a credentialed teacher to increase the staff-to-student ratio, resulting in more individualized instruction for students.

To specifically address the CCI and graduation rate red indicators on the 2023 CA School Dashboard, Action 1.8 has been added to outline the Continuous Improvement Network, which will focus on deeply understanding the root causes of the data and will support the design of research-based action plans, called Plan-Do-Study-Act cycles, to implement change ideas and ultimately impact and accelerate student outcomes.

In addition, in collaboration with MCOE Special Education, a targeted action (1.7) has been added to support increased outcomes in ELA for students with disabilities.

It should also be noted that actions specific to Foster Youth have been spread throughout the plan, and action 1.1 specifically addresses supporting foster youth in academic outcomes.

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



# Goals and Actions

## Goal

Goal #	Description
2	Improve College and Career Readiness to Support Transitions to Post Secondary Options for All Students

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number and Percentage of Concurrent Enrollments with Community College(s) * Local Data	Fall 2020: Wellington Smith: 19 (46%) Salinas Community: 17 (13%) Note: Enrollments were impacted by pandemic school closures	Fall 2021: Wellington Smith: 9 (~25%) Salinas Community: 7 (~1%) Note: Enrollments were impacted by ongoing Community College pandemic-related school closures.	Fall 2022: Wellington Smith: 6 (~18%) Salinas Community: 6 (<1%)	Fall 2023: Wellington Smith: 10 fall semester Salinas Community: 8 fall semester	Fall 2023 20% of students with Community College Concurrent Enrollments Wellington Smith: 30% Salinas Community: 10%
Number of students who complete CTE Pathways as reflected in Calpads (end of year report 3.14) * CA Department of Education Dashboard	2019-2020: Salinas Community School: 4 (40% of CTE pathway enrollments) Wellington Smith Court School: 4 (9%)	2020-2021: Salinas Community School: 0 Wellington Smith Court School: 0	2021-2022: Salinas Community School: 0 Wellington Smith Court School: 0	2022-2023: Salinas Community School: 0 Wellington Smith Court School: 0	2023 Certified End Of Year (EOY) Data Salinas Community School: 20 students Wellington Smith Court School: 10 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of CTE pathway enrollments)				
Percent of Pupils who Meet A-G Requirements  * CA Department of Education Dashboard	2019-2020: Wellington Smith School: 0%  Salinas Community School: 0%	2020-2021: Wellington Smith School: 0%  Salinas Community School: 0%	2021-2022: Wellington Smith School: 0%  Salinas Community School: 0%	2022-2023: Wellington Smith School: 0%  Salinas Community School: 0%	2023  5% of students will meet A-G Requirements
Percent of Pupils who meet both A-G and CTE requirements:  * Locally Combined Dashboard Metrics	2019-2020: Wellington Smith School: 0%  Salinas Community School: 0%	2020-2021: Wellington Smith School: 0%  Salinas Community School: 0%	2021-2022: Wellington Smith School: 0%  Salinas Community School: 0%	2022-2023: Wellington Smith School: 0%  Salinas Community School: 0%	2023  5% of students will meet A-G and CTE requirements
Number of College Campus visitations offered to students:  * Local Data	*No visitations in 2020-2021 due to COVID restrictions.  2019-2020, Salinas Community School Students:  Opportunities to visit community Colleges: 1  Opportunities to visit Universities: 3	*Few visits in 2021-2022 due to COVID restrictions.  2021-2022, Salinas Community School Students:  Opportunities to visit community Colleges: 2  Opportunities to visit Universities: 0	2022-2023: Salinas Community School Students:  Opportunities to visit Community Colleges: 2  Opportunities to visit Universities: 1  Unduplicated Student Participation: 0	2023-2024: Salinas Community School Students:  Opportunities to visit Community Colleges: 2  Opportunities to visit Universities: 4	2023-2024  Opportunities to visit community colleges: 2  Opportunities to visit Universities: 5  Unduplicated Student Participation: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

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

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

The overall implementation of these actions was fully implemented.

Action 2.1: Fully Implemented

Action 2.2: Fully Implemented, though funding source shifted.

The school was successfully implemented as students visited a university campus, and Hartnell College engaged with students at Salinas Community School for transition and dual enrollment support. At the court school location, Hartnell College supported dual enrollment classes. There were no challenges encountered during the implementation of these actions.

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

There were no substantive material budgeted expenditure differences in action 2.1: additional staff time to take students on college visitations.

There were substantive differences in budgeted expenditures, Action 2.2-Hire a PPSC Counselor because the PPSC Counselor position was filled and funded through other grants. These monies were reallocated to increase access to community college classes.

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

Overall, an increase in community school enrollment and participation in local community college courses was observed during the implementation of this plan. However, due to the ongoing enrollment fluctuations within alternative education schools, we did not observe an increase in the completion of CTE pathways. This resulted in students being unable to complete three-year pathways as was anticipated when this plan was developed three years ago. It should also be noted that the opportunities to visit universities increased from 1 to 4 in 2024.

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

Future planning includes ongoing support from the PPSC counselor, funded through other state funds (former Action 2.1). There was substantial feedback from parents, students, and school staff that implementing the PPSC positively impacted student academic engagement and credit acquisition rates. An increase in field trips during the implementation of this plan resulted in an overall increase in students visiting college campuses. Continued support of these actions will occur through other state funding, monitored by other grants and local plans, and be discontinued in the next LCAP (former Action 2.2).

For 2024-25 LCAP, actions were redesigned as a result of reflections on prior practice:

Action 2.1 was added to support improvement in parent outreach.

Action 2.2 was added to reduce chronic absenteeism for the Monterey County Special Education school through a review of data, communication, and collaboration.

In addition, to reduce the number of suspensions on the CA School Dashboard, action 2.3 was added to ensure positive interactions and relationships are built to support students in making plans for positive student behavior.

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

# Goals and Actions

## Goal

Goal #	Description
3	Maximize Student Engagement to Support Positive Attendance and School Connectedness

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2019-2020:	2020-2021:	2021-2022:	2022-2023:	2023
* Local Data	Attendance Rate, before Covid closures in March 2020: 87%	Salinas Community School: 84%	Salinas Community School: 55%	Salinas Community School: 79.23%	Salinas Community School: >90%
	2019-2020: Attendance Rate, After Covid closures (April - June 2020): 55%	Wellington Smith School: 96%	Wellington Smith School: 97%	Wellington Smith School: 98%	Wellington Smith School: >98%
		(COVID Year- online learning)	(First year of in-person learning)		
Chronic Absenteeism	2018-2019*	2020-2021:	2021-2022:	2022-2023:	2023
* Local Data	Salinas Community School: 51.9%	Salinas Community School: 54%	Salinas Community School: 61.1%	Salinas Community School: 61%	Salinas Community School: <25%
	Wellington Smith School: 0.7%	Wellington Smith School: <1%	Wellington Smith School: <1%	Wellington Smith School: <1%	Wellington Smith School: <1%
	*2019-2020 not available due to pandemic closures				



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate  * California Department of Education Research Files	2019-2020:  Salinas Community School, 4.2%  Wellington Smith Court School, 1.3%	2020-2021:  Salinas Community School, 1.2%  Wellington Smith Court School, 0.5%	2021-2022:  Salinas Community School, 4.3 %  Wellington Smith Court School, 1.7 %	2022-2023:  Salinas Community School, 7.2%  Wellington Smith Court School, 0.4%	2023  Suspension rate will be <4%
Expulsion Rate  * California Department of Education Research Files	2019-2020:  Salinas Community School, 0%  Wellington Smith Court School, 0%	2020-2021:  Salinas Community School, 0%  Wellington Smith Court School, 0%	2021-2022:  Salinas Community School, 0%  Wellington Smith Court School, 0%	2022-2023:  Salinas Community School, 0%  Wellington Smith Court School, 0%	2023  Expulsions will remain at 0%
Overall Parent Teacher Conference Participation Rate (participation is encouraged for parents of students identified as students with disabilities, low income, foster and/or English Learners)  * Local Data	Fall 2020: Combined Schools, 77%  Spring 2020: Combined Schools, 81%	Fall 2021: Combined Schools, 87%  Spring 2022: Combined Schools, 88%	Fall 2022: Combined Schools, 92%  Spring 2023: Combined Schools, 95%	Fall 2023: Combined Schools, 95%  Spring 2024: Combined Schools, 93%	2023  90% of parent(s)/student(s) will participate in conferences each fall and spring term.
YouthTruth Survey, Culture	March 2021:  Salinas Community School, 83%	March 2022:  Salinas Community School, 76%	March 2023:  Salinas Community School, 78%	March 2024:  Salinas Community School, 87%	March 2024:  85% of students will respond positively

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who responded positively to the statement, "I feel safe at school."  * YouthTruth Survey	Wellington Smith Court School, 57%	Wellington Smith Court School, 85%	Wellington Smith Court School, 71%	Wellington Smith Court School, 70%	
YouthTruth Survey, Engagement  Percent of students responded positively to the statement, "I am able to motivate myself to do my schoolwork."  * YouthTruth Survey	March 2021:  Salinas Community School, 55%  Wellington Smith Court School, 53%	March 2022:  Salinas Community School, 56%  Wellington Smith Court School, 84%	March 2023:  Salinas Community School, 66%  Wellington Smith Court School, 51%	March 2024:  Salinas Community School, 58%  Wellington Smith Court School, 68%	March 2024:  80% of students will respond positively
YouthTruth Survey, Engagement  Percent of students responded positively to the statement, "What I learn in class helps me outside of school."  * YouthTruth Survey	March 2021:  Salinas Community School, 61%  Wellington Smith Court School, 29%	March 2022:  Salinas Community School, 48%  Wellington Smith Court School, 29%	March 2023:  Salinas Community School, 51%  Wellington Smith Court School, 59%	March 2024:  Salinas Community School, 65%  Wellington Smith Court School, 44%	March 2024:  80% of students will respond positively to the statement, "What I learn in class helps me outside of school".

# Goal Analysis

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions.

3.1 Provide field trips: Fully Implemented

3.2 Maintain an outdoor garden lab: Fully Implemented

3.3 Implement trauma-informed student supports: Fully Implemented

3.4 Continue to improve parent outreach: Fully Implemented

Successes include maintaining an outdoor garden, where students can use their time to grow, maintain, and care for a communal area.

Challenges included maintaining communications with families to include them in their child's educational plan.

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

There were no material differences in budgeted expenditures and estimated expenditures.

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

The effectiveness of the actions in Goal #3 successfully maximized student engagement to support positive attendance and school connectedness. The actions in Goal #3 effectively maximized student engagement to promote positive attendance and school connectedness. This was achieved through field trips and hands-on learning experiences (Action 1), outdoor gardens and science curriculum (Action 2), staff development to support trauma-informed practices (Action 3), and focused efforts to support parent outreach. The specific metrics that show progress towards the goal include:

Attendance Rate

2023

Salinas Community

School: >90%

Wellington Smith

School: >98%

0% Expulsion Rates

Overall Parent

Teacher Conference

Participation Rate  
Fall 2023:  
Combined Schools,  
95%  
Spring 2024:  
Combined Schools,  
93%

Youth Truth Survey Data from the metrics above can be synthesized to show students feel safe at school. Areas of need are applying learning to the real world and self-motivation.

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

After careful reflections on the prior year, and consideration of new opportunities in grant funding, past actions 3.1 - 3.4 have all been reimagined into the new 3.1 action for a Community School. Future plans will continue to support trauma-informed practices and parent outreach. The community school grant (Action 3.1) will allow funds to be redirected so that efforts to improve school connectedness, attendance, hands-on experiences, implement trauma-informed practices, and reduce suspension may be supported by the grant.

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

# Goals and Actions

## Goal

Goal #	Description
4	Eliminate Barriers to Education by Providing Basic Level Services (food, transportation, counseling) that Support Student Success

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students utilizing bus passes or direct transportation to community school programs: * Local Data	2019-2020: 18 Students 2020-2021: 3 Students (COVID-19 impact)	2021-2022: 32 students	2022-2023: 41 students	2023-2024: 17 students	2023- 2024 45 students will receive bus passes or direct transportation
Youth Truth, Relationships Percent of students responding positively to the statement, "When I am feeling upset, stressed or having problems, my school has programs or services that can help me." * Youth Truth	March 2021: Salinas Community School Students: 79% Wellington Smith Court School: 21%	March 2022: Salinas Community School Students: 48% Wellington Smith Court School: 39%	March 2023: Salinas Community School Students: 55% Wellington Smith Court School: 42%	March 2024: Salinas Community School Students: 65% Wellington Smith Court School: 46%	March 2024 80% of students will respond positively to the statement, "When I am feeling upset, stressed or having problems, my school has programs or services that can help me."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Number of students accessing the Student Resource Center:</p> <p>* Local Data</p>	<p>2020-2021:</p> <p>0 students</p> <p>*We do not have a resource center at this time. This is planned for Fall 2021 at the new program location for Salinas Community School.</p>	<p>2021-2022:</p> <p>19 referrals were made for resources</p>	<p>2022-2023:</p> <p>32 referrals were made for resources</p>	<p>2023-2024:</p> <p>Year to date, 18 referrals</p> <p>Note* This does not include drop-in requests for services.</p>	<p>2023-2024</p> <p>40% of Salinas Community School students will access services at the Student Resource Center.</p>
<p>Salinas Community School Program sites with daily access to the National Food and Nutrition Program.</p> <p>* Local Data</p>	<p>2020-2021:</p> <p>3 of 5 Salinas Community School Program sites have access to the National Food and Nutrition Program.</p>	<p>2021-2022:</p> <p>100% of Salinas Community School Program sites have access to the National Food and Nutrition Program.</p>	<p>2022-2023:</p> <p>100% of Eligible Salinas Community School Program sites have access to the National Food and Nutrition Program.</p>	<p>2023-2024:</p> <p>100% of Eligible Salinas Community School Program sites have access to the National Food and Nutrition Program.</p>	<p>2023-2024</p> <p>100% of Eligible Salinas Community School Program sites will have access to the National Food and Nutrition Program.</p>
<p>Ensure school facilities are maintained and in good repair.</p> <p>*Local Data</p>	<p>2019-2020:</p> <p>100% of school facilities are maintained and in good repair.</p>	<p>2020-2021:</p> <p>100% of school facilities are maintained and in good repair.</p>	<p>2021-2022:</p> <p>100% of school facilities are maintained and in good repair.</p>	<p>2022-2023:</p> <p>100% of school facilities are maintained and in good repair.</p>	<p>2023</p> <p>100% of school facilities will be maintained and in good repair.</p>

## Goal Analysis

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

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

The overall implementation of the actions in this goal was met during the 2023-24 year.

- 4.1 Continue to provide mental health counseling: Fully Implemented
- 4.2 Continue to develop a student resource center: Fully Implemented
- 4.3 Maintain outreach to students and parent(s)/guardian(s): Fully Implemented
- 4.4 Provide Transportation to Students: Fully Implemented

This implementation level is due to the success in accessing food services through a local vendor, collaboration with the MCOE Transportation Department, grants to provide food, clothing, and other needs, and continued communication with families in support of students. We continue to develop a resource center, which will be more fully developed during 24-25 through our Community Schools Grant and in conjunction with our community partner agencies.

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

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

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

These actions were effective in making progress toward the three-year LCAP goal. There was a significant effort to re-engage families after the pandemic, which is evident by the increased numbers of students participating in daily modified independent study programs. The resource center is in use, and students and families are beginning to engage. Transportation is supported by bus passes and small MCOE vehicles to engage students in school events and programs. Mental health counseling is available on all campuses.

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

After reflections on prior practice, Goal 4, Actions 1-4, have been modified based on current needs.  
Action 4.1 has been adapted for 24-25. It now includes supports for individual instructional support for academic needs.  
Action 4.2 has been modified to include support for academic enrichment.  
Action 4.3 has been slightly modified to include outreach for parents.  
Action 4.4 was eliminated due to the cost of action.

This goal provides the support needed for the Community Schools Grant. The funding from the previous year was part of the supplemental/concentration funding, and actions 3.2 - 3.4 were contributing actions. In 2024-25, the actions will not contribute to increasing or improving services for unduplicated students. The community school grant coordinator will direct counseling, the resource center, and outreach for the coming LCAP. Focusing on engaging curriculum and community events will improve school connectedness and remove barriers to student success.

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



# Goals and Actions

## Goal

Goal #	Description
5	Improve Academic and Behavior Outcomes for Students in Foster Care

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Countywide FAFSA Completion Rate for Foster Youth  * Local Data	2020-2021 92%	2021-2022 60%	2022-2023 57%	2023-2024  *Local Data in progress. Final data will be available at the end of the academic year.	2023-2024  95% FAFSA Completion
Countywide Graduation Rate for Foster Youth  * Local Data	2020-2021 78%	2021-2022 86%	2022-2023 57%	2023-2024  *Local Data in progress. Final data will be available at the end of the academic year.	2023-2024  85% FAFSA Graduation Rate
Countywide Suspension Rate of Foster Youth (number of students experiencing one or more suspension (s))  * State Data	2018-2019 10.1%	2021: .09%  *note pandemic impact	2021-2022 7.8%	2022-23 10.3%	2023-2024  7% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

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

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

Academic and Behavior Outcomes for Students in Foster Care were supported through actions 5.1, 5.2, and 5.5. There were no differences in planned actions and implementation. Challenges included student engagement due to foster student dropouts and foster student elopement.

Actions 5.1, 5.2, and 5.3 provided for salary and benefits for Foster Youth Services staff members to support the local district and Monterey County students who experience foster placement. The positions were implemented fully.

Action 5.4 provided an outreach event to work with foster students on post-secondary goals, including FAFSA and financial aid applications.

Action 5.5 provided professional development opportunities to schools, districts, and community partners.

Action 5.6 provided school-of-origin transportation assistance for foster students.

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

There were no material differences in these non-contributing actions.

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

Countywide FAFSA Completion Rate for Foster Youth declined slightly due to student mobility (metric). Students who were initially targeted for FAFSA completion changed foster placements and left the county before completing their FAFSA. In addition, we saw an increase in the number of students who refused to participate in completing their FAFSA or other financial aid applications and in the number of students who dropped out of high school or were on runaway status. The staff made repeated attempts to engage the students and their extensive networks to support the completion of the student's FAFSA.

Actions 5.2, 5.3, and 5.4 grouped together will help progress towards Goal 5 and support FAFSA completion and graduation rates for foster youth. The Countywide Graduation Rate for Foster Youth decreased due to similar concerns related to FAFSA completion. MCOE-FYSCP saw an increase in the number of students on runaway status, in addition to the rise in the number of students who decided to drop out of

high school. The Assistant Manager continued to target high school seniors to provide robust case management services to ensure students are on track to meet their graduation requirements (metric). The Assistant Manager routinely checked in with high school counselors, students, caregivers, and placement workers to develop and ensure plans were in place for students to graduate on time. Suspension rates overall have declined from the baseline data obtained before COVID-19 (2018-19), 10.1% to 7.8%, which is on trend to meet the 7% goal. Professional Development videos remain available to access for free on the MCOE-FYSCP website and cover topics such as AB490, higher education transitions, reduced credit waivers, and trauma-informed practices for schools. District staff and partner agencies can take a brief test at the end of each video and be awarded a certificate of completion. The Program Coordinator continued offering free professional development training throughout the school year, available in-person and through Zoom to districts and school sites.

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

Changes will be made to the future LCAP to imbed foster youth services into the countywide LCAP. Foster youth services will continue and remain funded by other state and federal funds.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monterey County Office of Education	Dr. Ernesto Vela Assistant Superintendent	evela@montereycoe.org 831-755-1405

## Plan Summary [2024-25]

### General Information

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

The Monterey County Office of Education (MCOE) provides direct services to nearly 1,700 students throughout the county. The Student Services Division provides a specialized program of study designed to ensure the success of alternative education students in the county-operated court and community schools. These schools are Wellington M. Smith, Jr. and Salinas Community, respectively. Within this program, all staff value students for their strengths and assets, and staff members take pride in assisting them in becoming responsible, stable, and contributing members of society. The mission of the MCOE Alternative Education Program is to prepare students for future college and career pathways by providing a supportive school environment that focuses on strengthening and accelerating academic and behavioral skills while integrating social-emotional learning and functional life skills instruction.

The MCOE Alternative Education Program supports a county community school (Salinas Community) and a juvenile court school (Wellington M. Smith, Jr.). Salinas Community provides customized educational placement for students in grades 7-12 expelled from their district of attendance, referred by the Truancy Abatement Program, the Juvenile Probation Department, or at the request of the student's parent or guardian. Students may also be in foster care, out of school, or experiencing homelessness. The school is located in the city of Salinas, which is the county seat. Teachers are sent to the outlying reaches of the county to provide services for those students who cannot access the city center. Year-to-date data reflects that the Salinas Community has served 165 students. The 2024 enrollment snapshot showed that out of 104 students, 96 were socioeconomically disadvantaged (92%), 9 had disabilities (9%), 27 were English Learners (25%), 23 were homeless (22%), and 2 were foster youth. Wellington M. Smith, Jr. provides for the educational needs of youth in grades 6-12 detained in the Monterey County Juvenile Hall or Youth Center facilities. The Monterey County Office of Education provides state-required learning opportunities for students in these facilities to complete a course of study for a diploma and testing options that lead to a high school diploma or a high school equivalency certificate.

Year-to-date data reflects that Wellington M. Smith, Jr. has served 206 students. The 2024 enrollment snapshot showed that there are 34 socioeconomically disadvantaged students, nine students with disabilities (26%), 11 English Learners (32%), 32 male students (94%), and two female students (5%). Students are generally in the 11th grade and about 16.5 years of age. Depending on charges and judgments, school enrollment can vary from a few days to significantly longer commitments. The average stay at Juvenile Hall is under 20 days. The

Youth Center is a detention program that lasts 9-12 months, resulting in a more stable student population. Instructional staff utilize trauma-informed practices to support the classroom environment and student interactions for successful student academic outcomes. Collaboration with the Juvenile Probation Department and Children's Behavioral Health supports individualized approaches for successful educational outcomes.

Wellington M. Smith Jr. and Salinas Community School are both eligible for Equity Multiplier Funding, which provides additional funding to LEAs to schools meeting socioeconomic and instability rate thresholds in the prior year, as shown on CDE's Stability Rate Data Report, located here: <https://www.cde.ca.gov/ds/ad/srinfo.asp>.

Community agencies, programs, and initiatives act as partners with the Monterey County Office of Education's Alternative Education Programs to robustly support student needs, with a principle focus on low-income, homeless, mental health needs, outdoor education, community safety, adjudicated youth re-engagement, students with disabilities, and foster youth.

The Monterey County Office of Education Special Education Division provides regional programs for students needing highly specialized intensive services. Special Education staff deliver services through regional programs throughout the county in 44 classrooms on 19 different campuses.

## Reflections: Annual Performance

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

### 2023 CA SCHOOL DASHBOARD RESULTS:

A review of the 2023 CA School Dashboard for the Monterey County Office of Education indicates very low performance (red) districtwide for Suspension Rate with Homeless Youth as a significant student group. The Graduation Rate indicates very low performance districtwide (red), with Hispanic, Homeless Youth, and Socioeconomically Disadvantaged students as significant student groups. The College/Career indicator indicates very low performance (red), with Hispanics, Homeless Youth, and Socioeconomically Disadvantaged as significant student groups.

A review of the school-level dashboard data indicates that Wellington M. Smith, Jr. has a positively high indicator for suspension rate (blue) and a medium indicator for graduation rate (yellow). The small student population resulted in no performance indicators for English Language Arts, Mathematics, English Learner Progress, or College/Career.

A review of the school-level dashboard data for Salinas Community indicates low performance (orange) for the suspension rate, with significant subgroups in Red for Hispanic and Socioeconomically Disadvantaged students. Very low performance (red) is evident for the graduation rate for all students, with significant subgroups in red for Hispanic and Socioeconomically Disadvantaged students. For College and Career Readiness, all students, Hispanic Students, and Socioeconomically disadvantaged students are also in Red.

A review of the school-level dashboard data for Monterey County Special Education indicates medium performance (yellow) for Suspension Rate. The dashboard indicates low performance (orange) for English Language Arts and Mathematics and very low performance (red) for

ELA students identified as socioeconomically disadvantaged and English Learners. The dashboard indicates chronic absenteeism as very low (red) for Students with Disabilities and all students.

These dashboard findings highlight critical areas needing targeted interventions, particularly for vulnerable student groups across different indicators.

#### LOCAL DATA RESULTS:

The results of the Youth Truth Survey conducted by the Alternative Education Schools in March 2024 demonstrated an increase in the following indicators compared to the prior year: Engagement (+11%), Relationships (+7%), Culture (+20%), Academic Challenge (+16%), and College and Career Readiness (+14%) across all groups surveyed (parents, students, and staff).

Overall, local survey data indicates that students feel safe at school, do not suffer from bullying, and have adults available to help. When asked to comment in their own words, parents reflected overwhelmingly on the positive and friendly support they received from the staff. Students commented positively about staff and hands-on activities. Alternative Education Program efforts to support college transitions and credit acquisition were evident in positive responses for the direct support received to enroll in and complete college courses. All survey groups indicated strong support for transitioning to community college and career options upon completing a diploma.

The school services that focus on supporting foster youth, English learners, students with disabilities, homeless students, and socioeconomically disadvantaged students have had a positive impact on engagement and academic success. Alternative Education students who were severely credit-deficient achieved high school diplomas, received individualized instruction, and took part in concurrent enrollments with the local community college.

When asked to comment in their own words, parents reflected on the strength of staff supporting their students in the court school settings. Students commented positively about teachers and how they support them in their work, showing them what to do when they need extra help. Students also reflected that they feel optimistic about focusing on graduating and completing their work in the court school setting. Through surveys and interviews with educational partners, the following areas were identified as areas of need: a sense of belonging, additional opportunities for credit acquisition, engaging hands-on activities, transition support, counseling, staff development to support mental health needs, and individual tutoring. Staff, students, and parents requested individual assistance for students with credit and academic deficiencies.

Future actions will support improvements in ELA, Chronic Absenteeism, Graduation Rates, College/Career readiness, and Suspension dashboard indicators.

## Reflections: Technical Assistance

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

The Monterey County Office of Education qualifies for technical assistance based on the following lowest performance indicators on the 2023 CA School Dashboard, listed at the district, school, and student group levels: very low performance (red) districtwide for Suspension Rate with Homeless Youth as a significant student group.



The Graduation Rate indicates very low performance districtwide (red), with Hispanic, Homeless Youth, and Socioeconomically Disadvantaged students as significant student groups.

The College/Career indicator indicates very low performance (red), with Hispanics, Homeless Youth, and Socioeconomically Disadvantaged as significant student groups.

The California Department of Education (CDE) has played a pivotal role in supporting the Monterey County Office of Education (MCOE) through a structured and collaborative Technical Assistance (TA) program. CDE designed this initiative to address the educational challenges identified by the California School Dashboard, focusing mainly on the areas where performance indicators still needed to be met, including graduation, college and career, and suspension indicators. On March 18, 2024, the Monterey County Office of Education met virtually with the California Department of Education's System of Support Office. During the meeting, CDE staff determined that referring MCOE to CCE for direct technical assistance was unnecessary. The MCOE requested that the CDE provide technical assistance services.

On April 23, 2024, CDE's System of Support Office members visited several program sites and met with the MCOE staff to learn more about the county office's programs and services. The CDE team provided comprehensive support in analyzing the California School Dashboard to ensure a thorough understanding of the indicators that contributed to the designation of technical support.

The team scheduled a follow-up meeting for June 5, 2024. CDE's TA team will work closely to conduct a detailed data analysis session at this meeting. During this session, the team will unpack the dashboard metrics, ensuring a clear understanding of where improvements are needed. The CDE will facilitate a series of meetings and workshops aimed at diving deeper into the data and include the following process:

**Diagnosing specific issues:** By breaking down the data, MCOE could pinpoint specific schools, grade levels, and student demographics that were most affected.

**Identifying trends and patterns:** Recognizing trends over time and across different groups helped understand the issues' broader context.

**Setting baselines:** Establishing a clear baseline of current performance was essential for measuring future progress.

During these sessions, the TA team will use various data visualization tools and statistical methods to help MCOE staff interpret complex datasets. These insights will establish the groundwork for formulating targeted interventions. Following the deeper data analysis, the focus shifted to understanding the contributing factors that led to not meeting the standards in the identified areas. These conversations will be instrumental in identifying root causes and contextual factors contributing to the performance gaps. The collaborative nature of these discussions will ensure that a wide range of perspectives are considered, from district administrators and school principals to teachers and parents.

The initial phases of technical assistance provided by the CDE have set a strong foundation for MCOE to move forward with actionable plans. The following steps will involve developing and implementing strategic interventions tailored to the specific needs identified through the data analysis and contributing factor discussions. These strategies aim to improve graduation rates, enhance college and career readiness, and reduce suspension rates.

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

Salinas Community School has been identified for comprehensive support and improvement based on the 2023 California School Dashboard.

## ***Support for Identified Schools***

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

In partnership with MCOE Educational Services, Salinas Community School has developed a plan to engage in a Continuous Improvement Network (CIN) to accelerate outcomes for students in Priority Area 5, Graduation rates, and Priority Area 8, College/Career readiness.

A needs assessment was conducted with teachers, administrators, and students to understand the current system. The needs assessment included CA Dashboard data, local academic data, community feedback, walkthrough data, resource inequities, and in-depth causal factor analysis of these data outcomes. As a result of a root cause analysis on state dashboard results, the SCS team determined the first iteration of a broad equity challenge: Low-income students are underperforming in mathematics compared to all students. Staff conducted student empathy interviews to understand their perspective on the equity challenge. Educational partner feedback was integral to developing the specific theory of improvement, with careful consideration given to their insights and perspectives. Their input directly influenced the research-based change ideas chosen to implement to test the theory of improvement and solve the equality challenge.

Change Idea: The staff directly linked evidence-based interventions incorporated into the CSI plan are directly linked to the findings of the needs assessment and the identified resource inequities. This exercise ensures that interventions are targeted and aligned with the areas of greatest need within the school community. Change ideas implemented included creating special projects connecting directly to student interest, financial literacy through real-life experiences, and goal setting with students and families. To support the implementation of the CSI plan and test the theory of improvement, monthly CIN meetings will focus on designing action plans to implement the selected change, collect and analyze data, and spread and scale when positive change has occurred.

SCS is actively building the capacity of school staff for continuous improvement by engaging in data analysis, researching change ideas based on proven outcomes, and targeted professional learning, which focuses on enhancing the skills, knowledge, and practices of those serving students.

## ***Monitoring and Evaluating Effectiveness***

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

SCS will monitor effectiveness at each monthly Continuous Improvement Network meeting to test the theory of improvement. Teams will engage in action cycles called Plan, Do, Study, Act (PDSA) cycles. During these cycles, teams will analyze (Study) the data collected, which

are both quantitative measures for outcomes and qualitative measures for processes). Once the data has been analyzed, teams will decide on how to adapt, adopt, or abandon the PDSA for the next implementation cycle (Act).

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers/Local Bargain Unit	Teachers participated in discussion groups and staff meetings throughout the school year to allow them to voice their opinions, share experiences, and provide detailed feedback. The administration team asked teachers to address the focus goals for schools receiving Equity Multiplier funds. Teachers participated in detailed CSI sessions reflecting on data to identify student needs. Teachers met to identify needs and plan strategies to address them and how they related to funding and the LCAP. The administration team administered the Youth Truth Survey to staff, educational partners, parents, and students. It included over 100 questions that provided critical feedback on the strengths and areas for improvement in school climate and culture. This survey covered engagement, relationships, culture, belonging, diversity, equity, and inclusion. This teacher group also represents the local bargaining unit.
Administrators/Principal	The leadership team met weekly to analyze educational partner feedback, provide recommendations, and design action plans to address needs and actions for the development of the LCAP. The administration staff administered the Youth Truth Survey to staff, educational partners, parents, and students. It included over 100 questions that provided critical feedback on the strengths and areas for improvement in school climate and culture. This survey covered engagement, relationships, culture, belonging, diversity, equity, and inclusion.
Other School Personnel/Local Bargaining Unit	School support staff engaged in focus groups and staff meetings throughout the school year to allow them to voice their opinions, share

Educational Partner(s)	Process for Engagement
	experiences, and provide detailed feedback. Interviews and observational data were used for a needs assessment. This school support staff group also represents the local bargaining unit.
Parents	School staff engaged parents through emails, newsletters, and announcements via school websites and social media platforms. Meetings were scheduled at convenient times to maximize participation. Surveys and questionnaires were distributed to all parents to gather broad inputs. School staff designed tools to collect feedback on current educational practices, resource allocation, improvement areas, and specific priorities related to Equity Multiplier funds. Surveys were available both online and in paper form to ensure accessibility. The administration staff administered the Youth Truth Survey to staff, educational partners, parents, and students. It included over 100 questions that provided critical feedback on the strengths and areas for improvement in school climate and culture. This survey covered engagement, relationships, culture, belonging, diversity, equity, and inclusion. The administration team also included parents of students with disabilities in feedback through their School Site Council and other parent meetings. The staff held parent/teacher conferences throughout the year, focusing on the participation and engagement of the parents of unduplicated student groups.
Students	The staff engaged students in multiple ways. The staff conducted focus groups and workshops with students to facilitate in-depth discussions. These sessions allowed students to voice their opinions, share experiences, and provide detailed feedback. The staff facilitated engagement workshops addressing the focus goals for schools receiving Equity Multiplier funds. The administration team administered the Youth Truth Survey to staff, educational partners, parents, and students. It included over 100 questions that provided critical feedback on the strengths and areas for improvement in school climate and culture. This survey covered engagement, relationships, culture, belonging, diversity, equity, and inclusion.
School Site Council/ ELAC	The School Site Council and English Language Advisory Council comprise representatives from each educational partner group, including those from schools receiving Equity Multiplier funds. These committees played a crucial role in reviewing survey results, providing ongoing input, and providing diverse perspectives throughout the

Educational Partner(s)	Process for Engagement
	<p>LCAP development process. The staff facilitated focus groups and workshops with SSC members to engage them in discussions about school goals and outcomes. These sessions allowed SSC members to voice their opinions, share experiences, and provide detailed feedback. The staff facilitated engagement workshops addressing the focus goals for schools receiving Equity Multiplier funds. The administration team administered the Youth Truth Survey to staff, educational partners, parents, and students. It included over 100 questions that provided critical feedback on the strengths and areas for improvement in school climate and culture. This survey covered engagement, relationships, culture, belonging, diversity, equity, and inclusion.</p>
Community Partners	<p>The staff coordinated public meetings and forums to present initial findings and gather additional feedback. These events were open to the entire community and offered a platform for community partners to ask questions, voice concerns, and make suggestions. Special forums focus on the needs and priorities of schools receiving Equity Multiplier funds.</p>
SELPA	<p>SELPA was consulted to ensure that specific actions for individuals with exceptional needs are included in LCAP and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.</p>

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

The Youth Truth Survey, administered to staff, educational partners, parents, and students, was instrumental in identifying strengths and areas for improvement in school climate and culture. The survey's over 100 questions provided valuable insights into engagement, relationships, culture, belonging, diversity, equity, and inclusion. Parents contributed through various channels, including emails, personal calls, and the parent communication system. Teachers engaged in focused staff meetings and Continuous School Improvement collaboratives throughout the year. These sessions allowed teachers to share their experiences and provide feedback about the Equity Multiplier funds' focus goals. The extensive engagement and feedback processes ensured that the LCAP was a collaborative effort, reflecting the diverse needs and priorities of the community. By incorporating input from public meetings, specialized staff meetings, comprehensive surveys, and targeted focus groups, the LCAP was crafted to address the specific challenges and aspirations of the entire educational community, with particular attention to equity and inclusion.

Across parent/family, student and staff surveys, there were many themes with positive change as follows: Engagement (+11%), Relationships (+7%), Culture (+20%), Academic Challenge (+16%), Belonging (+11%), and College/Career Readiness (+14). Belonging is a

relative area of weakness. Some of the specific challenges and aspirations of the educational community that the LCAP aimed to address can be seen in the first three goals:

- Goal 1, Academic Achievement
- Goal 2, School Climate and Culture
- Goal 3, Student, Parent/Family and Staff engagement

In addition, the development of the Equity Multiplier goals (4 and 5) and actions were influenced by input provided by educational partners, specifically the request for individualized instructional support and academic enrichment. Evidence of this input is demonstrated with the creation of Salinas Community School's Actions 4.1, Individualized Instructional Supports, 4.2, Academic Enrichment, and 4.3, Outreach to Parents to support engagement and attendance. Wellington Smith School's actions were a result of educational partner feedback requesting individualized instructional support for students taking college courses while still in high school. This is evidenced in Action 5.1, Individualized Academic Support for Students.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	The Monterey County Office of Education will implement targeted interventions and support structures to ensure academic achievement of all students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal #1 is developed so that all students have access to the support needed to ensure academic success leading to high school graduation. Goal #1 addresses the academic needs and services to support: students with disabilities, English Learners, credit deficient, expelled, truant, adjudicated, incarcerated, foster, and/or homeless. CA dashboard data indicates low performance for graduation rate, state performance measures, and local assessments.

These actions will show student progress through local and state metrics. These data will allow for analysis of the effectiveness of actions, and adjustments/adaptations can be made as a result. We expect the Alternative Education Program metrics will be positively impacted by these actions, as demonstrated on the CA Dashboard data. We will continue to analyze metrics and educational partner input to monitor actions, associated budgeted expenditures, and student outcomes.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate  Source: Dashboard	MCOE 2022-2023  All Students: 64%			MCOE 2025-2026  All Students: 75%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic:65% Homeless Youth:57% Socioeconomically disadvantaged:65% English Learners: 59% Foster: N/A (less than 30)			Hispanic:75% Homeless Youth:67% Socioeconomically disadvantaged:75% English Learners: 64% Foster: 75%	
1.2	California Assessment of Student Performance and Progress (CAASPP) Language Arts Average distance from standard  Source: Dashboard Additional Reports	MCOE 2022-2023 (-142.9)			MCOE 2025-2026 (-100)	
1.3	CAASPP Math Average distance from standard  Source: Dashboard	MCOE 2022-2023 (-237)			MCOE 2025-2026 (-180)	
1.4	CAASPP Language Arts Average distance from standard	Monterey County Special Education 2022-2023			Monterey County Special Education 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard Additional Reports	English Learner: (-76.1) Socioeconomically Disadvantaged: (-79.4)			English Learner: (-66.1) Socioeconomically Disadvantaged: (-69.4)	
1.5	Percentage of students making progress towards English Language Proficiency (ELPI)  Source: Dashboard	MCOE 2022-2023  43.9%			MCOE 2025-2026  65%	
1.6	Percent of students who met the UC/CSU requirements  Source: Dashboard Additional Reports	MCOE 2022-2023  0%			MCOE 2025-2026  0%	
1.7	Percent of students who completed at least one Career Technical Education (CTE) Pathway  Source: Dashboard Additional Reports	MCOE 2022-2023  0%			MCOE 2025-2026  0%	
1.8	Percent of students who met the UC/CSU	MCOE 2022-2023			MCOE 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	requirements and completed at least one CTE Pathway  Source: Dashboard Additional Reports	0%			0%	
1.9	Percent of students who met the UC/CSU requirements  Source: Dashboard Additional Reports	Salinas Community 2022-2023  0%			Salinas Community 2025-2026  0%	
1.10	Percent of students who completed at least one CTE Pathway  Source: Dashboard Additional Reports	Salinas Community 2022-2023  0%			Salinas Community 2025-2026  0%	
1.11	Percent of students who met the UC/CSU requirements and completed at least one CTE Pathway  Source: Dashboard Additional Reports	Salinas Community 2022-2023  0%			Salinas Community 2025-2026  0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Percent of students who met the UC/CSU requirements  Source: Dashboard	Wellington M. Smith, Jr. 2022-2023  0%			Wellington M. Smith, Jr. 2025-2026  0%	
1.13	Percent of students who completed at least one CTE Pathway  Source: Dashboard Additional Reports	Wellington M. Smith, Jr. 2022-2023  0%			Wellington M. Smith, Jr. 2025-2026  0%	
1.14	Percent of students who met the UC/CSU requirements and completed at least one CTE Pathway  Source: Dashboard Additional Reports	Wellington M. Smith, Jr. 2022-2023  0%			Wellington M. Smith, Jr. 2025-2026  0%	
1.15	Percent of students scoring 3 or higher on Advanced Placement (AP) exam  Source: College Board	MCOE 2022-2023  0%			MCOE 2025-2026  0%	
1.16	Percent of pupils demonstrating preparedness as part of	MCOE 2022-2023			MCOE 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the Early Assessment Program (EAP) using Math CAASPP, 11th grade  Source: caaspp-elpac.ets.org	1.% Met or Exceeded Standard			6%	
1.17	Percent of pupils demonstrating preparedness as part of the Early Assessment Program (EAP)  Source: caaspp-elpac.ets.org	MCOE 2022-2023  ELA CAASPP  23.% Met or Exceeded Standard			MCOE 2025-2026  ELA CAASPP  30% Met or Exceeded Standard	
1.18	Percent of pupils meeting or exceeding standard on the Science assessment. (CAST)  Source: caaspp-elpac.ets.org	MCOE 2022-2023  Science (CAST)  14% Met or Exceeded Standard			MCOE 2025-2026  Science (CAST)  25% Met or Exceeded Standard	
1.19	4 Year Cohort Dropout Rate CA Department of Education  Source: Report 15.1 Calpads	MCOE 2022-2023  Rate: 12%			MCOE 20205-2026  Rate will be 15% or less.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Middle School Dropout Rate  Source: Calpads Report	MCOE 2022-2023:  Rate: 0%			MCOE 2025-2026  Rate: 0%	
1.21	Teachers of the LEA are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching as assessed by administrative audit.  Source: Dashboard	MCOE 2022-2023  37%			MCOE 2025-2026  80%	
1.22	College Career Indicator (CCI)  Source: Dashboard	MCOE 2022-2023  All Students: 1%  Hispanic: 2%  Socioeconomically Disadvantaged: 1%  Homeless Youth: Student group too small for public reporting.			MCOE 2025-2026  All Students: 4%  Hispanic:4%  Socioeconomically Disadvantaged: 4%  Homeless Youth: Student group too small for public reporting.	
1.23	Reclassification Rate  Source:	MCOE 2022-2023			MCOE 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Calpads Reports, 1.21 & 2.17	8%			13%	
1.24	Percent of student access to ELD standards through integrated and designated supports.  Source: Local Data	MCOE 2023-2024  100%			MCOE 2026-2027  100%	
1.25	Percent of students with sufficient access to standards-aligned curriculum and instructional materials that meets state standards with additional considerations for students with disabilities.  Source: Local Data	MCOE 2023-2024  100%			MCOE 2026-2027  100%	
1.26	Percent of school facilities that are maintained and in good repair.  Source: Facilities Inspection Tool (FIT)	MCOE 2023-2024  100%			MCOE 2026-2027  100%	
1.27	Percent of California state standards that are fully implemented.	MCOE 2023-2024			MCOE 2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data	100%			100%	
1.28	Enrollment in a Broad Course of Study, grades 7-12.  Source: Local Data	MCOE 2023-2024  100% of students have access to and are enrolled in a broad course of study through adopted curriculum.			MCOE 2026-2027  100% of students have access to and are enrolled in a broad course of study through adopted curriculum.	
1.29	Access to a Broad Course of Study, Students with Disabilities  Source: Local Data	MCOE 2023-2024  100% of student schedules for students with disabilities were audited to ensure a broad course of study.			MCOE 2026-2027  100% of student schedules for students with disabilities will be audited to ensure a broad course of study.	
1.30	Access to a Broad Course of Study, Unduplicated Students  Source: Local Data	MCOE 2023-2024  100% of student schedules were audited to ensure a broad course of study.			MCOE 2026-2027  100% of student schedules will be audited to ensure a broad course of study.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.31	Percent of California state standards fully adopted  Source: Local Data	MCOE 2023-2024  100%			MCOE 2026-2027  100%	
1.32	Northwest Evaluation Agency (NWEA) Math Percent of students tested who had average - high growth on Fall to Spring assessments with eligible scores.  Source: Local Data Alternative Education Programs	MCOE 2023-2024  NWEA Math: 65% students with average - high growth			MCOE 2026-2027  NWEA Math: 70% students with average - high growth	
1.33	NWEA ELA Percent of students tested who had average - high growth on Fall to Spring assessments with eligible scores.  Source: Local Data Alternative Education Programs	MCOE 2023-2024  NWEA Language Arts: 85% students with average - high growth			MCOE 2026-2027  NWEA Language Arts: 90% students with average - high growth	

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Foster Youth	The Monterey County Office of Education will continue to support foster youth, with staff dedicated to improving foster youth outcomes throughout Monterey County through training, services, and collaborative partners.	\$536,713.00	No
1.2	English Learners	The Monterey County Office of Education will provide professional development, supplemental curriculum and coaching for teachers to improve language and academic outcomes for English Learners.	\$20,000.00	Yes
1.3	Specialized School Staff	The Monterey County Office of Education will provide specialized school staff to support the ongoing needs of English Learners, credit deficient, expelled, truant, adjudicated, incarcerated, foster, and homeless students. This support includes communication with parents and support for school transitions.	\$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.4</b>	Maintain teacher/(s) for specialized academic interventions.	Alternative Programs will provide a teacher/(s) who facilitates state and local assessments, performs data analysis of academic needs, and provides targeted instruction to improve Math and English skills, with a principle focus on students with disabilities, low-income, foster, expelled, and English Learners.	\$180,000.00	Yes
<b>1.5</b>	Expelled Students	The Monterey County Office of Education will continue to support the needs of expelled students with a countywide plan that identifies gaps in educational services, strategies for expanding programs to fill those gaps, and alternative placements for pupils who are expelled. These actions are not expensed as they are embedded in other county plans.	\$0.00	No
<b>1.6</b>	Long-term English Learners	Monterey County Office of Education will support the needs of long-term English learners by utilizing curriculum and materials that are culturally relevant and linguistically accessible (language acquisition program), incorporating technology and digital resources to support language learning, providing ongoing professional development on effective strategies (including differentiation, scaffolding, informative assessment), and designated collaboration time among staff to share best practices, resources, and student outcomes.	\$20,000.00	Yes
<b>1.7</b>	ELA Performance for Monterey County Special Education	Monterey County Special Education will address ELA CAASPP performance, primarily focusing on socioeconomically disadvantaged students and English Learners (who perform at the red performance indicator on the 2023 CA School Dashboard) by providing a differentiated ELA curriculum tailored to meet these students' needs. This curriculum will include leveled reading materials, adaptive learning software, and culturally relevant texts.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Continuous Improvement Network to address CCI and Graduation Rates for SCS	To address the lowest performance indicators on the 2023 CA School Dashboard, SCS will partner with CCEE and MCOE Educational services to engage in a Continuous Improvement Network. During this network, teachers, administrators, and support staff will engage in Plan-Do-Study-Act cycles of improvement, targeting CCI indicators for all students district wide and at SCS, Hispanic students district wide and at SCS, homeless youth and socioeconomically disadvantaged students districtwide and at SCS. The PDSC cycles will focus on academic content areas, and as such, will also impact Graduation rates for: All Students Districtwide, All Students Salinas Community, Hispanic Districtwide, Hispanic Salinas Community, Homeless Youth, Districtwide, Socioeconomically Disadvantaged Districtwide, Socioeconomically Disadvantaged Salinas Community.	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	The Monterey County Office of Education will implement targeted interventions and support structures to ensure the social-emotional well-being of students, engaging programs, and safe school environments.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p> <p>Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)</p> <p>Priority 10: Foster Youth – COEs Only (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

<p>Goal # 2 was developed to provide engagement opportunities and social-emotional support for students and families, leading to increased attendance and higher rates of school connectedness. This need is established through CA dashboard suspension data, attendance data, and local survey data. These actions should help improve school connectedness, resulting in higher attendance rates and reductions in-school suspensions.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate  Source: Dashboard	MCOE 2022-2023  All Students: 3.5%  Homeless Youth: 8%			MCOE 2025-2026  All Students:3%  Homeless Youth: 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Expulsion Rate Source: Dataquest	MCOE 2022-2023  All Students:0%			MCOE 2025-2026  All Students: 0%	
2.3	Chronic Absenteeism Rate Source: Dataquest	MCOE 2022-2023  All Students: 60%  English Learners: 64%  Foster Youth: 36%  Homeless: 71%  Students with Disabilities: 68%  Socioeconomically Disadvantaged: 57%			MCOE 2025-2026  All Students: 40%  English Learners: 59%  Foster Youth: 31%  Homeless: 66%  Students with Disabilities: 63%  Socioeconomically Disadvantaged: 52%	
2.4	Chronic Absenteeism Rate Source: Dataquest	Monterey County Special Education 2022-2023  All Students: 72.6%  Students with Disabilities:72.6%			Monterey County Special Education 2025-2026  All Students: 67%  Students with Disabilities:66%	
2.5	Average Daily Attendance Rate through P2	MCOE 2023-2024  All Students: 90%			MCOE 2026-2027  All Students: 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data, AERIES Average Daily Attendance Summary, Alternative Education Program					
2.6	Percent of students responding positively to the statement, "I feel safe during school".  Youth Truth: Student Survey	Alternative Education March 2024  All Students: 84%			Alternative Education March 2027  All Students: 92%	
2.7	The percentage of students responding positively to the statement, "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."  Source: Youth Truth, Student Survey	Alternative Education March 2024  All Students: 65%			Alternative Education March 2027  All Students: 70%	
2.8	The percentage of parents/families responding positively to the statement, "My child is safe from bullying during school."  Source:	Alternative Education March 2024  All Parent/Family: 86%			Alternative Education March 2027  All Parent/Family: 91%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Youth Truth, Parent/Family Survey					

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Continue to Improve Parent Outreach	The Alternative Program will engage parents to be contributing members of the school community through electronic and personal communications in Spanish and English, email, text, and phone calls to inform them of opportunities for ELAC/ DLAC meetings, School Site Council, guest speakers, school events, and school and community resources. Expelled students, probation youth, court school students, low-income students, English learners, socioeconomically disadvantaged students, and students with disabilities will benefit from the ongoing efforts to engage their parents as partners in decision-making with the school community.	\$160,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	Chronic Absenteeism	To support decreased chronic absenteeism rates, Monterey County Special Education will maintain regular communication channels with families of students with disabilities to discuss attendance issues and collaboratively develop solutions, considering the significant health needs of many students in the school. This action is designed to support the lowest performance indicators in Chronic Absenteeism on the 2023 CA School Dashboard for all students in the Monterey County Special Education program and Students with Disabilities in the Monterey County Special Education program.	\$0.00	No
<b>2.3</b>				

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	The Monterey County Office of Education will cultivate parental involvement and engagement by fostering collaborative partnerships between parents, families, educators, and community stakeholders to support student success and well-being.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p> <p>Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)</p> <p>Priority 10: Foster Youth – COEs Only (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

Cultivating parental involvement and engagement through collaborative partnerships between parents, families, educators, and community educational partners is essential for enhancing student success and well-being. It strengthens academic achievement through a robust support system and motivation, improves communication for consistent messaging and early intervention, and fosters a positive school climate and community. This approach provides comprehensive social-emotional support, increases accountability and monitoring, promotes cultural sensitivity and inclusion, optimizes resources, and models positive behaviors and values. Overall, these partnerships create a supportive network that enhances academic success and holistic student development. Family members indicated through the Youth Truth survey a desire to improve: extracurricular activities and programs for families. Teachers indicated through focus groups, staff meetings, and interviews a need for services and engagement to improve family partnerships.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The percentage of parents/families responding positively to the statement, "Parent/family members	Alternative Education March 2024  All Parent/Families: 67%			Alternative Education March 2027  All Families: 72%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	are included in planning school activities".  Source: Youth Truth, Parent/Family Survey					
3.2	Percent of Alternative Education families participating in individual conferences with their students.  Source: Local Data	Alternative Education 2023-2024  All Parent/Families: 85%			Alternative Education 2026-2027  All Students: 90%	
3.3	Number of School Site Council meetings whose composition will include parents of students with disabilities and parents of unduplicated students.  Source: Local Data	Alternative Education 2023-2024  Annual School Site Council Meetings: 7			Alternative Education 2026-2027  Annual School Site Council Meetings: 7	
3.4	The percentage of parents/families responding positively to the statement, "Teachers clearly communicate expectations for my child's progress".  Source: Youth Truth, Parent/Family Survey	Alternative Education March 2024  All Parent/Families: 86%			Alternative Education March 2027  All Parent/Families: 56%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	The percentage of parents/families responding positively to the statement, "I feel engaged with my school".  Source: Youth Truth, Parent/Family Survey	Alternative Education March 2024  All Parent/Families: 56%			Alternative Education March 2027  All Parent/Families: 61%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Resource Center	The family resource center will provide parent education programs, counseling and mental health support, health and wellness programs, cultural events and celebrations, workshops, and classes in a central location where students and families can access essential services. This action will foster an environment where all students can access the services they need, and have the opportunity to succeed academically and personally.	\$250,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Over the next three years, all students at Salinas Community School, particularly those who face socio-economic challenges and are Hispanic, will see improvements in their graduation rates as well as their readiness for college and careers while also experiencing a decrease in suspension rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p> <p>Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)</p> <p>Priority 10: Foster Youth – COEs Only (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

<p>Due to socio-economic and instability rates, Salinas Community School is eligible for equity multiplier funding. Our analysis of the 2023 CA School Dashboard indicated the need to continue supporting college and career indicators and student graduation and suspension rates. This need is highlighted in feedback provided by educational partners, specifically the request for individualized instructional support and academic enrichment. Focused and personalized outreach to engage students and families, student-driven meetings, and collaboration with the Community Schools Grant and other partners will result in higher graduation rates, suspension rates, and college and career indicator rates.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate  Source: Dashboard	Salinas Community School 2022-2023  All Students: 61.1% 55/86			Salinas Community School 2025-2026  All Students: 66% 55/86	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 61.5%  Socioeconomically disadvantaged: 58.8%			Hispanic: 66%  Socioeconomically disadvantaged: 65%	
4.2	Suspension Rate  Source: Dashboard	Salinas Community School 2022-2023  All Students: 7.2%  Hispanic: 7.7%  Socioeconomically Disadvantaged: 7.8%			Salinas Community School 2025-2026  All Students: less than 5%  Hispanic: less than 5%  Socioeconomically Disadvantaged: less than 5%	
4.3	College Career Indicator  Source: Dashboard	Salinas Community School 2022-2023  All Students 2.3%  Socioeconomically Disadvantaged: 2.4%  Hispanic: 2.4%			Salinas Community School 2025-2026:  All Students 7.3%  Socioeconomically Disadvantaged: 7.4%  Hispanic: 7.4%	
4.4	Percentage of Concurrent Enrollments with Community	Salinas Community School 2023-2024:			Salinas Community School 2026-2027:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	College(s) for grades 11 and 12.  Source: Local Data	All Students:19%			All Students: 24%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Individualized Instructional Supports	Salinas Community School will provide individual tutoring led by instructional staff to ensure students receive the specific support and skills they require to succeed academically. These supports will account for each student's diverse learning styles, strengths, and challenges.	\$35,000.00	No



Action #	Title	Description	Total Funds	Contributing
4.2	Academic Enrichment	Salinas Community School will offer engaging academic enrichment programs to develop critical thinking skills, foster creativity, and enhance students' overall academic proficiency.	\$20,000.00	No
4.3	Parent/Family Outreach	Salinas Community School will develop staff for the purpose of parent/family/student outreach to support attendance, student engagement, and parent/family involvement.	\$125,000.00	No
4.4	Reduce suspensions by building trusting relationships	To reduce the number of suspensions, Salinas Community School will provide one-on-one check-ins with school program staff to design a plan for positive student engagement in their program, specifically for students at risk of suspension. This one-on-one communication with a trusted adult will foster a connection to the school, build relationships with the team members and students, and reduce the suspension rates on the CA School Dashboard, which are the lowest performance indicator (red) for Hispanic students at Salinas Community; Homeless Youth Districtwide, and Socioeconomically Disadvantaged Salinas Community.	\$20,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Wellington Smith School will, within three years, increase graduation rates for socio-economically disadvantaged, homeless, English learners, and Hispanic students by implementing an equity multiplier approach that enhances academic opportunities and provides comprehensive support systems.	Equity Multiplier Focus Goal

**State Priorities addressed by this goal.**

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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**An explanation of why the LEA has developed this goal.**

Wellington Smith Jr. School is eligible for equity multiplier funding due to socio-economic and instability rates. Our analysis of the 2023 CA School Dashboard indicated the need to continue supporting the college and career indicator (CCI). Themes emerged across interviews and data sources indicating a need for readily available individualized academic support, supplemental credit options, and engaging extracurricular activities for students. This need is highlighted in feedback provided by educational partners, specifically the request for individualized instructional support for students taking college courses while still in high school. Additionally, support is needed for students to graduate on time with their classes, which will positively impact the CCI. Individual support for students enrolled in college classes, combined with engaging academic opportunities to improve the cohort graduation rate, reduce dropouts, and increase the college and career indicator.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of students placed in the prepared level on the College/Career Indicator	2022-2023 Wellington Smith School All Students: 0%			2025-2026 Wellington Smith School All Students: 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard	Socio-economically disadvantaged 0% Homeless 0% English learners 0% Hispanic students 0%			Socio-economically disadvantaged 5% Homeless 5% English learners 5% Hispanic students 5%	
5.2	Graduation Rates  Source: Dashboard	All students 73.3% Socio-economically disadvantaged 73.3% Homeless 53.8% English learners 83.3% Hispanic students 74.1%			All students 83.3% Socio-economically disadvantaged 83.3% Homeless 63.8% English learners 93.3% Hispanic students 84.1%	
5.3	Percentage of Concurrent Enrollments with Community College(s) for grades 11 and 12.  Source: Local Data	2023-2024 Wellington Smith School  All Students: 40%			2026-2027 Wellington Smith School  All Students: 45%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Individualized Academic Support	Students at Wellington Smith School will receive a variety of individualized academic support based on their individual needs to increase credit acquisition rates and successfully engage in college courses. This will result in improved graduation rates and college/career indicator metrics on the dashboard. Academic support will include options for individual tutoring, supplemental curriculum, and connecting with community partners.	\$200,000.00	No
5.2	Enrichment Activities	Wellington Smith School will offer academic enrichment activities focused on hands-on experiential learning to improve students' language skills and general knowledge.	\$60,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$435,673	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.579%	0.000%	\$0.00	2.579%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p><b>Action:</b> Specialized School Staff</p> <p><b>Need:</b> Local data indicates instability of student populations and a history of school failure resulting from transfers and transitions when students enroll in Alternative Education Programs. Overall, the dashboard shows that 36% of students did not graduate with their cohort, including significant subgroups:</p>	<p>Specialized support staff addressing individual student needs plays a crucial role in driving academic success in the classroom. Research underscores the significance of personalized support in enhancing student learning outcomes, particularly for those with diverse needs and challenges.</p> <p>This action is designed specifically to accelerate learning to support English learners, low-income students, and foster youth. However, as all</p>	Graduation Rate for the LEA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Hispanic (35%), Homeless Youth (43%), and Socioeconomically Disadvantaged (35%).</p> <p><b>Scope:</b> LEA-wide</p>	<p>students enrolled in these programs are likely to benefit from extra individualized support, any student who has the need can access it.</p>	
<p><b>1.4</b></p>	<p><b>Action:</b> Maintain teacher/(s) for specialized academic interventions.</p> <p><b>Need:</b> The academic counselor's data analysis indicates that nearly all students have high mobility and a significant history of school failure, as indicated by F grades at the time of enrollment. State and local data indicate that 95% of students performed below grade level in Math and Reading at the time of enrollment in the Alternative Education Program.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Specialized teachers play a crucial role in fostering academic success by addressing individual student needs through personalized instruction. They identify students' strengths, weaknesses, and learning needs through academic assessments, and design tailored support to enhance engagement, motivation, and academic outcomes.</p> <p>This action is being provided on an LEA-wide basis, as we expect that all students will benefit from accurate assessments of Math and Reading skills at the time of enrollment and from monitoring them on an ongoing basis.</p>	<p>Graduation Rate</p>
<p><b>2.1</b></p>	<p><b>Action:</b> Continue to Improve Parent Outreach</p> <p><b>Need:</b> Chronic absenteeism rates indicate that students are not attending school regularly. All Students: 60% English Learners: 64% Foster Youth: 36% Homeless: 71% Students with Disabilities: 68% Socioeconomically Disadvantaged: 57%</p>	<p>Effective communication with parents ensures they are aware of attendance issues in a timely manner and can work collaboratively with the school to address them promptly. Providing communication in both Spanish and English will ensure that language barriers do not prevent parents from being informed and involved. When parents fully understand the information and opportunities available, they can more effectively support their children's education.</p>	<p>Chronic Absenteeism</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide	The staff provides this action LEA-wide because it is the most effective way to use staff resources. In addition, we anticipate all students and families will benefit from this action.	

### **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.2</b>	<p><b>Action:</b> English Learners</p> <p><b>Need:</b> The dashboard indicates 56% of EL students are not making progress per English Language Proficiency (ELPI).</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	By providing educators with targeted training in culturally responsive teaching practices, language development techniques, and differentiated instruction, teachers will be able create inclusive learning environments tailored to the needs of English learners. This training fosters a deeper understanding of second language acquisition processes and enables teachers to adapt their instructional approaches to meet the evolving needs of diverse English learner populations. Ultimately, investing in high-quality professional development for teachers is key to narrowing the achievement gap and promoting equitable educational outcomes for English learners.	Percentage of students making progress towards English Language Proficiency (ELPI)
<b>1.6</b>	<p><b>Action:</b> Long-term English Learners</p> <p><b>Need:</b></p>	This action is designed to ensure that materials are linguistically accessible and the content is presented in a way that LTELs can understand and learn from. This involves simplifying language, using visuals, and providing glossaries or	<p>Reclassification Rate</p> <p>Source: Calpads Reports 1.21 2.17</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Reclassification data indicates that Long-term English learners are not making sufficient progress as indicated by scores on the ELPAC test.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>translations to aid comprehension. Technology also allows LTELs to access a wide range of resources at their own pace, reinforcing learning outside the traditional classroom setting and providing additional practice opportunities. Continuous training helps teachers stay updated on best practices, making them more effective in addressing the unique challenges faced by LTELs and improving their instructional methods accordingly. When teachers collaborate, they can ensure consistency in applying instructional strategies across different classrooms and subjects. This alignment is crucial for providing LTELs with a cohesive and supportive learning experience.</p>	

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

There are NO limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services

***Additional Concentration Grant Funding***

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

NA



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

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	16,891,657	435,673	2.579%	0.000%	2.579%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$530,000.00	\$1,040,285.00	\$0.00	\$226,428.00	\$1,796,713.00	\$738,000.00	\$1,058,713.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Foster Youth	Foster Youth	No			All Schools		\$0.00	\$536,713.00		\$330,285.00		\$206,428.00	\$536,713.00	
1	1.2	English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$20,000.00				\$20,000.00	\$20,000.00	
1	1.3	Specialized School Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$170,000.00	\$0.00	\$170,000.00				\$170,000.00	
1	1.4	Maintain teacher/(s) for specialized academic interventions.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$180,000.00	\$0.00	\$180,000.00				\$180,000.00	
1	1.5	Expelled Students	Expelled Students	No			Specific Schools: Countywide		\$0.00	\$0.00	\$0.00				\$0.00	5
1	1.6	Long-term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$13,000.00	\$7,000.00	\$20,000.00				\$20,000.00	
1	1.7	ELA Performance for Monterey County Special Education	Students with Disabilities Socioeconomically Disadvantaged and English Learners	No			All Schools Specific Schools: Monterey County Special		\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Education									
1	1.8	Continuous Improvement Network to address CCI and Graduation Rates for SCS	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Continue to Improve Parent Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			\$120,000.00	\$40,000.00	\$160,000.00				\$160,000.00	
2	2.2	Chronic Absenteeism	Students with Disabilities	No			Specific Schools: Monterey County Special Education		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3															
3	3.1	Family Resource Center	All	No			All Schools		\$0.00	\$250,000.00		\$250,000.00			\$250,000.00	
4	4.1	Individualized Instructional Supports	English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged	No			Specific Schools: Salinas Community School		\$35,000.00	\$0.00		\$35,000.00			\$35,000.00	
4	4.2	Academic Enrichment	English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged	No			Specific Schools: Salinas Community School		\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
4	4.3	Parent/Family Outreach	English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged	No			Specific Schools: Salinas Community School		\$100,000.00	\$25,000.00		\$125,000.00			\$125,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Reduce suspensions by building trusting relationships	English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged	No			Specific Schools: Salinas Community School		\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
5	5.1	Individualized Academic Support	Hispanic, Homeless, and Socioeconomically Disadvantaged	No			Specific Schools: Wellington Smith Jr.		\$120,000.00	\$80,000.00		\$200,000.00			\$200,000.00	
5	5.2	Enrichment Activities	Hispanic, Socioeconomically Disadvantaged	No			Specific Schools: Wellington Smith Jr.		\$0.00	\$60,000.00		\$60,000.00			\$60,000.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
16,891,657	435,673	2.579%	0.000%	2.579%	\$530,000.00	5.000%	8.138 %	<b>Total:</b>	\$530,000.00
								<b>LEA-wide Total:</b>	\$510,000.00
								<b>Limited Total:</b>	\$20,000.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.3	Specialized School Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$170,000.00	
1	1.4	Maintain teacher/(s) for specialized academic interventions.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	
1	1.6	Long-term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$20,000.00	
2	2.1	Continue to Improve Parent Outreach	Yes	LEA-wide	English Learners Low Income		\$160,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,743,050.57	\$1,598,350.57

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Maintain transition supports for students	Yes	\$241,000.00	\$241,000
1	1.2	Maintain School Staff to Support Communication with Students and Families	Yes	\$222,000.00	\$222,000
1	1.3	Maintain teacher/(s) for specialized academic interventions.	Yes	\$179,932.00	\$179,932
2	2.1	Additional staff time for staff to take students on college visitations	Yes	\$2,500.00	\$2,500
2	2.2	Hire a PPSC Counselor	No	\$150,000.00	\$0.00
3	3.1	Provide field trips	No	\$150.00	\$3,200
3	3.2	Maintain an outdoor garden lab and science curriculum needs.	Yes	\$7,000.00	\$7,000
3	3.3	Implement trauma informed student support	Yes	\$45,000.00	\$45,000
3	3.4	Continue to improve parent outreach	Yes	\$60,650.00	\$60,650
4	4.1	Continue to provide mental health counseling	No	\$95,750.00	\$98,000
4	4.2	Continue to develop a student resource center	No	\$30,000.00	\$30,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Maintain outreach to students and parent(s)/guardian(s)	No	\$119,071.00	\$119,071
4	4.4	Provide Transportation to Students	Yes	\$125,000.00	125,000
5	5.1	Fund a Program Coordinator	No	\$184,197.50	\$184,197.50
5	5.2	Fund an Assistant Manager	No	\$164,889.09	\$164,889.09
5	5.3	Fund an Education Liaison	No	\$113,910.98	\$113,910.98
5	5.4	Host a Summer Outreach - College & Career Readiness Event	No	\$500.00	\$500.00
5	5.5	Provide Professional Development	No	\$500.00	\$500.00
5	5.6	Provide transportation to school of origin	No	\$1,000.00	\$1,000.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$688,082.00	\$688,082.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Maintain transition supports for students	Yes	\$91,000.00	\$91,000.00		
1	1.2	Maintain School Staff to Support Communication with Students and Families	Yes	\$181,000.00	\$181,000.00		
1	1.3	Maintain teacher/(s) for specialized academic interventions.	Yes	\$179,932.00	\$179,932.00		
2	2.1	Additional staff time for staff to take students on college visitations	Yes	\$500.00	\$500.00		
3	3.2	Maintain an outdoor garden lab and science curriculum needs.	Yes	\$7,000.00	\$7,000.00		
3	3.3	Implement trauma informed student support	Yes	\$43,000.00	\$43,000.00		
3	3.4	Continue to improve parent outreach	Yes	\$60,650.00	\$60,650.00		
4	4.4	Provide Transportation to Students	Yes	\$125,000.00	\$125,000.00		



# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0	0.000%	\$688,082.00	0.000%	0.000%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

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

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

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

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

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

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

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

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

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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



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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.



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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.



- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

### **Contributing Actions Annual Update Table**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **LCFF Carryover Table**

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).