

LCFF Budget Overview for Parents

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

CDS Code: 19101990000000

School Year: 2023-24

LEA contact information:

Diana Velasquez

Executive Director

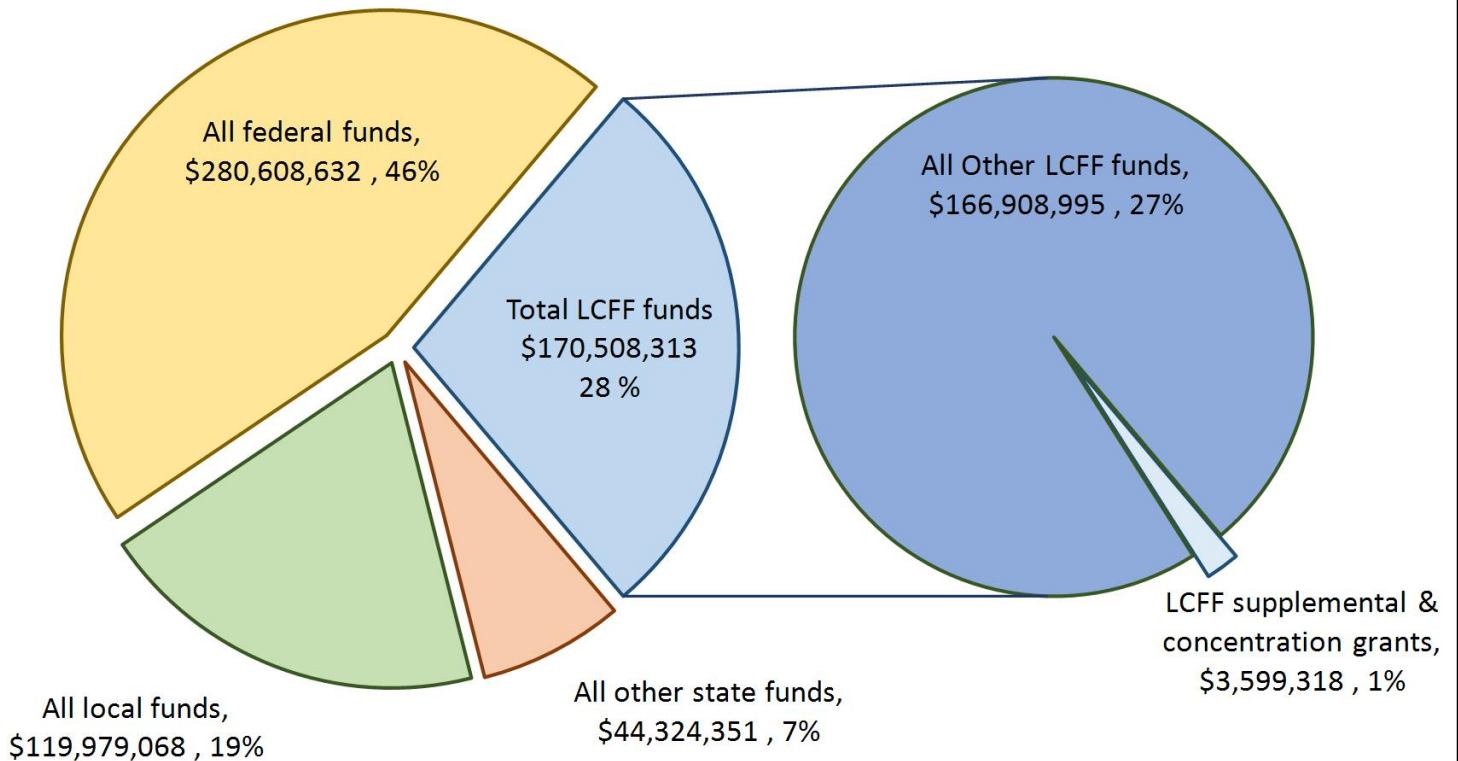
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source



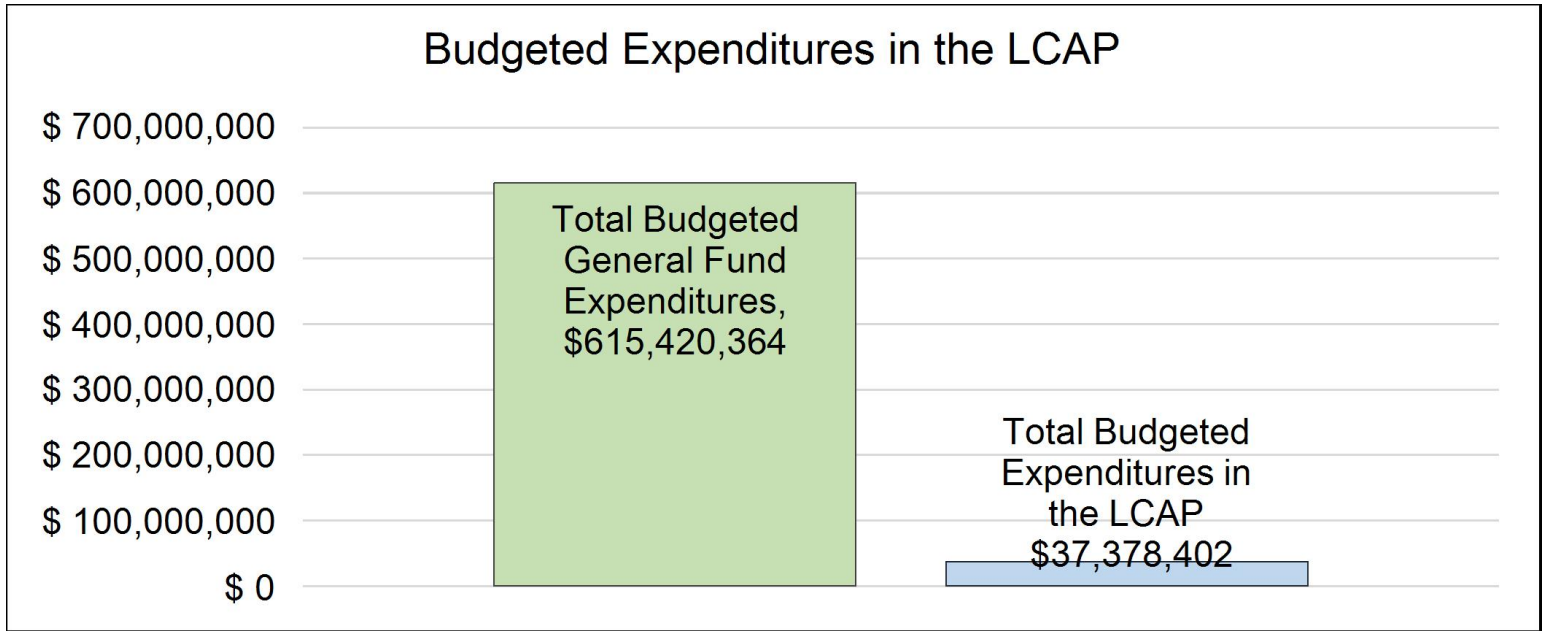
This chart shows the total general purpose revenue Los Angeles County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles County Office of Education is \$615,420,364, of which \$170,508,313 is Local Control Funding Formula (LCFF), \$44,324,351

is other state funds, \$119,979,068 is local funds, and \$280,608,632 is federal funds. Of the \$170,508,313 in LCFF Funds, \$3,599,318 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Los Angeles County Office of Education plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Angeles County Office of Education plans to spend \$615,420,364 for the 2023-24 school year. Of that amount, \$37,378,402 is tied to actions/services in the LCAP and \$588,107,730 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

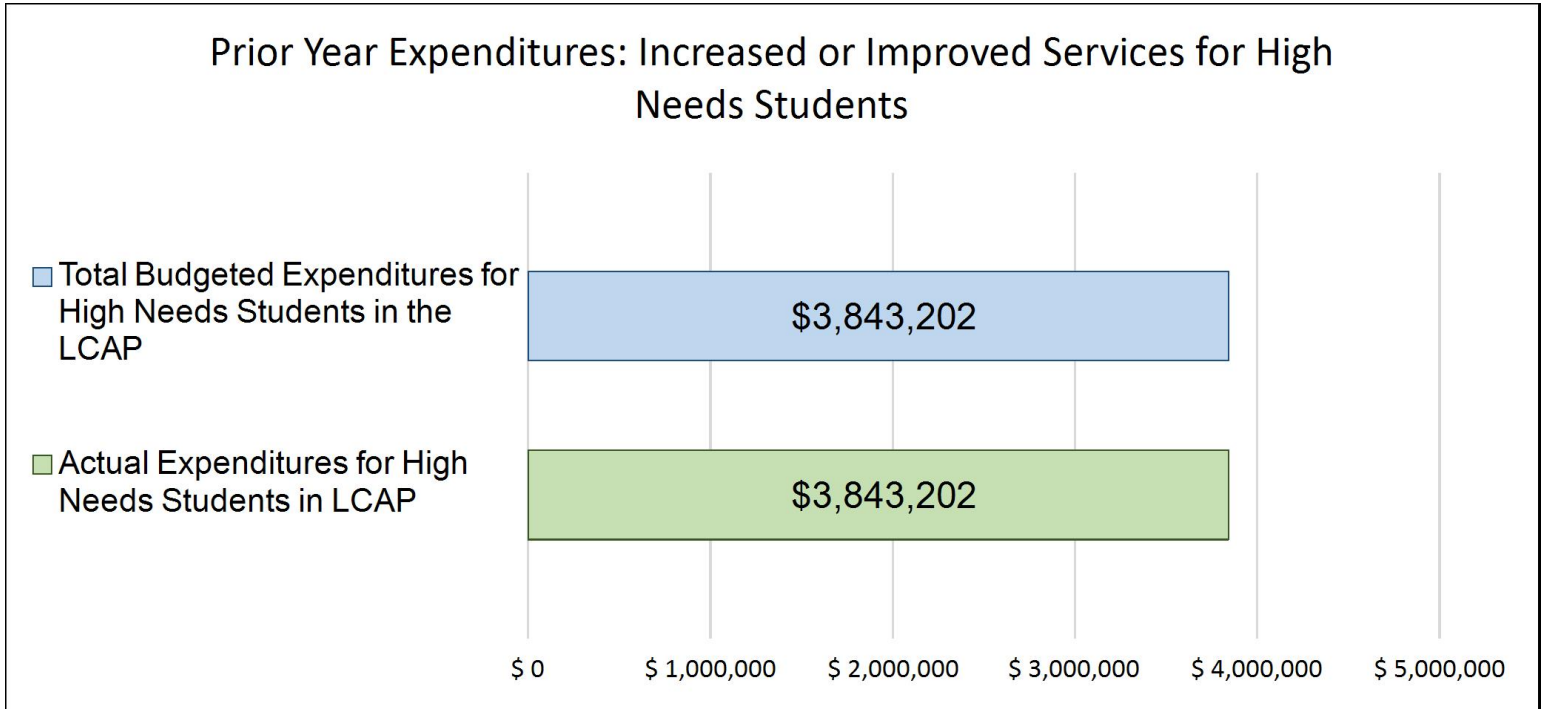
As a County Office of Education, services are provided to local districts in addition to county administered programs. These services are paid using the county office General Funds. This includes programs such as the Superintendent's Office, Communications, Office of General Counsel, Grant Development Office, Board of Education, Personnel Commission, Assistant Superintendent's Office, School Financial Services, parts of Controller's Office and Facilities, and parts of Technology Services. These General Fund Budgeted Expenditures are not included in the Local Control and Accountability Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Los Angeles County Office of Education is projecting it will receive \$3,599,318 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles County Office of Education plans to spend \$4,463,642 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Los Angeles County Office of Education's LCAP budgeted \$3,843,202 for planned actions to increase or improve services for high needs students. Los Angeles County Office of Education actually spent \$3,843,202 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$0 had the following impact on Los Angeles County Office of Education's ability to increase or improve services for high needs students:

The text description of the above chart is as follows: In 2022-23, Los Angeles County Office of Education's LCAP budgeted \$3,843,202 for planned actions to increase or improve services for high needs students. Los Angeles County Office of Education actually spent \$3,843,202 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$0 had the following impact on Los Angeles County Office of Education's ability to increase or improve services for high needs students:

LACOE originally estimated \$3,843,202 for LCFF supplemental and/or concentration grant but due to declining enrollment and low population the actual amount budgeted was \$3,843,202. As a result, LACOE adjusted the expenditures to match the amount budgeted. Funds were used to increase or improve services in the areas identified.

Local Control Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

Los Angeles County Office of Education Educational Programs serves an average of 1,500 students daily in grades 7-12 from throughout Los Angeles County. As a Local Educational Agency (LEA), Los Angeles County Office of Education Educational Programs consists of nine schools with 7% of its student population as English learners, 16% Students with Disabilities, 49% Socio-Economically Disadvantaged, 53% Latino/Hispanic, 0.19% American Indian/Alaskan Native, 7% Asian, 13% Black/African American, 0.32% Native Hawaiian/Other Pacific Islander, 15% White, and 5% Other (multiple ethnicities).

Juvenile Court Schools

Los Angeles County Office of Education operates the nation’s largest Juvenile Court Schools (JCS) system. The goal of LACOE is to support students in meeting their high school graduation requirements and in successfully transitioning to college, careers, and their communities.

Schools, including residential education centers, are grouped as Juvenile Halls and Camps. LACOE’s Juvenile Court Schools implement the award-winning Road To Success Academy model of instruction to its justice impacted youth. The approach features interdisciplinary, project-based learning focused on themes that address students’ academic and mental health needs. It incorporates activities to promote self-esteem and empower students to make positive choices and behavior change. In late May of 2023, the State Board of Corrections issued an action calling for the immediate closures of the two juvenile halls. The school closures will take place by July 1, 2023. The impact of these closures is unknown, but further collaboration with all educational partners is needed. A new school will open at the Los Padrinos site in Downey, CA, effective July 1, 2023, to serve students from the juvenile halls that will close permanently.

Juvenile Halls

The two Juvenile Halls consist of Barry J Nidorf Juvenile Hall School in the city of Sylmar and Central Juvenile Hall School in the city of Los

Angeles. During the month of October 2022, the students of Road to Success Academies Kilpatrick were transferred to Nidorf to update the facilities of Kilpatrick at the request of the Los Angeles County Probation Department. This transfer impacted instruction at both schools as students and staff had to get adjusted with a new instructional setting and procedures. The period of May 1-8, 2023, reflects Nidorf Juvenile Hall accommodated a daily average attendance of 117 students at its school. Students from Road to Success Academies Kilpatrick were fully incorporated into Nidorf's Student Information System (SIS) Aeries to monitor attendance, discipline, assessments, and other student data.

Teachers, paraeducators, counselors, site administrators, and Probation collaborated continuously to provide instruction to the students daily.

Barry J. Nidorf School (including Kilpatrick students) consists of the following student groups:

Student Group Enrollment

100% Socio-Economically Disadvantaged
35.2% Students with Disabilities
18.5% English Learner
0.04% Homeless

Enrollment by Student Ethnicity

69.2% Hispanic/Latino
25% Black or African American
3.86% White
0% American Indian/Alaskan Native
0.64% Asian
0.64% Other

Central Juvenile Hall consists of the following student groups:

Student Group Enrollment

100% Socio-Economically Disadvantaged
35.2% Students with Disabilities
18% English Learner
0% Homeless

Enrollment by Student Ethnicity

58.3% Hispanic/Latino
34% Black or African American
3.85% White
0% American Indian/Alaskan Native
0.64% Asian
0.64% Other

Camps

Los Angeles County Office of Education operates four camp schools throughout Los Angeles County with a one-day total student enrollment snapshot of 91 students (Afflerbaugh-Paige 30, Rockey 22, Kilpatrick 0, and Kirby 39).

- Afflerbaugh-Paige Camp (La Verne)
- Glenn Rockey Camp (San Dimas)
- Road to Success Academy at Campus Kilpatrick (Malibu)
- Dorothy Kirby School (Commerce)

The four camps consist of the following student groups:

Student Group Enrollment

66.8% Socio-Economically Disadvantaged
47.5% Students with Disabilities
19.7% Homeless
18.6% English Learner

Enrollment by Student Ethnicity

62.1% Latino/Hispanic
30.4% Black or African American
4.4% Other
2.6% White
0.6% Asian

County Community Schools

County Community Schools are operated by LACOE in response to school district needs and serve students from the surrounding area who would normally attend local schools. They provide an educational placement for students who are expelled from their regular schools, are on probation, are experiencing homelessness or face other issues that affect their ability to succeed in school. Parents or guardians also may request that their child attend a County Community School. These programs help promote community safety by providing structured educational activities for at-risk youth, including after-school programs — keeping students positively engaged during the peak hours when juvenile crime may occur.

LACOE currently operates 7 Community Schools countywide:

Bermudez (Pico Rivera)
Boys Republic (Monrovia)
El Monte
Mujeres y Hombres Nobles (Monterey Park)
Jonas Salk (Hawthorne)
Tri-Community (Compton)
Visions Learning Center (Whittier)

As a Principal's Administrative Unit, Renaissance Community Schools has 130 students consisting of the following student groups:

16.5% English Learners
9.2% Students with Disabilities
17.3% Homeless
52.6% Socio-Economically Disadvantaged
69.1% Hispanic/Latino
2.4% White
2.0% Asian
19.7% Black or African American
6.8% Other

In the 2023-24 school year, Renaissance PAU will reconfigure to focus services to three primary service areas.

Specialized High Schools

The two Los Angeles County Office of Education's specialized high schools are recognized for their award-winning academic program and high graduation rates. The COVID-19 pandemic impacted students and staff at the specialized high schools in several ways including as relates to the California Assessment of Student Performance and Progress (CAASPP) in English language arts/literacy and mathematics in the 2021-22 school year. The overall participation rate of the students in the assessments was low and demonstrates lower results of all the students at the schools than desired.

Los Angeles County High School for the Arts

The Los Angeles County High School for the Arts (LACHSA) offers a specialized program combining college-preparatory academic instruction and conservatory-style training in the visual and performing arts. Founded in 1985, the tuition-free public school is run by the Los Angeles County Office of Education in partnership with, and on the campus of California State University, Los Angeles (CSULA). Recognized as one of the premier public arts high schools in the U.S., LACHSA is the recipient of numerous awards, including the California Distinguished School for Academic Excellence, Golden Bell Award, Grammy Signature School, Bravo Award for excellence in arts education and the Exemplary School Designation by the Arts Schools Network.

LACHSA is also routinely identified as one of "America's Best High Schools" by Newsweek Magazine and one of LA's best high schools by Los Angeles Magazine. The school serves 549 culturally and socioeconomically diverse teens from more than 80 school districts in the county. Prospective students must meet minimum academic, attendance and behavioral standards, and must audition for acceptance into one of five departments: Cinematic Arts, Dance, Music (vocal and instrumental), Theatre, or Visual Arts. Each department selects its own students through a juried audition or portfolio review process. Once admitted, students can audition to dual-major in Musical Theatre productions.

The 549 students at LACHSA consist of:

- 0.9% English Learners
- 6.6% Students with Disabilities
- 0.2% Homeless
- 21.3% Socio-Economically Disadvantaged
- 32.1% Hispanic/Latino
- 32.0% White
- 10.55% Asian
- 13.7% Black/African American
- 9.82% Other (Multiple Races)
- 5.82% Missing

International Polytechnic High School

Located in the sprawling East San Gabriel Valley, International Polytechnic High School (IPoly High School) is a specialized secondary high school focused on project-based learning, collaboration, interdisciplinary and thematic instruction, international and global awareness, and community service and civic understanding.

IPoly an alternative to the large, traditional high school with a current enrollment of 483 students from 456 in 2021-22. The student population consists of:

0.8% English Learners
4.3% Students with Disabilities
27.3% Socio-Economically Disadvantaged
0% Homeless
62.3% Hispanic/Latino
7.4% White
0% American Indian/Alaskan Native
10% Asian
3% Black/African American
12% Filipino
4.3% Other (Multiple Races)

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

Reflections: Successes

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

There were several areas of success in each of the three goals of the Local Control and Accountability Plan.

For goal 1, students cited CTE-OSHA certification as very valuable, and many expressed an interest in pursuing additional certification options. Students maintained participation in the CTE-OSHA certification program this year. In 2023-24, students will be encouraged to take CTE-OHSA certification programs and receive support to complete the certification process. Another success in goal 1 is the 2021-22 graduation rates for LACHSA and IPOLY. Disaggregated data for the specialized high schools reflect a graduation rate of 94.6% for LACHSA and 95% for IPoly, respectively. These graduation rates are significantly higher than the 2020-21 state average of 87.4%. Similarly, increases in the average graduation rates for JCS reflect a promising trend reflecting increases over three years from the halls and CCS. The camps were on par or almost par with the average statewide rate for alternative education centers.

The suspension of mandated state testing and School Dashboard indicators in previous years, establishes a new baseline set forth on the Dashboard data from the 2021-22 academic year. Local data also supports monitoring and updating the LEA LCAP goals to increase student academic achievement and performance in subsequent years. The effects of the COVID-19 pandemic on student learning and overall well-being continue to be reviewed and examined, specifically, looking at how interrupted instruction in past years, 2019-2020 and 2020-21, impacted student achievement and mastery of grade-level content standards, the extent of access and engagement derived from a distance and hybrid learning environments, and for justice-involved students, how socio-emotional factors impacted their education.

Lastly, another success for the first goal was the availability of instructional materials for all students and the implementation of ongoing professional development. Implementing a year-round professional development plan served teacher, counselors, Paraeducators, administrators, TOSAs, and other staff on topics such as Road to Success Academy (RTSA), Positive Behavioral Interventions and Supports (PBIS), English learners, Data, Special Education, AVID, and pupil services.

In the 2022-23 school year, site visits to monitor the implementation of the Road to Success Academies (RTSA) framework averaged 27 visits per site. Monitoring visits were essential to ensure the performance of the RTSA framework. Additionally, the Division of Student Programs hosted teacher-led Saturday academy sessions for teachers and substitutes on the topics related to implementing the RTSA framework, including the RTSA classroom and Odysseyware integration, PBIS, SPED Inclusion, and CTE-OSHA certification.

Ongoing support and monitoring of program implementation with a continued emphasis on the Road To Success Academy (RTSA) curriculum, Career Technology Education (CTE), and a tiered system of support for Positive Behavior Interventions and Supports (PBIS) will be continue in the 2023-24 school year.

For LCAP Goal 2, 149 parent engagement opportunities were offered to parents and families of students, including parent and family participation in the RTSA Exhibitions at Renaissance Schools and Angeles Forest PAU. The total parent attendance in PFCEP-operated workshops/learning opportunities was 2049. PFCEP launched its social media platforms, including Instagram, Facebook, and YouTube; it maintains a robust website with a calendar, information, and resources for families. Another success related to LCAP Goal 2 is mental health supports. Mental Health supports were identified by educational partners as well implemented and available to support students.

For LCAP Goal 3, demonstrates room for improvement among all school sites with all student groups.

Reflections: Identified Need

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

Based on a review of aggregated LEA-level and a deeper analysis of disaggregated school-level dashboard data consisting of all the camps, halls, county community schools, and specialized high schools, this analysis revealed that student performance in English-Language and mathematics in 2022-23 offers an opportunity for the LEA to increase its efforts and focus intensively on the content areas of English-Language Arts and mathematics. Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, and African American

students performed low on both English Language Arts (ELA) and Math Academic Performance Indicators (LCFF Priority 4 – Pupil Achievement). Overall, the LEA-level School Dashboard reflects a very low rating in math with distance from standard of 115.3 in the academic performance standards compared to the state average of 51.7. The LEA's rating in ELA is low with a 45.4 distance from standard compared to the state average of 12.2.

CAASPP ELA Scores were captured for 307 students in 2021-22, of which four of the six student groups received a very low rating on the school dashboard, with Hispanic and White student groups performing low. In English-Language Arts, four of the six student groups performed at a low rating with a Distance from Standard (DFS) of 45.4 compared to the state average of 12.2 below the standard overall. Increasing student performance in ELA/ Reading will continue to be an increased and intensive focus on raising student achievement using the Science of Reading framework and writing across the curriculum to support all learners with supports to match their needs. Findings resulting from the data analysis, including performance gaps and disproportionalities listed above, informed the LEA's next steps, such as focusing on literacy through the implementation of the Science of Reading research, offering professional development, working with literacy specialists and teachers on reinforcing literacy strategies to improve reading comprehension.

CAASPP math scores were captured for 299 students in 2021-22, of which all six student groups received a very low rating on the school dashboard. Also, of all the student groups, the lowest performing was the foster youth student population resulting in 246.6 distance below standard. African American students performed the second lowest in math, scoring 220 distance below standard. Similarly, 47% of students were Socio-economically disadvantaged, with a score of 174.3 below standard. Findings resulting from the data analysis, including performance gaps and disproportionalities in math, informed the LEA's next steps, such as focusing on numeracy through offering professional development, working with math specialists and teachers on reinforcing literacy strategies to improve numeracy.

Since outcomes in LCAP Goal 3 were unmet, increasing overall testing participation rates and creating an improved assessment system are additional areas of focus for the 2023-24 school year. None of the schools met the CAASPP metrics for English-Language Arts and Mathematics. The need to improve the LEA's assessment administration and data analysis aims at improving participation rates and testing conditions to ensure student learning is measured on formative and summative assessments by collecting data for all students.

Raising graduation rates for all students across every site is another area of need. Nonetheless, six out of seven student groups performed very low on the LCFF Priority 5 Pupil Engagement metrics resulting in low graduation rates and eligibility for Comprehensive Supports and Improvement (CSI) funding and supports. The highest-performing student groups were White and Asian, with graduation rates of 83.1% and 89.1%, respectively. Low graduation rates were observed at the juvenile court schools, 7.3% and 28.2% at Barry J. Nidorf, respectively. and aggregate data for the camps shows a rate of 33%.

Camps and County Community Schools did not meet outcomes identified in the LEA's LCAP goal 2 for suspension rates in the 2021-22 school year. Six out of seven student groups had a very high rating on the LCFF Priority 6 School Climate indicator for suspension rates. The LEA has identified school climate as an area of need as identified in LCAP Goal 2. Decreasing suspension rates and implementing the PBIS system in Juvenile Court Schools will remain a priority. Increasing graduation rates across all sites continues to be a focus and will be addressed for the JCS and CCS in the Continuous Support and Improvement section. The specialized high schools performed significantly higher than the state average but did not meet LCAP goal 1, which is for each year, graduation rates at each site shall increase by two

percentage points or maintain a rate of 98% or higher. Similarly, none of the schools met the goal since none reached the expected outcome of 98% - both schools decreased four to five percentage points from the 2020-21 school year. Further reflection and analysis have contributed to identifying strategies that will support increasing graduation rates with a distinct focus on the JCS and CCS. Ongoing support and monitoring of program implementation of these academic and instructional strategies will continue in 2023-24.

LCAP Highlights

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

The three LCAP goals for 2023-24 remained the same and were developed based on stakeholder input gathered through surveys and focus groups in previous years. The goals reflect the needs of students and stakeholders based on the analysis of the 2022-23 LCAP metrics and actions. The three goals also cover all ten state priorities to meet all students' needs. At least one of the goals addresses the need to provide all students with equitable access to a 21st-century education regardless of the LACOE school site they attend. Another goal addresses the mental health and social-emotional well-being of LACOE students during and after the pandemic. The purpose of this goal is to decrease suspensions at LACOE schools and to reengage students in instruction. The third goal addresses the need to ensure that all students achieve academically in the CAASPP and other assessments and reach fluency in English. Based on feedback obtained for the development of the 2023-24 LCAP, our educational partners continue to emphasize the need for continued mental health support, reinforcing the PBIS program, monitoring disproportionality rates in suspension rates, tutoring, enrichment and extra-curricular activities, continued standards-based professional development in all content areas, time for teachers to lesson plan and continued academic support for high need students. Expansion of CTE options and ethnic studies. Supporting students with disabilities was also expressed.

Comprehensive Support and Improvement

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

Schools Identified

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

In February 2023, the California Department of Education (CDE) updated the list of schools identified for Comprehensive Support and Improvement (CSI). The list identifies schools for CSI low graduation and low performance as identified by the CDE. All of the JCS schools, including camps and halls, and respectively, the county community schools, were identified for CSI assistance. The following schools are eligible for Comprehensive Support and Improvement:

- Afflerbaugh-Paige Camp – low-graduation
- Central Juvenile School - low-graduation
- Dorothy Kirby School – low-performance
- Nidorf Juvenile Hall School - low-graduation

- Campus Kilpatrick - low-performance
- Renaissance County Community Schools - low-graduation
- Camp Rockey - low-performance

Support for Identified Schools

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

Los Angeles County Office of Education Educational Programs (LACOE EP) has supported training efforts in developing the individual sites' problem of practice and root causes using data from the California Dashboard. STAR assessment data were reviewed in conjunction with Dashboard data to assist school teams with their planning. The team consists of 15 members in total, including site-level teachers, administrators, and central office staff. Based on the Differentiated Assistance Support (DAS) team recommendations, the Continuous Improvement Plan (CIP) identifies the Problem of Practice, conducts a Root Cause Analysis, and develops the Action Plan to address the needs of the students at each site. Defining each site's problem of practice and root causes is instrumental to informing and articulating the direct work with students and staff at the school site level for Comprehensive Support and Improvement.

LACOE's Theory of Action was developed in 2018 to address the differentiated assistance needs of the LEA. This theory of action identifies the creation of student-centered professional practices modeled by all adults. Provide system-wide structures to build staff capacity in the areas of content standards, instructional techniques, and social-emotional learning and a system of shared accountability in the implementation of identified initiatives; The result is that LACOE Ed Programs will have a system-wide culture of shared practices that demonstrate high academic and behavioral expectations ensuring educational equity for all students.

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

Additionally, evidence-based interventions from the What Works Clearinghouse (WWC) repository were reviewed to determine alignment with identified needs. The focus areas identified in the review of student academic performance and achievement data and the SPSA include increasing literacy and math proficiency. Literacy program specialists, assessment specialists, and a math specialist will be added to support CSI-eligible schools in implementing the Science of Reading program and to reinforce the need to improve the summative and formative

assessment administration. A review of state and local data included reviewing data with support from a consultant. Studying testing participation rates led to identifying improving assessment participation and administrations as a focus of need. A reflection of resource inequities offers a glimpse of LEA-level factors that may lead to inequities. However, further exploration is needed. As previously noted, the AB216 policy affords schools to support student graduates as the goal is for students to exit from the JCS and CCS.

2021-22 graduation rates were very low at Juvenile Court Schools and CCS, partially due to the inability to establish a consistent cohort due to mobility and transiency. Also, students were impacted by ongoing academic needs and COVID-related factors. Raising literacy and academic proficiency, improving student engagement, and testing culture are key strategies towards improvement that will be implemented in the 2023-24 school year.

Suspension rates are higher at court schools than at specialized high schools, which means that implementation and monitoring of PBIS and MTSS can support a decrease in suspension rates to help students earn credits—additionally, identifying engagement strategies to support students staying in school. Focusing on PBIS implementation and student need to be more intensive.

CAASPP test data offers growth opportunities, particularly assessing underlying causes of low performance and participation rates may be attributed to students who are not focusing on tests, the testing culture; students who do not have academic support, loss of learning; curriculum. Results from the California Healthy Kids Survey (CHKS) from 1,309 students expressed that High Expectations from adults (68%) slightly decreased from 70% on last year's administration of the CHKS.

English learners perform at the same level from year to year. For example, Renaissance PAU aims to achieve a 95% testing participation rate in 2022-23. These outcomes suggest a need to further focus on specific ELD instructional strategies, support teachers in administering the ELPAC and increase participation.

Monitoring and Evaluating Effectiveness

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

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

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

members meet periodically throughout the academic years to develop a plan to support the schools. The ongoing review of student achievement and performance by an assessment specialist and PLC-Level analysis will assist in monitoring the implementation of site testing systems.

PLC-level analysis and training to improve testing systems are needed to improve test participation rates. Every site needs a PLC refresher; PLCs can improve and gain from identifying strategies to review student work and data analysis. Also, using local data (i.e., STAR and CHKS) with fidelity to drive data-informed decision-making.

Data were also presented during LCAP engagement presentation to all staff, which included LCAP goals, metrics, and actions tied to the California School Dashboard data and other accountability measures. A needs assessment revealed areas of need related to low graduation and performance rates at the identified schools. Similar themes were identified at the halls, camps, and county community schools.

Engaging Educational Partners

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

In the second year of the 2021-24 Local Control and Accountability Plan (LCAP), feedback from educational partners continued to be used to gauge progress of goals and actions. During the 2022-23 the California School Climate, Health and Learning Surveys (CaSCHLS), the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS) and the California School Parent Surveys (CSPS), were administered to gauge long term outcomes for all schools as well as for LACOE overall. The CHKS survey measures student's resiliency, protective factors, risk behaviors and school climate. The CSSS and CSPS surveys ask similar questions to be able to show how things are going from the different perspectives. The timeline of these surveys were collected beginning at the end of the Fall semester so that LACOE had time to analyze and discuss potential changes within the data. As a result, the surveys were gathered from November 2022-April 2023, with a total of 1,931 participants, details as listed below:

- 11/15/2022 – 1/30/2023, California Healthy Kids Survey offered to all students – 1,309 participants – 85% response rate
- 12/07/2022 – 2/14/2023, California School Staff Survey offered to all staff – 258 participants
- 11/30/2022 – 4/7/23, California Parent School Survey offered to parents at all sites – 356 participants

In addition, feedback was gathered to gauge short term outcomes for services in relation to LCAP actions. This feedback was gathered through various meeting platforms, surveys, focus groups, and key informant interviews with all educational partners (i.e., students, parents, staff, administrators, advocates, partners, etc.). Details of survey and key informant interview feedback opportunities are provided below:

- LCFF Local Indicator Feedback Survey – 133 responses, administered January 2023. This survey measured staff's input on the implementation of the Local Control Funding Formula (LCFF) Priorities and the Implementation of academic content standards (LCFF Local Indicator Priority 1).

LCAP Partner Engagement Survey – Feedback from 32 staff was obtained from an LCAP Feedback Survey after LCAP progress data was presented during a school site LCAP engagement presentation. The responses for the survey included staff from all sites and included various roles (e.g., administrators, principals, teachers, and other staff personnel).

- LACOE Parent/Guardian Feedback Form – 92 responses, administered throughout the year. This survey is given to the parents/guardians after parent opportunities to gather feedback about the opportunity as well as any input toward LACOE's LCAP goals.
- DAS Survey – 129 responses, administered January 2023. This survey was offered to all site staff to provide feedback regarding their perspective of support provided to them and interest in professional development opportunities.
- Student Achievement Plan Key Informant Interviews, 108 student participants, conducted March 2023. These interviews were conducted to assess to what extent students feel their race may impact services and interactions within their experiences.

- Active Parenting Curriculum Pre/Post Surveys – 21 responses, administered at the end of a six-week session. These surveys assessed the effectiveness of meeting the objectives within the Active Parenting Curriculum.
- Virtual RTSA Saturday Summit Surveys – 282 responses, administered at the end of the Saturday Summit Presentations. These surveys assessed the effectiveness of the professional development offered and requests feedback for future trainings.
- Pupil Free Day Survey – 186 responses, administered on September 1, 2022, at the end of Pupil Free Day Professional Development Trainings. This survey assessed the effectiveness of the professional development offered and requests feedback for future trainings.
- Administrative Beginning of the Year Planning Retreat Survey – 24 responses, administered on August 22, 2022, at the end of the Administrative Retreat. This survey assessed the effectiveness of the topics presented and requests feedback for future opportunities.
- Mental Health Student Presentation Pre/Post Surveys (Renaissance, IPOLY, LACHSA) – 364 responses, administered at the end of Evidence-based curriculum sessions (i.e., Erika’s Lighthouse Suicide Prevention Curriculum, FOCUS resilience training curriculum). These surveys assessed the effectiveness of the topics presented within the curriculum.
- Positive Behavior Incentives and Support Student Surveys – 294 responses, administered October 2022 – December 2022. This survey assessed school climate and student perspectives around positive behavior incentives and support at their school sites.

Focus Group and Collaborative Meeting Opportunities:

- Administrative Beginning of the Year Planning Retreat – 8/22/2022
- SDMCC meeting (Bargaining Units) – 11/10/2022
- Focus Group with Black and African American Parents from LACHSA High School – 3/13/2023
- Black and African American Student Plan Union Representatives Focus Group – 3/8/2023
- CIP/DAS meeting – 3/29/2023, 5/23/2023
- Parent Advisory Council meeting – 11/10/2022, 1/9/2023, 3/28/2023, 5/28/2023
- District English Language Advisory Committee meeting – 11/10/2022, 1/9/2023, 3/28/2023, 5/28/2023
- Community Members – 06/06/2023
- SELPA Administrators – 05/26/2023
- Bargaining Units - 5/26/23, 6/02/2023
- School Principals and Assistant Principals - 2/15/2023, 3/15/2023, 4/15/2023, 5/23/2023
- District Office Administrators - 5/26/23
- Students – April 2023

The 2023-24 LCAP was presented for review to the PAC and DELAC, respectively on May 28, 2023. Members of the public were notified of the opportunity to provide input on specific actions via the meeting announcement. The public hearing was held on June 13, 2023.

A summary of the feedback provided by specific educational partners.

Formal feedback was gathered through surveys, focus groups and key informant interviews from all educational partners. There were a total of 3,533 responses from all of the surveys conducted throughout the year. Feedback resulted in various findings, themes and trends as described below.

Student Feedback

California Healthy Kids Survey (CHKS)

Feedback from 84% or 1,309 students, was gathered from the CHKS. The following results specifically related to the three local control and accountability plan goals emerged:

Formal feedback was gathered through surveys, focus groups and key informant interviews from all educational partners. There was a total of 3,533 responses from all of the surveys conducted throughout the year. Feedback resulted in various findings, themes and trends as described below.

Student Feedback – Feedback from 84%, or 1,309 students, was gathered from the CHKS. The following results specifically related to the three local control and accountability plan goals emerged:

- School Engagements and Supports ranged from 35% to 79%; the lowest percentage was meaningful participation and the highest was for Facilities Upkeep. This was consistent with last year results, meaningful participation decreased by 1% point and facilities upkeep decreased by 3% points.
- Negative Social and Emotional Health ranged from 17% to 38%; the lowest percentage was suicide Ideation and the highest percent was for social emotional distress and chronic sadness/hopelessness. The percent of students that considered suicide in the past twelve months decreased by 2%, and the percent of students reporting social emotional distress and chronic sadness decreased by 1% point.
- School Connectedness (60%) went down by 4%, Caring Adult Relationships (61%) went up from 59% and High Expectations from adults (68%) slightly decreased from 70%.

PBIS Student Survey Feedback

The survey was administered to students in October through December of 2022, at all sites that implement Positive Behavior Intervention and Support (i.e., Renaissance PAU, Juvenile Camps and Halls). The following are percentages of favorable results for each category assessed.

- Behavioral Expectations – 77%
- Acknowledgement by School Site – 71%

- Discipline by School Site – 75%
- Safety by School Site – 82%
- Respect by Site – 74%
- Connections by Site – 67%

Student Mental Health Program Surveys

There were a total of 364 surveys collected after Mental Health evidence-based programs. The surveys reflected a majority of students had an overall positive impression of the programs. In addition, feedback included students wanting more mental health information and were appreciative of the presentations being provided to them.

Black and African American Student Key Informant Interviews

Interviews were conducted in March of 2023 and 58 students participated from all sites.

- Most students did not feel that their race impacts...

- o Support with learning (79%)
- o Academic success (79%)
- o Treatment at school (66%)
- o Opportunities to provide voice in activities, events and school culture (69%)
- o Their interactions with staff (66%)

- 47% felt adequately represented in the school staff
- 78% did not feel that race prevented them access to programs
- 76% felt it was important to have their race represented in books and curriculum
- 46% felt their non-academic needs were being met
- 53% were aware of resources

- Some of the students requested more...

- o mental health/substance use support (12%)
- o extracurricular activities (48%)

Parent Feedback

LACOE Parent/Guardian Feedback Form

This survey is administered to parents throughout the year to gather feedback on services and feedback about LACOE's progress toward the Local Control and Accountability Plan. There were a total of 94 surveys collected thus far.

- Most parents were happy with the education provided to their youth. Some of the comments provided for improvement were around communication with parents on their child's education and were happy when they did receive information, increasing the use of technology and the use of learning activities with good teachers.
- 78% of parents felt that LACOE is addressing their child's mental health and social emotional needs almost completely or completely. Parents commented on the appreciation and need for their students to continue receiving mental health resources and appropriate counseling. In addition, a theme was the need for mental health services to extend to the families.

California School Parent Survey

The California School Parent Survey - was completed by 387 parents. The survey key indicators included: 33% strongly agree that the school promotes parental involvement and the percentage of strongly agree and agree within this construct ranged from 72% reporting the school actively seeks the input of parents before making important decisions and 84% reporting the school staff treat parents with respect; 45% reported yes to the promotion of parental involvement in school; 81% agree and strongly agree that the school encourages parents to be an active partner in the education of their children; 72% agreed and strongly agree that the school actively seeks the input of parents before making decisions; and 74% agree and strongly agree they feel welcomed to participate in the school.

Staff Feedback

California School Staff Survey

This survey was offered to all staff (e.g., administrators, teachers, counselors and other site staff) to assess school climate, there were a total of 258 respondents.

- School Supports for Students question responses ranged from 25% to 40% of staff strongly agreeing. The lowest percentage was for Antibullying climate with no increase or decrease, support for social emotional learning went up from 25% to 26%. High expectations of adults in school toward youth also remained the same at 40%.
- Academic Motivation and Student Behavior question responses ranged from 14% to 51% of staff strongly agreeing. The lowest percentage of students being ready to learn, which increased 5% and Harassment/Bullying a moderate or severe problem decreasing by 7%.
- Fairness, Rule Clarity, and Respect for Diversity question responses ranged from 25% to 32% of staff strongly agreeing. The lowest percentage was for fairness and rule clarity which decreased by 2% and the highest percentage was for respect for diversity which remained the same.

Overall, the trend in staff feedback revealed there was not much movement within the staff for the items measured.

DAS Survey

The DAS Survey was administered to assess training needs in January 2023, with 129 responses from staff at all sites. Feedback was gathered and training recommendations were provided for planning.

Student Focus Groups were conducted to gather input from students across the sites. Students provided input on their experiences during the 2022-23 school year and were asked about changes they would like to see in the 2023-24 school year. Themes that surfaced centered on needed academic counseling supports, CTE courses, College courses, and operational suggestions.

LCAP Partner Engagement Survey

Feedback from 33 staff was obtained from an LCAP Feedback Survey after LCAP progress data was presented during a staff professional meeting. The responses for the survey included staff from all sites and included various roles (e.g., administrators, principals, teachers, and other staff personnel).

Based on the feedback provided, the additional actions and services proposed to be included in next year's LCAP can be summarized into the following categories:

Arts and Music Education:

- Offering arts and music programs to expose students to potential careers and redirect their behavior and lifestyle.

Parent Engagement:

- Parent engagement academies to increase parental involvement and support.

Ethnic Studies:

- Development and examination of Ethnic Studies within the curriculum.

Consistency:

- Striving for consistency in providing services and support.

Job Preparedness and Career Exploration:

- Offering job preparedness and career exploration programs.

Extended Learning Hours:

- Extending learning hours to provide additional academic support and catch-up opportunities for students.

Additional feedback provided on this survey reflected average responses, specifically, when asked about the LCAP actions and services, the

following data, the average was recorded from a 5 point scale:

- Access to a broad course of study (.38)
- Enrichment (.47)
- Extended learning (.47)

Conversely, mental health services ranked highest with a mean of .78, and fully credentialed teachers averaged a .66.

LCFF Priorities Indicator Survey

Feedback from 133 staff was obtained from an LCAP Feedback Survey after LCAP progress data was presented during a staff professional meeting. The responses for the survey included staff from all sites and included various roles (e.g., administrators, principals, teachers, and other staff personnel). The survey asked staff to rate the implementation of the LCFF priorities using five categories (i.e., providing professional learning, instructional materials aligned to academic standards, implementing program or policies to identify needs, implementing academic standards, engaging teachers and school administration in the previous year) of the five different standards:

- ELA
- ELD
- Mathematics
- Next Generation Science Standards
- History-Social Sciences

Feedback resulted in various findings, themes and trends as described below.

Administrators/Principals – Overall, administrators/principals rated most of the standards and practices in the initial implementation stage.

Teachers – Overall, teachers rated more of the standards in the initial implementation stage. History-Social Science standards were rated as the highest standard in all of the categories.

Support Staff – Support staff reported the highest rates overall for standards and categories in the initial phase of implementation except for World Language which was ranked at the lowest stage of exploration and research. Support staff ratings were consistent with the administrator/principals with World Languages standards rated the lowest overall implementation ratings. School support services staff, such as counselors and school psychologists ranked progress in implementing policies or programs to support staff in ELD, NGSS, Health Education, World Language at the initial phase of implementation.

The implementation of World Language standards was identified as beginning stages by Juvenile Hall staff, and conversely staff from the specialized schools rated this implementation at a full level of implementation.

Overall, survey respondents were asked to rank the LCFF Priorities by level of focus for implementation by the LEA in the 23-24 school year. The LCFF priorities were ranked by top 3 for focus as follows:

- LCFF Priority 1: Basic Conditions – 47.7%
- LCFF Priority 5: Pupil Engagement – 40.6%
- LCFF Priority 6: School Climate – 40.6%
- LCFF Priority 4: Pupil Achievement – 39.8%

Qualitative feedback was gathered to assess the needs of specific student groups. The following frequent responses emerged for each of the categories:

- English Learner Students – Providing additional language and academic support from trained staff, training, instructional material, instruction and assessment, Parent and family involvement, cultural competency, Technology and digital literacy, mental health and wellbeing, special education
- Foster Youth – Life skills, mental health and wellbeing, Career readiness/CTE, family and community engagement, academic support, and transitional support, arts education, advocacy and safety, and socio-emotional learning
- Low-Income Students – Academic support, Career and job training, Equity and resources, socio-emotional learning, mental health and wellbeing, Parent and family involvement, teacher training, special education supports
- African American Students – Using relevant material and curriculum, providing programs, incorporate additional learning opportunities, and have representative staff members.
- Offer student support programs, additional resources including community resources, youth mental health services, emotional support, training, and transition services.

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

Based on the feedback from our educational partners, it was determined that all three goals would remain the same for the 2023-24 Local Control and Accountability Plan. There is still a need to continue to address all students' academic and social-emotional well-being, and the three goals address all these needs. There is still a long way to go for the metrics of the goals to demonstrate that the goals were met. Implementing the actions for at least an additional year will demonstrate the effectiveness of the measures. Educational partners suggested ideas for new activity implementation or exploration. Educational partners asked about modifying LCAP goals; however, all agreed that revisions could be explored in the next iteration of the LCAP. However, staff indicated a need to create site-specific outcomes and metrics to cover the unique factors and conditions impacting students at the camps, halls, CCS, and specialized schools. Therefore, as the LEA continues its continuous improvement efforts, it will revisit the alignment of the LCAP goals with respective school SPSA or WASC plans.

Professional development in all content areas was also needed by those educational partners closely working with the student's academic achievement (teachers, administrators, paraprofessionals, and other staff). An action under goal 3 was developed to address the educational

partners' feedback on professional development in all content areas. The current metrics will measure the success of this action with the Local Control and Accountability Plan.

The 2023-24 Local Control and Accountability Plan addresses resulting themes from the input collected from educational partners. It will ensure that the actions in place are implemented to produce positive results in the student data during its implementation. The continuity of social-emotional learning/mental health professional development will address the concerns expressed by the students regarding social-emotional learning/mental health. By providing additional staff training, other supports are given to the students.

SPED

Special Education-themed academies were established in the 2022-23 school year stemming from educational partner feedback and the need to raise additional awareness about special education topics. The five-part series were offered in the late spring of 2023.

LACOE receives Special Education Assembly Bill AB602 funds to serve students with disabilities addressed in the LACOE Area Local Plan. The SELPA monitors disproportionality in suspension data of students with disabilities to ensure instructional goals addressed in students' individualized educational programs are followed.

Road To Success Academies Framework

The RTSA Model offers instructional, standards-aligned lessons that are accompanied by culturally relevant texts. An Equity and Justice Summer curriculum be offered in the summer to engage learners, Community-Based Organizations, and Professional Development, CTE, aftercare.

Ethnic Studies

Ethnic studies surfaced as ongoing themes offered by educational partners as necessary. Further implementation of both topics has begun and will continue to be expanded and provided through a micro-credential program and additional professional development.

Cultural Relevant Instruction and Materials

Culturally relevant instruction and materials were cited as necessary supports for all learners. An emphasis on meeting the needs of the African American student has been identified as an ongoing need. Given the demographic data and identified need, actions directly related to the expansion and inclusion of culturally relevant content will be further explored.

Science of Reading

Research supporting how students best learn how to read, which includes professional development provided by LACOE's Curriculum and Instruction Services through the Getting Reading Right: Filling in the Gaps in the Secondary Classroom, a summer bootcamp.

Arts Integration

Teachers and administrators expressed an interest in exploring arts integration as a mechanism to provide students access to the arts within their respective curricula and incorporating culturally relevant materials and activities, such as but not limited to, arts enrichment services for students, staff professional development, expansion of book libraries, and offering visual and performing arts exhibits, demonstrations, and performances from experienced artists/experts from the field.

PBIS

A review of suspension data and behavior incidents confirms the further need to review and monitor the implementation of PBIS and MTSS to decrease suspension rates to help engagement strategies support students staying in school. Focusing on PBIS implementation and student need to be more intensive.

CTE

Feedback from educational partners have emphasized the need to expand or begin to offer CTE pathways and Cal-OSHA certifications across all sites. Specifically, to address this need, the topic of CAL OSHA was offered during a Saturday academy in the spring of 2023. Further exploration will be required in the 2023-24 school year, to continue the expansion of CTE Pathway offerings. An action will be implemented for 2023-24 to work with sites on the development of a schedule time for CAL OSHA.

Access to Courses

Exploring building content knowledge of teachers in some sites will work on single subject credentialing programs for some locations. Additionally, LACOE DSP will develop a professional development program to develop specific content knowledge.

DAS/Continuous Improvement

Focused and frequent data conversations paired with action plans are necessary to support necessary differentiated assistance strategies and continuous improvement efforts.

Several actions were updated resulting from educational partner feedback, including, Action 1.1 Facilities; Action 1.3 College Courses; Action 1.4 CTE; Action 3.1; Action 3.14 and Action 3.15.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Feedback from our educational partners revealed the need to provide all students with an equitable access to a 21st century education. Despite students being in a juvenile court school or county community school, students should receive the same rigorous education as students from other school districts. The same vision applies for students attending the specialized high schools. This includes providing strong instruction to all students and continue using standards-aligned materials that will prepare students to perform well in local and state assessments. Including the term 21st century education, allows teachers and school administrators to be innovative in applying evidence-based instructional strategies and practices that will prepare students for college and any career.

Also, providing students with evidence-based strategies and interventions that will help a struggling student catch up to grade level, a student at grade level to exceed mastery of the state standards in their grade-level, as well as an advance student to perform academically at a higher grade-level.

Students at the specialized high schools as well as students at the other Los Angeles County Office of Education schools need to learn computer literacy and other technology skills needed to compete with other students applying to college or careers. The technology skills students will learn will allow them to collaborate, communicate, think critically, and create unimaginable deliverables that are not possible without the use of technology.

The COVID-19 pandemic created a need for an immediate shift in the instructional model of LACOE schools that required going from in-person instruction to distance learning. The introduction of distance learning and technology-supported instruction utilized during the pandemic is still deemed important and can serve of an operational model to support the instructional program moving forward. However, the use of technology as a learning tool remains an identified need addressed by several educational partners. The reliance on technology to deliver instruction to students and mental health services created a need to develop a goal that will ensure students have the skills needed to participate in distance learning instruction and become college as well as career ready. Additionally, the goal needs to make certain that students have the necessary technology skills, and teachers, paraeducators, administrators, and mental health supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	Graduation rate at IPoly is 98%, LACHSA is 95% and 22.6% JCS/CCS (Naviance and PowerBI, 2019)	Graduation rate: IPoly - 100% LACHSA - 99% JCS & CCS - 24.9% (Naviance and PowerBI, 2021)	Graduation rate: IPoly – 95% LACHSA – 94.6% JCS & CCS – 42.6% (Annual Report & PowerBI, 2022)		For each year, graduation rates at each site shall increase by two percentage points or maintain a rate of 98% or higher.
College Credit Course	50% - per California Dashboard (2019-2020)	Indicator not measured in the 2020-21 school year.	Indicator not measured in the 2021-22 school year on the Dashboard.		The college credit course rate shall increase 50% or higher by the end of the third year of implementation as measured by the California Dashboard.
A-G Completion	89.1% - per California Dashboard (2019-2020)	Indicator not measured in the 2020-21 school year.	63.7% - 2022 California Dashboard Additional Reports		The A-G requirements shall expand reach within the three years, showing an increase in rates, achieving a 90% rate or higher for the three-year outcome.
CTE Pathway Completion	0% - (California Dashboard, 2019-20)	0.4% pathway completion (California Dashboard, 2020-21)	0% - (CALPADS Reports 15.1, 2021-22) 0% - Specialized high schools 0% - JCS 0% - CCS		CTE Pathway courses shall be offered to students who will be able to complete the three-year program and result in 4% completion rate within the year 3 outcome.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Certification	37% completion (local indicator)	59% CTE certification (local indicator)	60% CTE certification (local indicator)		CTE certifications shall result in a 40% increase by the third year of implementation of the LCAP.
Advanced Placement Examination	16.2% (California Dashboard, 2019-20)	Indicator not measured in the 2020-21 school year	69% - LACSHA		Each year, there shall be an increase in the percentage of students passing the Advanced Placement examination with a score of 3 or higher of at least 1%.
Early Assessment Program (EAP) Assessment	58% of 11th graders met or exceeded standard for English Language Arts 39% of 11th graders met or exceeded standard for mathematics (CAASPP scores, 2018-19)	42% of 11th graders met or exceeded standard for English language arts. 23% of 11th graders met or exceeded standard for mathematics.	48.44% of 11th graders met or exceeded standard for English language arts. 25% of 11th graders met or exceeded standard for mathematics. (CAASPP scores, 2021-22)		Eleventh graders at LACOE shall meet or exceed standard for English Language Arts by 61%. Eleventh graders at LACOE shall meet or exceed standard in mathematics by 42%.
Standards-aligned instructional Materials	100% of students have access to standards-aligned materials (SARC, 2020).	Meeting 100% (SARC, 2021)	100% of students have access to standards-aligned materials (SARC, 2022).		100% of students shall continue to have access to standards-aligned materials.
Implementation of academic content and	Academic content and performance	Meeting 100% (as measured by	Meeting 100%		Academic content and performance

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Facilities	LACOE will continue to inspect school facilities and to undertake appropriate measures to ensure that all facilities are in good repair. LACOE will also collaborate with property owners to resolve any concerns with facilities including monitoring ongoing maintenance needs. Strategies and partnerships with building owners. With the	\$2,550,898.00	No

Action #	Title	Description	Total Funds	Contributing
		closing of sites, additional costs will be incurred for moving and transferring of equipment and providing maintenance.		
1.2	Graduation Rates	Students who are credit deficient will be provided with support so they can make progress toward meeting their graduation requirements. LACOE will adopt and adhere to the alternative graduation cohort to measure an accurate graduation rate for the Juvenile Court Schools.	\$4,159,630.00	No
1.3	College Courses	LACOE will expand access to college courses to students by assisting partner agencies with local community colleges. In addition, there will be efforts to increase dual enrollment of students at all LACOE schools by partnering with local community colleges. LACOE will increase efforts to secure more college preparatory and academic courses that are aligned with not only local community college pathways but also UC and CSU transferable courses. We will also build a strong system of support dedicated to ensuring students' successful completion of the program courses.	\$4,159,630.00	No
1.4	Access to Courses	<p>LACOE will continue to offer all students the appropriate course placement in English, mathematics, science, history social science, English Language Development, Career Technical Education, Visual Arts and Performing Arts, and other board approved courses. Career Technical Education courses will be expanded to additional school sites to support career readiness. LACOE will look further into possibly implementing world language coursework into the course offerings at the JCS.</p> <p>The Career Technical Education (CTE) programs include hands-on activities. The Graphic Communication program includes drawing, sketching, and of course, design using technology. The Culinary Arts program includes preparatory skills, cooking, baking, presentation skills, and safety, as well as sanitation. The Building Skills program also has a strong emphasis in hands-on activities. Students will also</p>	\$373,946.00	No

Action #	Title	Description	Total Funds	Contributing
		participate in design competitions to demonstrate creativity. Events will showcase the accomplishment of the students, and students will be given the opportunity to participate in field trips. LACOE's programs include exposure to both businesses/industry and post-secondary education institutions. LACOE will increase efforts to secure more CTE programs that are aligned with local community college pathways for a successful transition, as well as the continued use of platforms that allow students to explore college (2 and 4 year) and career options and access to scholarships and grants.		
1.5	Technology Professional Development	Teachers and site administrators will receive ongoing professional development in technology to embed technology tools in the curriculum and improve pedagogy. Teachers will provide students with technology lessons within the RTSA lessons to teach students current technology skills that will help them succeed academically and in a career.	\$170,632.00	No
1.6	Middle and high school dropouts	LACOE will continue to monitor students in middle school and high school who are in danger of dropping out by identifying students with poor attendance, low in school credits, family obligations, or challenging issues. Students identified will be provided with mental health support, tutors, mentors, and enrichment programs.	\$1,960,236.00	No

Goal Analysis [2022-23]

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

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

Goal 1 of the Los Angeles County Office of Education local control and accountability plan was carried out by providing certificated and classified personnel to support students in meeting the challenges of the 21st century through increasing student achievement and college-career readiness. During the school year, teachers, counselors, and school staff helped students by monitoring their progress toward maintaining their graduation goals, course credit completion, college and career goals, and positive behavior.

Graduation Rates

Graduation rates for the specialized high schools remained higher than the 2021-22 state average of 87%, but slightly decreased this school year from 99% to 94.6% for LACHSA and 100% to 95% for IPoly and did not meet the desired outcome set forth in the LCAP graduation rate metric for 2023-24. However, school staff has reviewed the data and requested a correction to reflect students who exited the program during the year. A goal for all schools in the 2023-24 school year is to raise literacy and numeracy, and thereby academic proficiency. Improving student engagement and testing culture are key strategies towards improvement that will be implemented in the 2023-24 school year.

Although very low for ESSA accountability requirements, the LACOE's local indicator alternate graduation rate of 42.6% for the JCS and CCS students who have attended school for 90 days or more. The 2021-22 graduation cohort rate for Juvenile Court Schools (JCS), including halls and camps, based on CDE Dataquest data, demonstrated a graduation rate of 32.5%. The 2021-22 graduation rates in Dataquest were very low at Juvenile Court Schools, 19.1% for the halls, 60.3% for the camps, and CCS, partially due to the inability to establish a consistent cohort due to mobility and transiency. Also, students were impacted by ongoing academic needs and COVID-related factors.

Alternatively, LACOE has adopted and adheres to the alternative graduation cohort to measure an accurate graduation rate for the Juvenile Court Schools, which is used as the local indicator for the graduation rate metric. The 2021-22 graduation rate data disaggregated by student groups reflected the following for JCS for more than 90 days:

- 33.3% Overall graduation rate
- 24.5% African American students
- 36.2% Hispanic/Latino students
- 41.4% English learners
- 29.67% Students with Disabilities
- 34.0% Foster Youth
- 30.4% Homeless students

The 2021-22 graduation rates for shorter enrollment of 90 days or less for JCS is 8.84%.

The 2021-22 graduation breakdown for CCS students who attended more than 90 days is as follows:

- 58.7% Overall graduation rate
- 63.6% African American students
- 54.6% Hispanic/Latino students
- 46.1% English learners
- 53.3% Students with Disabilities
- 51.8% Foster Youth
- 54.8% Homeless students

The 2021-22 graduation rate data disaggregated by student groups reflected the following for JCS for less than 90 days:

- 8.84% Overall graduation rate
- 9% African American students
- 7.8% Hispanic/Latino students
- 4% English learners
- 14% Students with Disabilities
- 17.7% Foster Youth, and
- 13.1% Homeless students

The 2021-22 graduation breakdown for CCS students who attended less than 90 days is as follows:

- 31% Overall graduation rate
- 43.8% African American students
- 25.9% Hispanic/Latino students
- 23.5% English learners
- 31.5% Students with Disabilities
- 28.8% Foster Youth
- 25.7% Homeless students

a-g Courses

The a-g course completion metric was 63.7% per the California Dashboard Additional Report 2022. The data reflects a decrease from the baseline of 89.1%, which is lower than the expected outcome. Advanced Placement courses were also offered, such as the 2022 Advanced Placement (AP) examination at LACHSA, where 69% of students scored a three or better. In a focus group, students from LACHSA provided suggestions on needs, such as needing additional college counseling support and the accessibility of college course articulation with local colleges. Students expressed needing help on where to find summer college courses. While students said the availability of Advanced Placement courses at LACHSA were available they would also like to see online options for AP courses. IPoly students participate in dual-enrollment courses. The reassessment of the tiered system of support framework will help the implementation of guidance counseling and monitoring supports. Feedback from staff highlighted a need for reviewing the implementation of academic standards and courses in World Language, specifically since it was explicitly identified as a need for further development at the JCS. For the LCFF Indicator Priority 1, survey responses averaged a 1 of 5 on a 5-point scale, indicating the LEA's progress in implementing the academic standards adopted by the state board for all students for World Language in the exploration and research stage. And, at the JCS the score averaged a 2 on a 5-point scale, indicating the sites progress was in the beginning stages of development.

CTE Pathway

The CTE Pathway completion is zero percent and needs to be met. In the 2022-23 school year, the LEA continued to implement the requirements for the CTE pathways at the specialized high schools and anticipates that increases in completion rates will be evident by the 2023-24 school year. LACHSA is offering two CTE Pathways, including stagecraft and video recording production, and is considering offering a third pathway in the 2023-24 school year. Implementing CTE pathways at the halls and camps offers significant challenges due to the length of time that students are enrolled in order to access the appropriate course sequence. Enrollment size at the CCS also poses a challenge for implementing CTE pathways. Additional reflection is required to further explore the implementation of full CTE pathways at JCS and CCS.

CTE Certification Completion

CTE certification completion was approximately 60% completion, demonstrating a slight increase from last year's rate of 50% completion. The LEA currently offers CTE certification programs at two camps and one hall, but further analysis is needed to expand certification programs and to expand articulation across sites. In addition, educational partners have inquired about CTE credentialing programs that can provide professional CTE certification for teachers who can teach and support the expansion of CTE programs across all sites. The LEA also provided teachers, administrators, support staff, and school staff with ongoing professional development.

Technology Professional Development

The purpose of the professional development in 2022-23 was not only to teach all school staff how to use technology to embed in the Road to Success Academy lessons but also to allow students to use technology in the classroom in the completion of school projects and assignments. As students apply technology in their studies, they are expected to learn the skills necessary to enter and excel in college or any career. This action succeeded as more teachers used technology to deliver their lessons. There is still a need to provide ongoing professional development to teachers as technology changes often, and new ways to involve students in the use of technology change too. Another action that contributed to implementing this goal is using standards-aligned materials for all students. All students at the Juvenile Court Schools and the county community schools have an online textbook that can be accessed during class and outside the classroom. The supplemental materials given to students are also standards-aligned and provide students with the content needed to take local and state assessments. The materials provided will also prepare students for college or any career they want to pursue. More courses were available to students that would help them meet the state colleges and universities a-g requirements.

The challenge of this goal was to provide students at the Juvenile Court Schools with more elective courses and science labs. Work is being done to provide online courses that meet the state requirements—additionally, finding the credentialed staff that can teach students the classes they need for graduation and attendance in a college or university—during an engagement session with educational partners, staff at school sites inquired about implementing more technology so that students can better access the digital curriculum and for music and audio production at the specialized schools. This goal may expand next year to include additional means or platforms for students to demonstrate their learning.

Middle and high school dropout

Per the Dataquest report 2021-22, 110 students were identified as high school dropouts. Seventy-three percent of the 110 students that were identified in the 2021-22 dropout data were from the JCS and CCS. This data indicates a need for LEA-wide efforts and strategies supporting student engagement, attendance, integrated supports, mental health, intervention, and SEL. Transition services and support are widely needed to support justice-impacted youth as they transition out of the juvenile court schools.

Facilities

California Healthy Kids Survey results stating that facilities upkeep decreased by 3% points. Similarly, educational partner feedback at a CCS expressed the need for regular maintenance of the HVAC system. A review of FIT reports for 2022-23, provides information on corrective actions that have been addressed at two sites. LACOE DSP will review educational partner's feedback in its ongoing monitoring of facilities. Similarly, 41% of respondents of the LCAP Engagement Survey reported that the level of implementation of this action as "some implementation" when asked if School Facilities were in good repair.

The analysis of metrics related to LCFF Priorities demonstrates that LACOE continues to measure the percentage of pupils who have completed combined A-G requirements, CTE pathway completion, and CTE certification to determine progress in Priority 4: Pupil Achievement, however, educational feedback provided suggests that more needs to be done to expand the opportunities and courses for all 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.

The total budget for goal 1 was \$9,822,679.00 of duplicated funds for the actions. The Actual expenditure as of 6/30/2023 was \$14,011,035.59 of the budgeted expenditure Since these expenditures are 100% in duplicated personnel salaries, there are some cases where positions remained unfilled and the funds were not used for certain actions. Additional funds will also be required to pay for the salaries of the personnel until the remainder of the fiscal year. There are no actions within this goal that are specifically for the improved services of unduplicated pupils.

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

Working in tandem, the actions of goal 1 worked well together in meeting the goal. There is still need more work that needs to be done to fully implement with fidelity every action. Steps will be taken to ensure the full implementation to determine the effectiveness of specific action of the goal.

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.

The planned goal, metric, and actions will need to remain the same for at least another year. Since the focus is to have all Los Angeles County Office Education Educational Programs staff ensure the actions are being identified and implemented throughout Educational Programs. In the 2023-24 school year there will be a focus on the implementation of the actions. Additional input from all educational partners will be collected to determine if there is a need to add, change, or delete any of the actions of first goal. Specifically, Action 1.1 Facilities; Action 1.3 College Courses; and Action 1.4 CTE were modified to address educational feedback for the next school year.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Student and stakeholder input emphasized a need to continue and improve mental health and social emotional well-being services at LACOE schools. Students and stakeholders expressed they were content with the current services being provided but wanted more services provided with continuous check-ins. They expressed a need to better inform students of mental health and social emotional well-being services available to them. This feedback from students influenced the development of the second goal of the LCAP. Socio-emotional learning is a key feature of the Road to Success Academies framework, which requires ongoing professional development to continue to support teacher in addressing student need. BASE Ed, a supplemental program is used in conjunction with the PBIS program to support socio-emotional learning.

Local and state data indicated a need to decrease suspensions at the camps and halls. To achieve a decrease, there is a need to provide multi-tiered systems of support to address mental health and social emotional well-being. It is the intent that providing students with these services will reduce suspensions at both the halls and camps. These services will support students at all LACOE school sites whose mental health was affected during the pandemic to engage in the classroom at levels equal to those seen before the pandemic.

Parent involvement is crucial in improving the academic and social well-being of all students. This goal addresses the need for parent involvement, as well as community engagement from probation and other community stakeholders involved in the education of LACOE students. Actions pertaining to the engagement of the community will be addressed in this goal to decrease suspensions and increase student engagement.

This goal addresses several state priorities, including State Priority 3, which pertains to parental involvement and engagement. It also addresses State Priority 5 by addressing student attendance rates and chronic absenteeism. Furthermore, it addresses State Priority 6, which pertains to school climate to reduce suspension rates, expulsion rates, and providing safe schools for all students. Lastly, it addresses State Priority 8 by focusing on student outcomes.

LACOE recognizes the importance of addressing the needs of the whole child to ensure educational success. As such, to address Priority 6 pertaining to school climate, LACOE will continue to provide local surveys to students, parents, and teachers on the sense of safety and school connectedness as outlined in Mental Health Support Metrics (2.3). Data from the surveys will provide information for the Attendance Metrics (2.4) and the Chronic Absenteeism K-8 Metrics (2.5). Students that do not feel safe or connected to school are likely to have higher absence rates. As a result, survey responses from the California Healthy Kids Survey (CHKS), California School Staff Survey (CSSS), and

California School Parent Survey (CSPS), which are directly related to safety and school connectedness, will be used to inform the actions of each of the metrics.

The purpose of this goal is to address the mental health and social emotional well-being of students to decrease suspensions and increase student engagement. The actions that will be implemented to achieve this goal include the utilization of the PBIS program, mental health support, and community family engagement. The metrics established for this goal help measure if the actions are assisting in accomplishing the goal.

Measuring and Reporting Results

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community and Family Engagement	<p>Community engagement at the PAUs continues to be monitored to increase parental involvement. Surveys will be administered to students and parents to measure school climate, connectedness, and academic interests. Parents will be provided with access to their student's grades and attendance as well as a monthly learning opportunity at each PAU, through their participation in learning opportunities offered through the Parent and Family Education and Consultation Program, PFECF. LACOE will continue to disseminate school announcements in the language of the parents to increase parental involvement through letters, flyers, and invitations mailed to families, postings on social media</p> <p>Using digital marketing and other relationship-building strategies, PFECF staff will work to increase parent participation at the site level in School Site Council meetings and the English Learners Advisory Committee. Parents will have the opportunity to be active participants in the decision making of the school to improve the academic achievement of all students including low-income students, English learners, and foster youth. Parent engagement at school-sponsored events requires active outreach efforts, such as at LACHSA due to the ongoing arts performances and events where parent volunteers assist. Back-to-School Nights and Parent meetings are also held at the specialized high schools.</p> <p>Parents will continue to participate in various capacity-building opportunities that prepare them to be actively involved in the education of their students. This includes academic support, social emotional/mental health training, and other topics as requested by parents.</p> <p>Parents of students with disabilities will not only be invited to participate in IEP meetings of their children, but PFECF staff will encourage them to participate in the academies or town hall meetings where information is about the special education program</p>	\$1,113,662.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>provided to parents. PFECF will continue to offer topic-specific townhall meetings for parents and families, including for parents of student in the special needs program. All parents, including parents of students with disabilities, will continue to receive weekly communication from PFECF staff, to provide them with timely information and updates on services and programming for them and their students.</p>		
2.2	PBIS	<p>Continue to fund the Coordinator II position responsible to provide PBIS tier level training to all sites to support a decrease in the number of discipline incidents and increase school safety. The coordinator will also be responsible for the administration of professional development on classroom strategies that support the framework for PBIS and training on laws, policies, and best practices related to student discipline. PBIS, Nonviolent Crisis Intervention (NCI) and Dialectical Behavior Therapy (DBT) training will be continuously provided at all JCS and CCS sites to support a decrease in the number of discipline incidents and increase school safety.</p> <p>Interagency collaboration trainings will be implemented and ongoing use of PBIS points in day-to-day operations will be monitored and expanded.</p>	\$633,827.00	No
2.3	Mental Health Support	<p>A school mental health program will be implemented at Renaissance PAU, IPOLY, and LACHSA sites. The mental health program staff will support JCS sites with various needs as necessary (e.g., training, consultation, etc.). School staff will be provided with at least one professional development training in relation to mental health (e.g., trauma-informed approaches, psychological first aid, etc.) Individual, group, and family mental health counseling will be made available to students. Graduate-level social work interns will be utilized to assist in providing services to students and families, such as relationship building and healing. School staff will be provided with mental health</p>	\$1,932,424.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>consultations regarding concerns related to students. Crisis and threat assessment teams will be employed for students and staff in the event of a crisis, natural disaster, or act of violence/terrorism.</p> <p>The California Healthy Kids Survey will be administered annually to assess the current status of students' sense of safety at the school site and connectedness. The data from the survey will be analyzed and presented to the central office, as well as site administrators to develop a plan of action. School principals will get broken down data based on their site to better address the needs of the students at their school site.</p>		
2.4	Attendance	<p>LACOE office staff, site administrators and teachers will be provided with attendance data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance in order to improve their overall attendance. Support staff will review attendance plans and monitoring attendance on a regular basis to impact engagement.</p>	\$1,785,457.00	Yes
2.5	Chronic Absenteeism K-8	<p>LACOE office staff, site administrators and teachers will be provided with chronic absenteeism data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance to improve their overall attendance.</p> <p>In addition, the school social workers will provide students at-risk and those currently chronically absent with support by doing home visitations. Home visitations will allow the social workers to talk to the students and family members about their obstacles in attending school regularly to find solutions.</p> <p>To further address chronic absenteeism, there will be an ongoing emphasis on supporting students and families with any obstacles that may be preventing them from attending school on a regular basis.</p>	\$758,819.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Staff working with our at-promise students support with referrals to medical, dental, mental health care services, and food resources, as appropriate and needed. Additionally, schools will continue to set up rooms to support students with basic needs such as clothing, shoes, and school supplies.		

Goal Analysis [2022-23]

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

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

Parent and Family Engagement

Parent and family engagement is critical to bridging academic and socio-emotional support for all students. From an analysis of demographic enrollment data, LACHSA has identified community outreach as necessary for improving its student enrollment demographics to reflect those of its surrounding community better. In keeping with the Los Angeles County Board of Education benchmarks to increase student demographic higher than 30% for Hispanic-Latino students, 30% for white students, and 40% combined for other ethnicities, it wishes to increase the student population of underrepresented student groups, including low-income, English learners, foster youth, and students of color from diverse backgrounds by conducting strategic outreach. LACHSA will review the duties of the Community Outreach Associate and conduct direct outreach to arts partners and community arts organizations throughout diverse communities to increase its visibility and recruit students who attend community arts organizations connected to thriving and diverse communities of color throughout the greater Los Angeles County. Specifically, the LEA's intended attendance outcome is that by the end of each year, the average attendance rate shall increase by 1%.

PFECP

In the 2022-23 school year, parents and families participated in RTSA Exhibitions at Renaissance Schools and Angeles Forest PAU. This is the first year that parents can attend these exhibits. Parents were elected as School Site Councils, ELACs, and Shared-Decision Making committees. This advances the work of engaging parents and families as decision-makers in school systems. PFECP launched its social media platforms, including Instagram, Facebook, and YouTube, and maintains a robust website with a calendar, information, and resources for families. Further work will be completed in 2023-24 to design data collection instruments to obtain percentage of parents attending PFECP events.

Attendance Rates

A data review reflects that attendance rates from 2020-21 to 2021-22 were maintained or had minimal decreases at all schools. A goal for chronic absenteeism is newly added for the specialized schools that were not incorporated in last year's LCAP goal of 19% for chronic absenteeism. As an area of focus, support staff will continue reviewing, planning, and providing students with resources and guidance to improve their overall attendance. The support staff will review attendance plans and monitor attendance regularly to impact engagement.

The parent participation metric requires revisiting to include data points that are available by end of year. The current metric of "At the end of each year, the parent/family participation (PFCEP meetings) shall represent at least 20% of the student population at the JCS/CCS sites.

Chronic Absenteeism

Similarly, the LEA's 2021-22 chronic absenteeism rate of 28.2% demonstrates a decrease of 11 percentage points from the 2020-21 chronic absenteeism rate of 17.1%. Renaissance County Community, a district school serving students whose districts of residence have been expelled, demonstrates a slight decrease of 4.1 percentage points from 83.7% to 79.6% from 2020-21 to 2021-22. The average chronic absenteeism rate for the CCS is approximately 78%. LACOE office staff, site administrators, and teachers will regularly receive chronic absenteeism data to impact student engagement. The support staff will continue reviewing, planning, and providing students with resources and guidance to improve their attendance.

Suspension Rates

The expected outcome for suspension rates measures an end-of-year goal not to be more than 20% at the JCS, 5% at the CCS, and 1% at IPoly and LACHSA. In the 2021-22 school year, suspension rates were higher than the expected outcome for the camps and the CCS; however, the specialized high schools (LACHSA and IPoly) maintained very low suspension rates, thus meeting the outcome of no more than 1%. The average suspension rate for the halls was also under 20%, but the CCS or the camps did not reach the same. Specifically, Camp Afflerbaugh-Paige and Rockey's suspension rate was 63% and 56%, respectively. Professional Development on classroom strategies that align with the framework for PBIS is needed. PBIS Incident data is collected and published in an internal Power BI system. Further data maintenance and management is necessary to ensure data collected reflects accurate data including suspension disposition when utilizing a local indicator to measure suspension rates.

Additionally, training on laws, policies, and best practices related to student discipline continues to be a significant action and supports for all JCS and CCS sites. DSP will continue to provide training on PBIS, Nonviolent Crisis Intervention (NCI), and Dialectical Behavior Therapy (DBT).

Expulsion rates

LACOE met its outcome this school year to continue to have a 0% expulsion rate. All sites maintained the rate of zero expulsions in the 2021-22 school year.

Mental Health supports – Both programs will continue at Renaissance PAU, IPOLY, and LACHSA sites. The mental health program staff from the Department of Mental Health supporting the JCS sites will provide school staff with at least one professional development training in Mental Health.

Multi-System of Support Framework (MTSS) - Educational partners have expressed the need to expand the implementation of a Multi-Tiered System of Support (MTSS) plan across all sites. The MTSS framework will support a whole-child approach and use the tiered support system, universal screening, and progress monitoring to develop positive instruction and social and academic behavior interventions to support targeted student groups needing more intensive support. In this capacity, school counselors can provide trauma-informed wrap-around services as part of a comprehensive school counseling program. It also reviews the counselor's role in implementing the MTSS framework. Central office staff will help all sites implement this action which covers Actions 2.2-2.5.

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.

The total budget expenditures for goal 2 are \$10,103,522.00. This includes a duplicate of funds to pay for actions within goal 2. The actual expenditures for goal 2 were \$10,995,996.10, which are short of the budgeted expenditures. Since these expenditures were 100% in duplicated salaries, not all positions were filled, leaving extra funds.

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

The actions in tandem helped make progress toward the goal. Mental health support and PBIS actions helped with attendance and with chronic absenteeism. There was also mental health training for the parents during a parent workshop. These actions as groups support each other and assisted in making progress toward the goal.

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.

The planned goal, metric, and actions will need to remain the same for at least another year. The goal for the 2023-24 school year is for all Los Angeles County Office Education Educational Programs staff but now there is a need to ensure the actions are being identified and implemented throughout Educational Programs. In the 2023-24 school year there will be a focus on the implementations of the actions and additional input from all educational partners will be acquired to determine if there is a need to add, change, or delete any of the actions of first goal.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Local and state data indicate that there is a need to improve assessment results in English language arts and mathematics. Although students have demonstrated growth in the Star Renaissance assessment, there is a need to bring students to grade level. The average reading level of students in the JCS and CCS is at the 5.1 level, this is far below the average grade level of the students. In mathematics, the students in the JCS and CCS are performing at the 6.1 level. This is also below the average grade level of the students. This goal addresses the need to close the opportunity gap of all students to ensure they reach grade level during their time at a LACOE school.

CAASPP data results from the 2021-22 indicate students at the JCS and CCS are performing in both English language arts and mathematics well below the state average. This goal addresses this issue by assigning actions that will help students increase in English Language Arts and in mathematics in the CAASPP assessment. The significant impact of the COVID-19 pandemic is evident in student performance on the CAASPP data. Particularly evident in the performance of 11th grade students as they were directly impacted by the school closures and societal effects of the ongoing pandemic. Learning recovery and stabilization efforts will continue to serve at the forefront of the LEA's efforts. Since CAASPP data is a lag indicator, a greater emphasis is needed on formative assessments including STAR ELA and Math for the JCS and CCS and NWEA for LACHSA and IPoly.

English language reclassification in 2021-22 was 1.8%. English language proficiency data and reclassification rate also indicate a need to improve the language proficiency of students. The reclassification rate decreased in 2021-22 from the previous school year.

Goal three addresses state priorities one, two, four, seven, nine and ten.

The actions and metrics of this goal together ensure that students have the necessary support required to close the opportunity gap and make expected progress on statewide assessments. The metrics include state and local assessment data that will be measured to see if the goal was met. It also includes reclassification data to ensure students are reaching English proficiency. The actions support the goal by providing resources to areas that will help increase assessment results as well as help students with disabilities, foster youth, and homeless students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - ELA	CCS – 9% JCS – 2%* (*average) IPOLY – 89% LACHSA – 91% (2018-19, CASSPP Website)	CCS – 19% JCS – 4%* (*average) IPOLY – 84% LACHSA – 93% (2020-21, CASSPP Website)	CCS – 6.38% JCS – 5%* (*average) IPOLY – 79.5% LACHSA – 76.1% (2021-22, CASSPP Website)		Each year CAASPP–ELA scores shall increase at least 2% at all sites.
CAASPP - Math	CCS - 3% JCS – 3%* (*average) IPOLY – 63% LACHSA – 55% (2018-19, CASSPP Website)	CCS - 2% JCS – 2%* (*average) IPOLY – 51% LACHSA – 49% (2020-21, CASSPP Website)	CCS - 2% JCS – 0%* (*average) IPOLY – 51.8% LACHSA – 34% (2021-22, CASSPP Website)		Each year CAASPP – Math scores shall increase at least 2% at all sites.
Reclassification Rate	Reclassification rate at LACOE: 4% (2019-20, Dataquest)	Reclassification rate at LACOE: 4% (2021-22)	Reclassification rate at LACOE: 1.8% (2021-22)		Each year reclassification rate shall increase at least 2%, reflecting a desired outcome of 8% at the end of year three.
Progress towards English Proficiency	7.63% of LACOE English learners received a score of level 4 on the ELPAC (2018-19, Summative ELPAC)	7.14% of LACOE English learners received a score of level 4 on the ELPAC (2020-21, Summative ELPAC)	11.11% of LACOE English learners received a score of level 4 on the ELPAC (2021-22, Summative ELPAC)		Each year, there shall be a 1% increase in the number of students scoring a level 4 in the English Language Proficiency Assessments for California (ELPAC)
STAR Math data (JCS and CCS sites)	STAR results demonstrate the average Grade Level	STAR results demonstrate the average Grade Level	STAR results demonstrate the average Grade Level		Each year the overall average Grade Level Equivalency outcome

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 6.1 Foster Youth: 6.4 Homeless: 6.5 SPED: 5.6 EL: 5.5 African American: 5.7 Latinx: 6.2</p> <p>(STAR Data, 2020-21)</p>	<p>Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.3 Foster Youth: 4.7 Homeless: 5.7 SPED: 3.7 EL: 4.8 African American: 4.3 Latinx: 5.5</p> <p>(STAR Data, 2021-22)</p>	<p>Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.5 Foster Youth: 4.9 Homeless: 5.3 SPED: 4.6 EL: 4.6 African American: 5.2 Hispanic/Latino: 5.5 (STAR Data, 2022-23)</p>		shall increase by 0.3 points in mathematics
STAR Reading data (JCS and CCS sites)	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.1 Foster Youth: 4.9 Homeless: 5.6 SPED: 4.6 EL: 3.8 African American: 4.5 Latinx: 5.1</p> <p>(STAR Data, 2020-21)</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.3 Foster Youth: 5.3 Homeless: 6.2 SPED: 4.4 EL: 4.1 African American: 5.3 Latinx: 5.2</p> <p>(STAR Data, 2022-22)</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.2 Foster Youth: 5 Homeless: 4.9 SPED: 4.7 EL: 4 African American: 4.9 Hispanic/Latino: 5.2</p> <p>(STAR Data, 2022-23)</p>		Each year the overall average Grade Level Equivalency outcome shall increase by 0.3 points in reading.
Credentialed Teachers	100% of LACOE teachers have a full credential (percentage)	100% of LACOE teachers have a full credential. Data	1 Misassignment		100% of LACOE teachers shall have a full credential

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	determined as follows: teachers with full credential/total number of teachers). (SARC, 2019-20)	subject to change (percentage determined as follows: teachers with full credential/total number of teachers).	2020-21 CalSAAS Report		(percentage determined as follows: teachers with full credential/total number of teachers).

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Basics Services for English Learners	<p>LACOE will continue to offer English Learners a variety of courses that include designated and integrated English Language Development (ELD). The implementation of designated English Language Development (ELD) at the CCS is a high need. The English Learner Master Plan will be implemented at all LACOE school sites to provide oversight and monitoring of English Learners, as well as reclassified students, for four years. English Learners will continue to be supported through classroom instruction, interventions, and enrichment activities, so they can achieve annual progress in learning English and reach reclassification.</p> <p>Newcomer English Learners will be assessed in mathematics and reading using the Star Renaissance Assessment to measure their level of proficiency in their primary language. English Learners Teachers on Special Assignment (TOSA) will provide intensive support in speaking, reading, and writing to students scoring in the “Beginning to Develop” level of the ELPAC.</p> <p>English learners will receive additional language support from the teachers and paraeducators when student data demonstrates a need for additional support. Individualized instruction will be provided to English Learners during class time to assist them in building their oral language, reading, and writing skills. This support will help the students improve at least one ELPAC level per school year.</p>	\$9,883,901.00	No

Action #	Title	Description	Total Funds	Contributing
		English Learner leads monitor progress of students and include teacher input. The leads provide support to students in designated ELD, assist teachers with strategies during integrated ELD, provide professional development, lead in testing LTELs and determine if students are ready for reclassification. Instructional strategies offered to LTELs included necessary linguistic support to access the academic content across the curriculum. Professional development will continue to support this work.		
3.2	Reclassification	Reclassified students will also be monitored for four years after reclassification and if needed, they will be provided with extra support to ensure they succeed academically.	\$974,548.00	No
3.3	Interventions	Provide academic support, including coordination of instruction, interventions, enrichment opportunities, and/or tutoring to expelled youth and monitor their growth. Additionally, extended learning opportunities will be provided to students to support student achievement though tutoring opportunities for students who need academic support.	\$4,559,421.00	Yes
3.4	Expelled Youth	LACOE staff will collaborate and align services with local agencies and community-based organizations for Expelled Youth in order to coordinate instruction and their Individual Learning Plans. Training and professional development will be continuously provided for administrators, counselors, and teachers on developing and monitoring student Individual Learning Plans. Procedures in place at the central office will ensure requests from the juvenile court on student information will be provided in a timely manner. Coordination of necessary educational services will also be made to provide services to students.	\$1,916,634.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The Student Registrar office will develop and implement a mechanism for the efficient expeditious transfer of health and education record and the health and education passport. The office will monitor the speed in which records are transferred and will revise the plan based on data collected.</p>		
3.5	Foster Youth	<p>LACOE will identify foster youth using the LACOE developed Educational Passport System (EPS) and continue to send educational related data to shared database, A Educational Passport and Aftercare. Foster youth will be referred to partner agencies who support and monitor students' progress along with coordinate service agencies.</p> <p>LACOE will work with the county child welfare agency to minimize changes in students' school placement. In addition, education-related information will be provided to the county child welfare agency to assist in the delivery of searches to foster children, including educational status and progress information that is required to be included in court reports.</p>	\$1,916,634.00	No
3.6	Dissemination of Data	<p>LACOE will disseminate data by student group on a regular basis to LACOE office staff and site administrators on the ELPAC, CAASPP, Star Renaissance assessment, the California Dashboard, DataQuest, and other databases to improve the academic achievement of all students. Data from student surveys will be disseminated to inform LACOE of student and stakeholder input, needs, challenges, and areas of growth. There will also be a continuation of the use of Microsoft's Power BI to support data chats and review student achievement.</p>	\$198,733.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Instruction	RTSA will continue to be implemented at all JCS and CCS schools and professional development will be provided to teachers in order to increase student achievement. Administrative observations and walkthroughs will be used to provide instructional feedback to teachers in order to improve instruction. Curriculum and instruction will be monitored and reviewed to connect the Common Core State Standards and the California English Language Development standards.	\$391,617.00	No Yes
3.8	Teacher Credentialing	LACOE will assign fully credentialed teachers to make sure to meet the unique needs of low-income, English learners, expelled youth and foster youth students.	\$2,431,299.00	No
3.9	Conditions for Learning	Data will be reported on conditions for learning (textbooks and facilities) on a regular basis. School facilities will be inspected to take appropriate measures in ensuring that all facilities are in good repair. Textbooks will be inventoried, ordered, and distributed so that all students have access to a standards-aligned textbooks and curriculum. Textbook sufficiency reports will continue on a yearly basis.	\$170,632.00	No
3.10	Homeless Students	The LACOE staff will conduct training and professional development on laws, policies, and best practices for homeless students. They will also participate in all LACOE-FYS/Homeless Education Liaison meetings	\$203,314.00	No
3.11	Assessments	LACOE will continue to administer state required assessments (CAASPP, ELPAC, IABs, etc.) and the Star Renaissance assessment at the JCS and CCS. Student progress will be measured quarterly using the STAR reading and mathematics assessment to determine the effectiveness of courses implemented. Student work will also be used to determine student mastery of the content of the courses and	\$254,530.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>where additional support is needed for academic improvement. All student groups will be monitored using the STAR data see the outcomes of the students.</p> <p>The NWEA assessment will be administered at the specialized high schools periodically. Teachers will receive ongoing training on their respective local assessment to monitor student growth and provide the appropriate interventions for students in need. Increasing testing participation and culture will be a focus in the administration of formative and summative assessments.</p>		
3.12	Data Chats (Continuous Improvement)	Data-driven discussions will continue to occur on a regular basis at the district and site level. During their Professional Learning Communities (PLC) Site, administrators and teachers will review test data from state and local assessments to create RTSA unit plans to address the needs as well as direct support and programs. District and site level data reviews will occur multiple times at the year to inform the development of school plans and goal monitoring. The system of data management will be assessed for further development and alignment with complementary LCAP actions.	\$3,139,799.00	No
3.13	Professional Development	Teachers, paraeducators, administrators, and district office staff will be provided with ongoing professional development in the RTSA unit plan, Common Core State Standards in English Language Arts and mathematics. They will also receive ongoing professional development in History-Social Science, the Next Generation Science Standards, the English Learners Master Plan and other subject areas to improve student assessment results. Ongoing training will be provided on ELPAC and English Language Development strategies to support English learners in reading, listening, speaking, and writing.	\$213,290.00	No

Action #	Title	Description	Total Funds	Contributing
3.14	Culturally Responsive Pedagogy	Culturally Responsive pedagogy will be used to address the needs of all students and ensure equity and access with a focus on African American students in the areas of English Language Arts and mathematics. Culturally relevant books and curriculum to be implemented and continue to develop an Ethnic Studies curriculum and arts integration.	\$220,632.00	No
3.15	Students with Disabilities	LACOE will reduce the number of suspensions of students with disabilities at the camps and halls schools. This is an area of focus for LACOE's Division of Student Programs' Continuous Improvement Monitoring Plan. Students with disabilities will be provided academic support/interventions to increase their academic achievement in English Language Arts and mathematics. Parent engagement will be used to collaborate with parents to provide students with the appropriate IEP goals and interventions to increase test participation as well as scores.	\$52,737.00	No

Goal Analysis [2022-23]

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

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

The DSP team implemented Goal 3 of the local control and accountability plan with several actions. The 15 actions identified in Goal 3 were:

English Learners

Offering English Learners' various courses that include designated and integrated English Language Development (ELD). Implementing the English Learner Master Plan at all LACOE school sites provides oversight and monitoring of English Learners' language developmental needs and status monitoring of redesignated students for four years. In addition, supporting English Learners through classroom instruction, interventions, and enrichment activities, so they can achieve annual progress in learning English and reach reclassification. In the 2022-23 school year, LACOE DSP served 106 English Learners, 24.6% were LTELs and of the remaining English Learner population, 2.8% were newcomers or within 3 years of attending a US school. Both groups of English Learners require unique approaches tied to specific student

need. For example, the intervention model will support specific academic and linguistic need, such as pairing paraeducators with small group for learning support in smaller learning settings. Educational partners provided feedback such as necessary language support for students, paraeducators, and additional instructional materials.

Monitoring reclassified students for four years after reclassification and, if needed, providing extra support to ensure they succeed academically. The End of Year Grade level equivalency for English learners is slightly lower than last year's student population. Although a comparison between cohorts is not possible due to the transiency rate at the JCS and CCS, the data supports the need for ongoing data monitoring, academic language and intervention supports, and integrated support services to raise language proficiency and literacy achievement and performance.

English Learner Reclassification Rates by Site - 2021-22

- 0% Afflerbaugh-Paige Camp
- 0% Central Juvenile Hall
- 50% International Polytechnic High
- 0% Kirby, Dorothy Camp
- 14.3% L.A. County High School for the Arts
- 0.6% Nidorf, Barry J.
- 1.1% Renaissance County Community
- 0% Road to Success Academy at Campus Kilpatrick
- 5.6% Rockey, Glenn Camp

Intervention

Provide academic support, including coordination of instruction, interventions, enrichment opportunities, and tutoring to expelled youth and monitor their growth. Additionally, the team will offer extended learning opportunities to students to support student achievement through tutoring opportunities for students who need academic support. The intervention model will support specific academic and linguistic need, such as pairing paraeducators with small group for learning support in smaller learning settings.

Expelled Youth

Collaborate and align services with local agencies and community-based organizations for Expelled Youth to coordinate instruction and their Individual Learning Plans.

Foster Youth

Identify foster youth using the LACOE-developed Educational Passport System (EPS) and continue to send educational-related data to the shared database, LA Educational Passport, and Aftercare. Feedback provided by educational partners expressed interest in the data

identification collection system. A review of the process and procedures for identifying and monitoring foster youth will be continue in the 2023-24 school year.

Dissemination of Data

Regularly disseminate data by a student group to LACOE office staff and site administrators on the ELPAC, CAASPP, Star Renaissance assessment, the California Dashboard, DataQuest, and other databases to improve the academic achievement of all students. Develop a data cycle as part of the SPSA and WASC school planning process to monitoring data ongoing.

RTSA

Continue implementing RTSA, Thematic Interdisciplinary PBL, at all JCS and CCS schools and provide professional development to teachers to increase student achievement. Curriculum and instruction will be monitored and reviewed to connect the Common Core State Standards and the California English Language Development standards. The team will complete administrative observations and walkthroughs to provide instructional feedback to teachers to improve instruction. The input will incorporate information from the teacher and administrator.

Teacher Credentialing

Assign fully credentialed teachers to meet the unique needs of low-income English Learners, expelled youth, and foster youth students. Educational partners provided feedback seeking information about certification programs and subject matter authorizations. DSP is exploring the implementation of a certificated program for teachers for implementation in the 2023-24 school year.

Conditions for Learning - Textbook Sufficiency

Report data on conditions for learning (textbooks and facilities) regularly. School facilities will be inspected to take appropriate measures to ensure that all facilities are in good repair. Textbooks will be inventoried, ordered, and distributed so all students can access standards-aligned textbooks and curriculum. Textbook sufficiency reports will continue yearly.

Homeless Students

Conduct training and professional development on laws, policies, and best practices for homeless students. The End of Year Grade level equivalency for homeless students is lower than last year's student population. Although a comparison between cohorts is not possible due to the transiency rate at the JCS and CCS, the data supports the need for ongoing data monitoring, intervention supports, and integrated support services for homeless students to raise literacy achievement and performance.

Assessments and Student Academic Performance

Continue administering state-required assessments (CAASPP, ELPAC, IABs, etc.). LACHSA and IPoly students' performance on the 2021-2022 CAASPP tests demonstrated decreases in ELA and math, however, scores were higher compared to the State average. In ELA, 79.5% of LACHSA students met or exceeded the performance standard on the 2021-22 CAASPP and 76.1% of IPoly students met or exceeded the performance standard on the 2021-22 CAASPP compared to the State average of 47%. In math, 34% of LACHSA students met or exceeded the performance standard on the 2021-22 CAASPP, and 51.7% of IPoly students met or exceeded the performance standard on the 2021-22 CAASPP compared to the State average of 47%. To address the decreases in math performance, LACHSA has hired an assistant principal who is a former math specialist to focus on math professional development.

The Star Renaissance assessment at the JCS and CCS. The NWEA assessment will be administered at the specialized high schools periodically. Teachers will receive ongoing training on their respective local assessments to monitor student growth and provide the appropriate interventions for high-need students. A review of STAR Renaissance Reading and Math data from July 1, 2022, through May 1, 2023, reflects low average reading and math scores. For example, English learners attending the CCS were reading at a 3rd-grade level and performed the lowest among all student groups in reading and math. In math, ELs attending the CCS, performed equally low in math Grade-level equivalent of 4.5, which is grade level of 4th grade.

Conversely, Hispanic/Latino students attending the CCS had a GLE of 6.0, 6th grade in ELA, and a GLE of 5.8 in math, slightly short of 6th grade. This outcome poses a few considerations due to the time students are enrolled at the JCS and CCS sites. However, even if students attend the JCS and CCS for short periods of time, language supports are necessary. The common goal for STAR math performance at the JCS and CCS sites is to increase by 0.3 points yearly. Students with Disabilities and African American students met the expected LCAP outcome in Reading and Mathematics.

Data Discussions for Continuous Improvement

Hold ongoing data discussions at the district and site levels. During their Professional Learning Communities (PLC) Site, administrators and teachers will review test data from state and local assessments to create RTSA unit plans to address the needs and direct support and programs. The development of a protocol for data analysis based on SPSA and WASC school goals is needed as a progress monitoring tool. Also, an exploratory task group is needed to review the LCAP metrics in preparation for the next three-year cycle.

Professional Development

Provided ongoing professional development in the RTSA unit plan, and Common Core State Standards in English Language Arts, and mathematics. They will also receive ongoing professional development in History-Social Science, the Next Generation Science Standards, the English Learners Master Plan, and other subject areas to improve student assessment results. Staff will provide ongoing training on ELPAC and English Language Development strategies to support English learners in reading, listening, speaking, and writing.

Culturally Responsive Pedagogy

Use Culturally Responsive pedagogy to address the needs of all students and ensure equity and access with a focus on African American students in the areas of English Language Arts and mathematics. Feedback from staff contributes to the need for incorporating more Culturally Responsive Pedagogy and Ethnic Studies courses. However, Black and African American Student Key Informant Interviews were conducted in March of 2023 and 58 students participated from all sites. Most students did not feel that their race impacts...

- o Support with learning (79%)
- o Academic success (79%)
- o Treatment at school (66%)
- o opportunities to provide voice in activities, events and school culture (69%)
- o their interactions with staff (66%)

However, 47% felt adequately represented in the school staff. An Ethnic Studies Microcredential program started in May 2023 and was well received. Arts and music education will expand to include additional enrichment support services per educational partner feedback.

Special Education

Reduce the number of suspensions of students with disabilities at the camps and halls of schools. Staff will provide Students with disabilities academic support/interventions to increase their academic achievement in English Language Arts and mathematics. PFCEP and Community Specialists will provide parent and family engagement to collaborate with parents to provide students with the appropriate IEP goals and interventions to increase test participation and scores. In May 2023, a Special Education Academy was established to offer information on the special education program and laws for parents. The PFCEP team and DSP's Special Education Team collaborated on the delivery and implementation of this academy. The LACOE SELPA Annual Plan outlines the actions and supports for special education services and supports. Disproportionality rates are reviewed and monitored via the Monitoring Action Plan.

During the 2022-23-year, staff implemented all identified actions. Although the team implemented all actions, not all have been fully implemented and will continue to be addressed in the 2023-24 LCAP. Additionally, adding actions and services for other pupil outcomes is necessary to capture some of specialized needs of the students served and school-specific missions. Mission-specific metrics may include but not limited to metrics for student outreach for LACHSA, arts integration into the curriculum across all sites, and measuring supports for graduation rates.

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.

The total budget expenditure for goal 3 was \$42,102,192.00, which includes a duplication of funds for the actions. The actual expenditures as of 6/1/2023, were \$ \$21,567,672.05, for goal 3. Since 100% of these expenditures were for personnel salaries, not all budget expenditures were used since some positions were eliminated due to budget cuts and other positions were not filled.

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

Through the specific actions our students received the necessary supports to help them make progress. In general, our students showed growth in ELA/ Reading assessments. Our students are benefiting from the core program as well as intervention, enrichment and tutoring opportunities provided to them. The use of data and the data chats have helped our staff reflect on the identified actions and reflect on the needs moving forward. Our teachers have continued to receive professional development. The focus has been on ensuring student engagement through culturally responsive pedagogy. This focus has helped improve the way we respond to behavior and has resulted in a decrease in suspension numbers in our Juvenile Court Schools and County Community 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.

Although for this goal there are no changes to the planned goal, metrics, actions or desired outcomes the data has helped us reflect on the necessary focus moving forward. Based on the analysis for the data in 2022-23 we will need to continue to focus on support in math to ensure our teachers are well equipped to close the gaps as well as ensure there is progress in the assessments. In addition, we will need to ensure our EL students continue to be identified and that services are differentiated based on their needs. Finally, attendance will continue to be an area of focus especially in our specialized high schools and county community schools. Attendance was impacted in the identified schools due to the pandemic, however, moving forward we expect that there will be improvement at all sites. Specifically, Action 3.1; Action 3.14 and Action 3.15. were modified to address educational feedback for the next school year.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$4,463,642	\$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
13.56%	0.00%	\$0.00	13.56%

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

Required Descriptions

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

- Goal 2 Action 2.4 Attendance**
 Foster youth, English learners and low income students have lower levels of engagement in school and therefore lower rates of attendance. In order to address the unique needs of this population counselors will provide calls and meet individually with students to ensure foster youth, English learners and low-income students are attending school. In addition counselors will work closely with teachers to provide professional development on needs of the population and engagement strategies to ensure students attend school regularly and ultimately increase attendance rates. Additionally, teachers, para-educators and support staff will be provided specific tools and professional development to incorporate research based strategies to increase engagement for foster youth., English learners and low-income students and increase attendance rates.
- Goal 2 Action 2.5 Chronic Absenteeism**
 Due to a need for resources and the impact of trauma, foster youth, English learners and low-income students have higher rates of Chronic Absenteeism. To address this need counselors and social workers will follow up with Foster youth, English learners, and low-income

students who are chronically absent and conduct home visitations to determine and address obstacles in attending school. Referrals to medical, dental, mental health care, food resources as well as clothing, shoes, and school supplies will be provided as needed.

Goal 3 Action 3.3 Interventions

Although foster youth, English learners and low income students may be participating in intervention programs they may not always show progress in reading and math. Furthermore, there may be students who are at a much lower grade level that need to have a higher frequency and time in intervention programs to increase achievement in reading and math. Data will be reviewed for foster youth, English learners and low income students that are in intervention programs to determine what specific additional supports may be needed. Students will be provided additional tutoring services, additional access to technology or programs translated in the primary language as needed.

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

Foster Youth, English Learners and Low Income Students

LACOE recognizes the need to improve the achievement of foster youth, English learners and low income students. LACOE projects to receive \$3,563,698 in LCFF Supplemental and/ or Concentration grants and the projected percentage to increase or improve services for the coming school year is 7.21%. As such., services for foster youth, English learners, and low-income students are being increased by providing additional support to the students beyond what is required by the state and federal law. Low-income students will receive interventions to help them catch up to grade level in all subject areas. There is also a focus on increasing low-income students' attendance by identifying and providing them with the support they need, including mental health support, to attend classes daily. Additionally, LACOE juvenile court schools and county community schools will offer students one-on-one tutoring, mentoring, counseling and small group counseling provided to students by LACOE staff during and outside of the instructional day which may include after-school or during weekends.

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

N/A

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$37,378,402.00			\$8,748,480.00	\$46,126,882.00	\$45,031,217.00	\$1,095,665.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	School Facilities	All	\$2,550,898.00				\$2,550,898.00
1	1.2	Graduation Rates	All	\$4,159,630.00				\$4,159,630.00
1	1.3	College Courses	All	\$4,159,630.00				\$4,159,630.00
1	1.4	Access to Courses	All	\$373,946.00				\$373,946.00
1	1.5	Technology Professional Development	All	\$170,632.00				\$170,632.00
1	1.6	Middle and high school dropouts	All	\$1,916,634.00			\$43,602.00	\$1,960,236.00
2	2.1	Community and Family Engagement	All	\$246,952.00			\$866,710.00	\$1,113,662.00
2	2.2	PBIS	All				\$633,827.00	\$633,827.00
2	2.3	Mental Health Support	All				\$1,932,424.00	\$1,932,424.00
2	2.4	Attendance	English Learners Foster Youth Low Income	\$1,785,457.00				\$1,785,457.00
2	2.5	Chronic Absenteeism K-8	English Learners Foster Youth Low Income	\$758,819.00				\$758,819.00
3	3.1	Basics Services for English Learners	All	\$8,733,332.00			\$1,150,569.00	\$9,883,901.00
3	3.2	Reclassification	All				\$974,548.00	\$974,548.00
3	3.3	Interventions	English Learners Foster Youth Low Income	\$1,919,366.00			\$2,640,055.00	\$4,559,421.00
3	3.4	Expelled Youth	All	\$1,916,634.00				\$1,916,634.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Foster Youth	All	\$1,916,634.00				\$1,916,634.00
3	3.6	Dissemination of Data	All	\$198,733.00				\$198,733.00
3	3.7	Instruction	All	\$391,617.00				\$391,617.00
3	3.8	Teacher Credentialing	All	\$2,431,299.00				\$2,431,299.00
3	3.9	Conditions for Learning	All	\$170,632.00				\$170,632.00
3	3.10	Homeless Students	All	\$203,314.00				\$203,314.00
3	3.11	Assessments	All	\$198,733.00			\$55,797.00	\$254,530.00
3	3.12	Data Chats (Continuous Improvement)	All	\$2,781,509.00			\$358,290.00	\$3,139,799.00
3	3.13	Professional Development	All	\$170,632.00			\$42,658.00	\$213,290.00
3	3.14	Culturally Responsive Pedagogy	All	\$170,632.00			\$50,000.00	\$220,632.00
3	3.15	Students with Disabilities	All	\$52,737.00				\$52,737.00

2023-24 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
\$32914760	\$4,463,642	13.56%	0.00%	13.56%	\$4,855,259.00	0.00%	14.75 %	Total:	\$4,855,259.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$2,310,983.00
								Schoolwide Total:	\$4,855,259.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Attendance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central, BJN, Kirby, Renaissance CCS, Rockey, Kilpatrick, and Afflerbaugh- Paige	\$1,785,457.00	
2	2.5	Chronic Absenteeism K-8	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central, BJN, Kirby, Renaissance CCS	\$758,819.00	
3	3.3	Interventions	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Central, BJN, Kirby, Renaissance CCS, Rockey, Kilpatrick, and Afflerbaugh- Paige	\$1,919,366.00	

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 (%)
3	3.7	Instruction	Yes	Schoolwide Limited to Unduplicated Student Group(s)			\$391,617.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$63,330,092.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	School Facilities	No	\$1,978,965.00	
1	1.2	Graduation Rates	No	\$2,722,656.00	
1	1.3	College Courses	No	\$2,580,285.00	
1	1.4	Access to Courses	No	\$389,369.00	
1	1.5	Technology Professional Development	No	\$172,439.00	
1	1.6	Middle and high school dropouts	No	\$1,978,965.00	
2	2.1	Community and Family Engagement	No	\$460,175.00	
2	2.2	PBIS	No	\$176,732.00	
2	2.3	Mental Health Support	No	\$799,279.00	
2	2.4	Attendance	Yes	\$4,963,395.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Chronic Absenteeism K-8	Yes	\$4,963,395.00	
3	3.1	Basics Services for English Learners	No	\$14,121,151.00	
3	3.2	Reclassification	No	\$263,937.00	
3	3.3	Interventions	Yes	\$2,403,553.00	
3	3.4	Expelled Youth	No	\$2,403,553.00	
3	3.5	Foster Youth	No	\$2,403,553.00	
3	3.6	Dissemination of Data	No	\$108,737.00	
3	3.7	Instruction	No	\$389,369.00	
3	3.8	Teacher Credentialing	No	\$1,978,965.00	
3	3.9	Conditions for Learning	No	\$172,439.00	
3	3.10	Homeless Students	No	\$142,371.00	
3	3.11	Assessments	No	\$103,637.00	
3	3.12	Data Chats	No	\$16,832,189.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.13	Professional Development	No	\$389,369.00	
3	3.14	Culturally Responsive Pedagogy	No	\$389,369.00	
3	3.15	Students with Disabilities	No	\$42,245.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$12,330,343.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Attendance	Yes	\$4,963,395.00			
2	2.5	Chronic Absenteeism K-8	Yes	\$4,963,395.00			
3	3.3	Interventions	Yes	\$2,403,553.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
74,680,890		0%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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