

COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Modoc County Office of Education

CDS Code: 25 10256 2530038

School Year: 2026-27

COE contact information:

Misti Norby

Deputy Superintendent

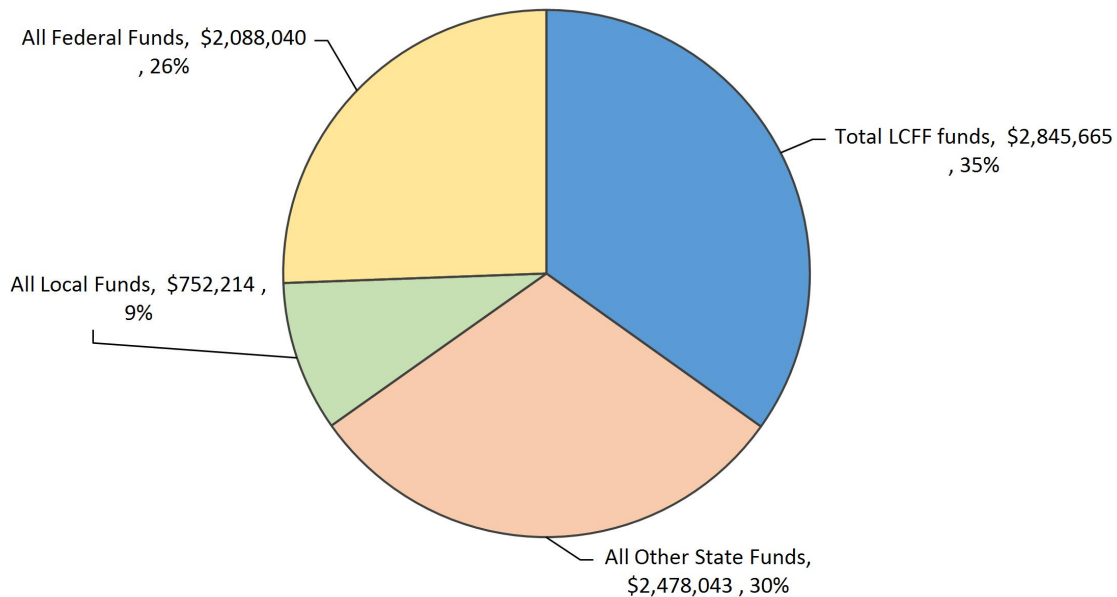
mnorby@modoccoe.k12.ca.us

(530) 233-7101

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students 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 2026-27 School Year

Projected Revenue by Fund Source

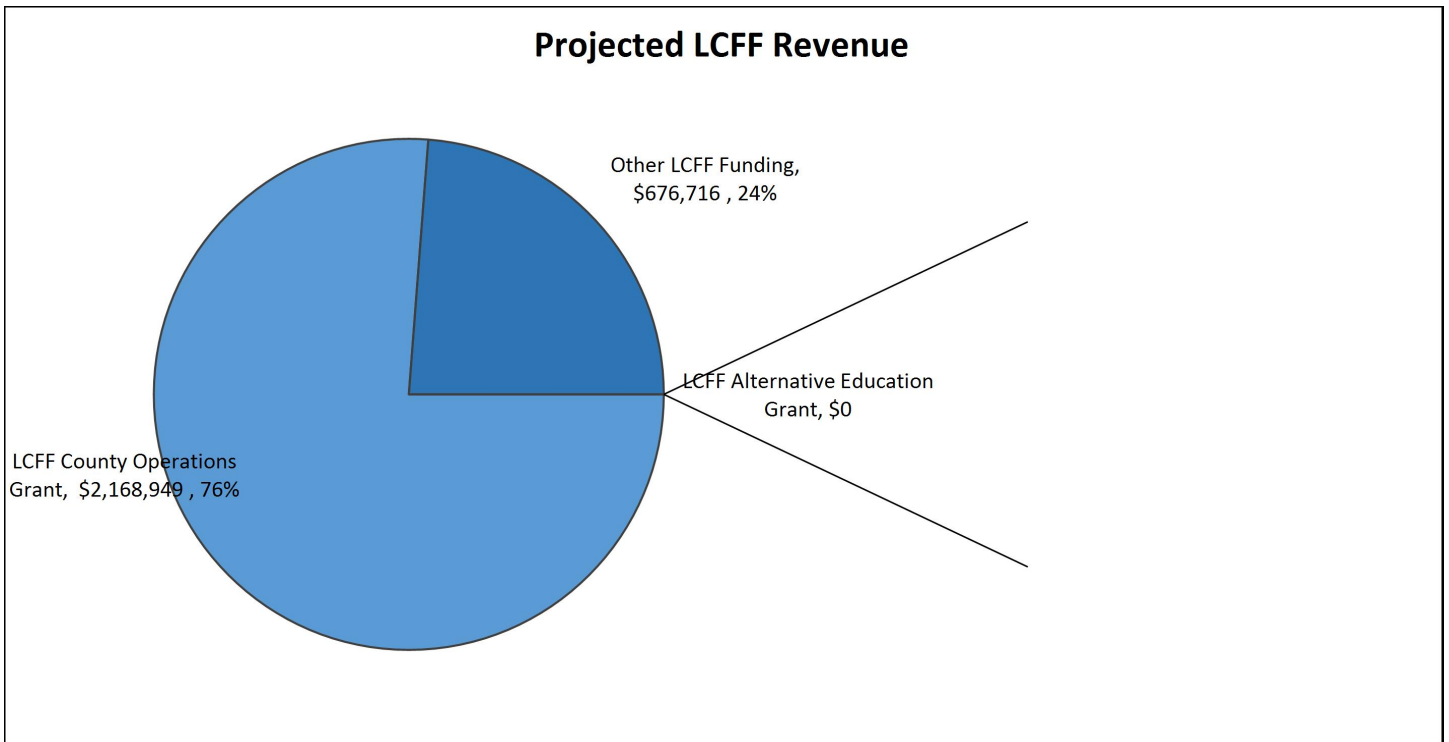


This chart shows the total general purpose revenue Modoc County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Modoc County Office of Education is \$8,163,962, of which \$2845665 is Local Control Funding Formula (LCFF), \$2478043 is other state funds, \$752214 is local funds, and \$2088040 is federal funds.

Of the \$2478043 attributed to All Other State Funds, \$3317 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

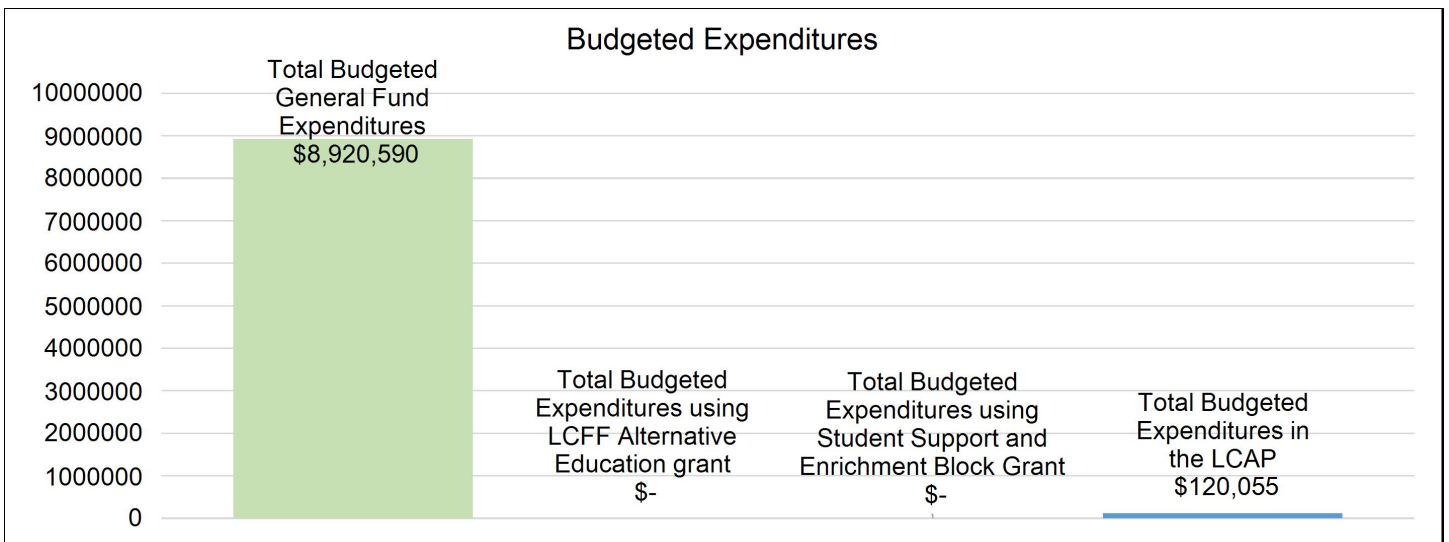


This chart shows the LCFF revenue Modoc County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Modoc County Office of Education is \$2845665, of which \$2168949 is attributed to the LCFF County Operations Grant, \$0 is attributed to the LCFF Alternative Education Grant, and \$676,716 is other LCFF funds. Of the \$0 attributed to the LCFF Alternative Education Grant, \$0 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Modoc County Office of Education receives LCFF funds for special education transportation, LCAP work with districts and Differentiated Assistance

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.

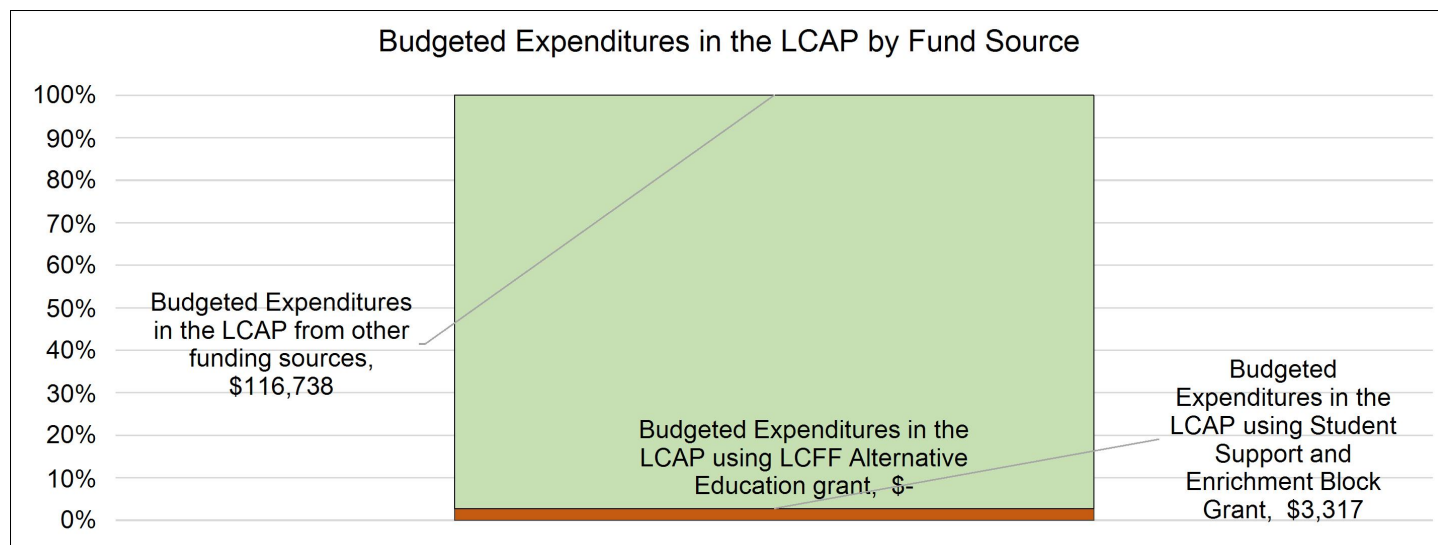


This chart provides a quick summary of how much Modoc County Office of Education plans to spend for 2026-

27. 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: Modoc County Office of Education plans to spend \$8920590 for the 2026-27 school year. Of that amount, \$0 is attributed to the Alternative Education Grant and \$0 is attributed to the Student Support and Enrichment Block Grant. \$8,800,535 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Other programs included in the MCOE budget, but not included in the LCAP are Early Head Start, Special Education, Behavioral and Mental health supports to districts, After School Program, Professional Learning Coaches, Differentiated Assistance to districts, Maintenance, Administration, Business Services and Curriculum Training.



This chart provides a quick summary of how much Modoc County Office of Education plans to spend for 2026-27 for planned actions and services in the LCAP.

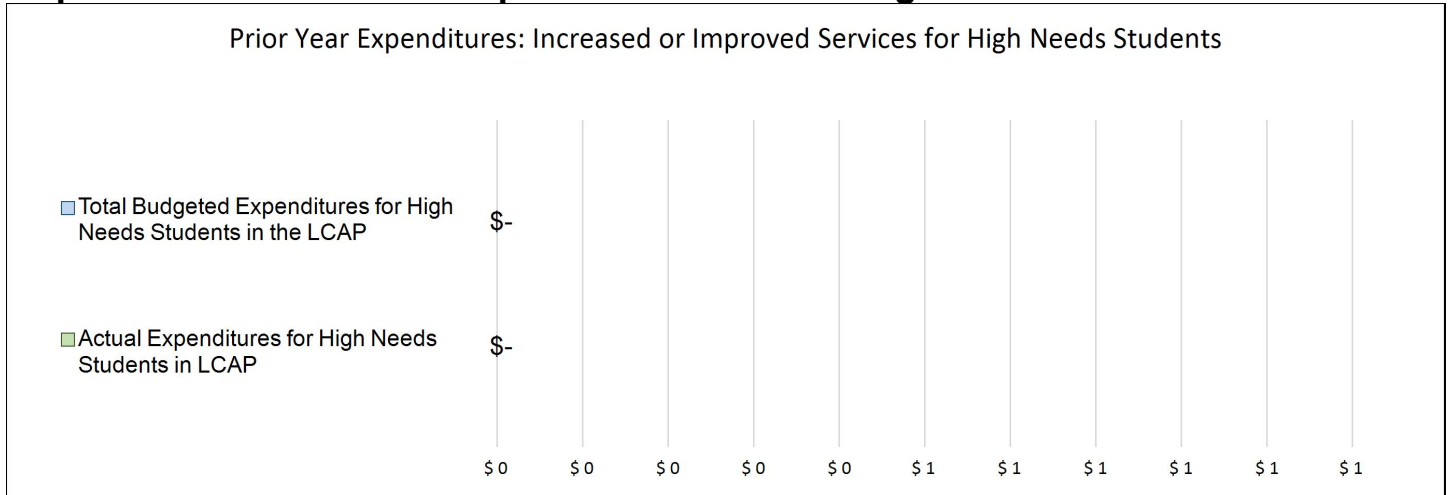
The text description of the above chart is as follows: Modoc County Office of Education plans to spend \$120055 on actions/services in the LCAP. Of those funds, \$0 is attributed to the Alternative Education Grant and \$3317 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

The text description of the above chart is as follows: In 2025-26, Modoc County Office of Education's LCAP budgeted \$0 for planned actions to increase or improve services for high needs students. Modoc County Office of Education actually spent \$0 for actions to increase or improve services for high needs students in 2025-26.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Modoc 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 Modoc 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 2025-26, Modoc County Office of Education's LCAP budgeted 0 for planned actions to increase or improve services for high needs students. Modoc County Office of Education actually spent 0 for actions to increase or improve services for high needs students in 2025-26.

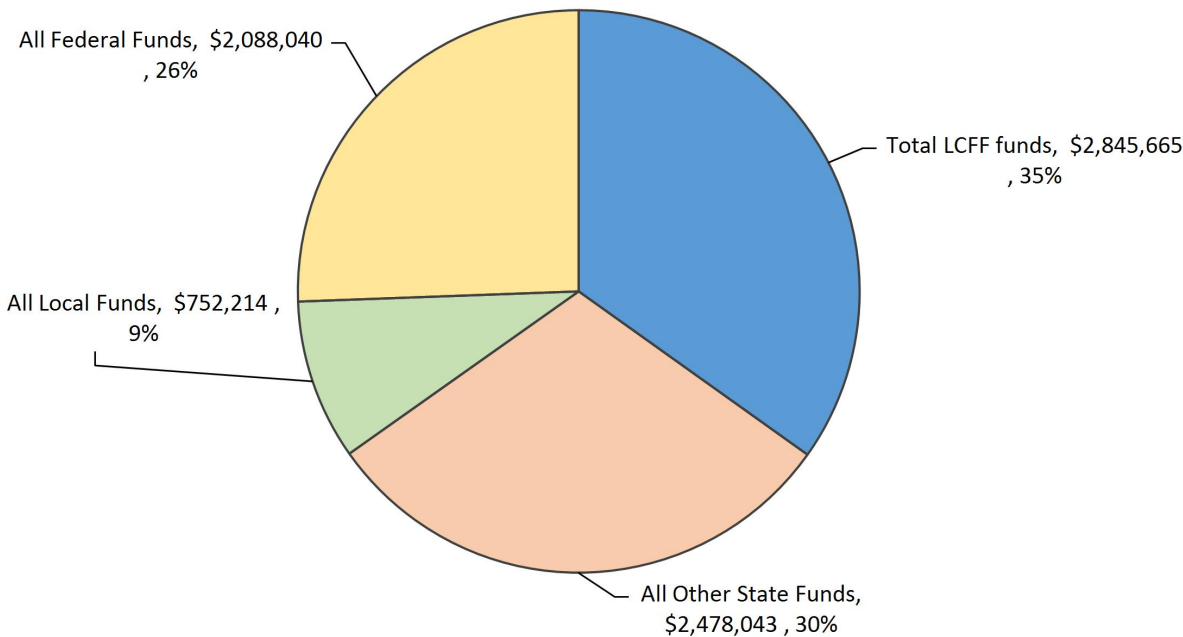
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Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source



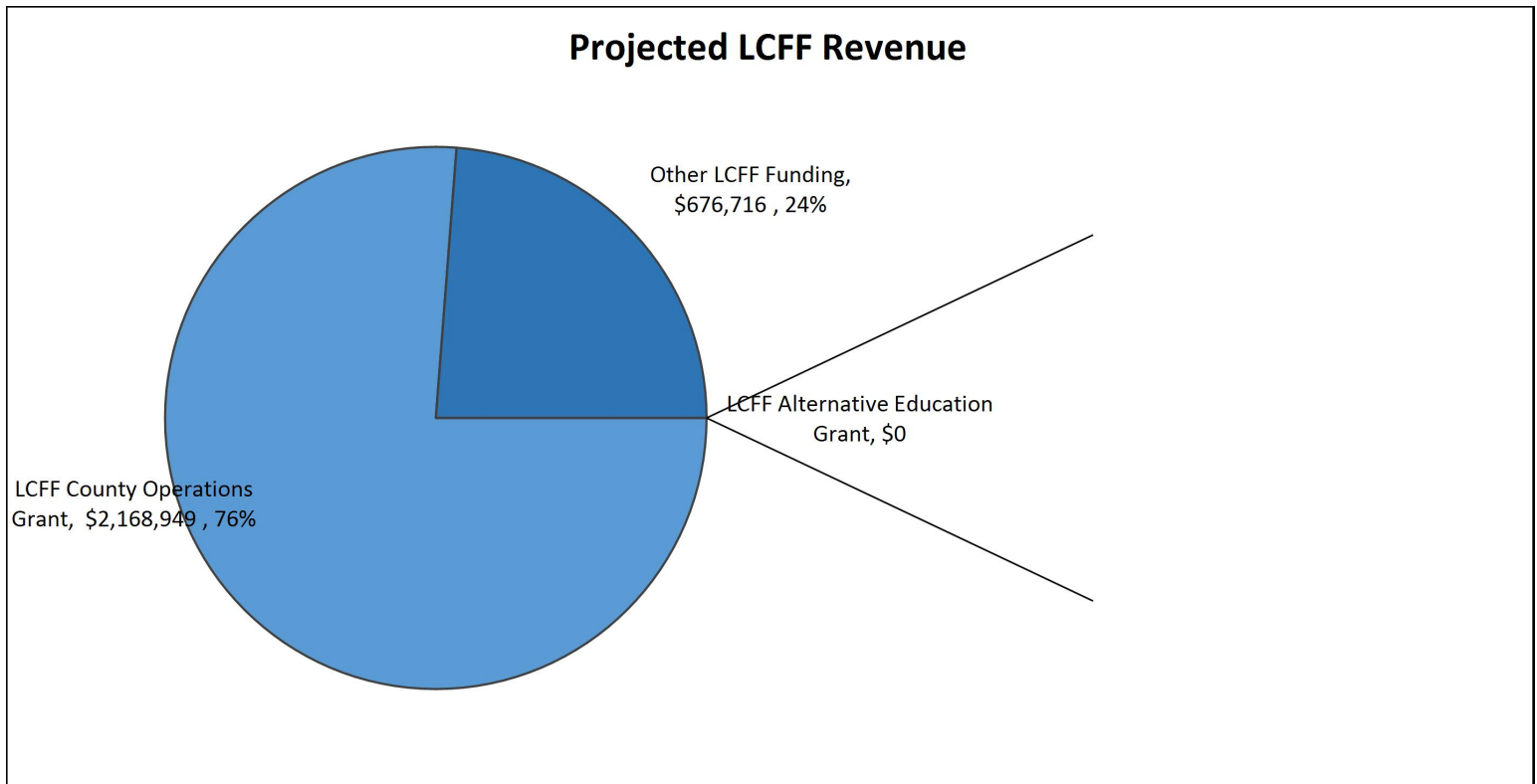
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2026-27 Local Control and Accountability Plan for Modoc County Office of Education

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COE LCFF Budget Overview for Parents

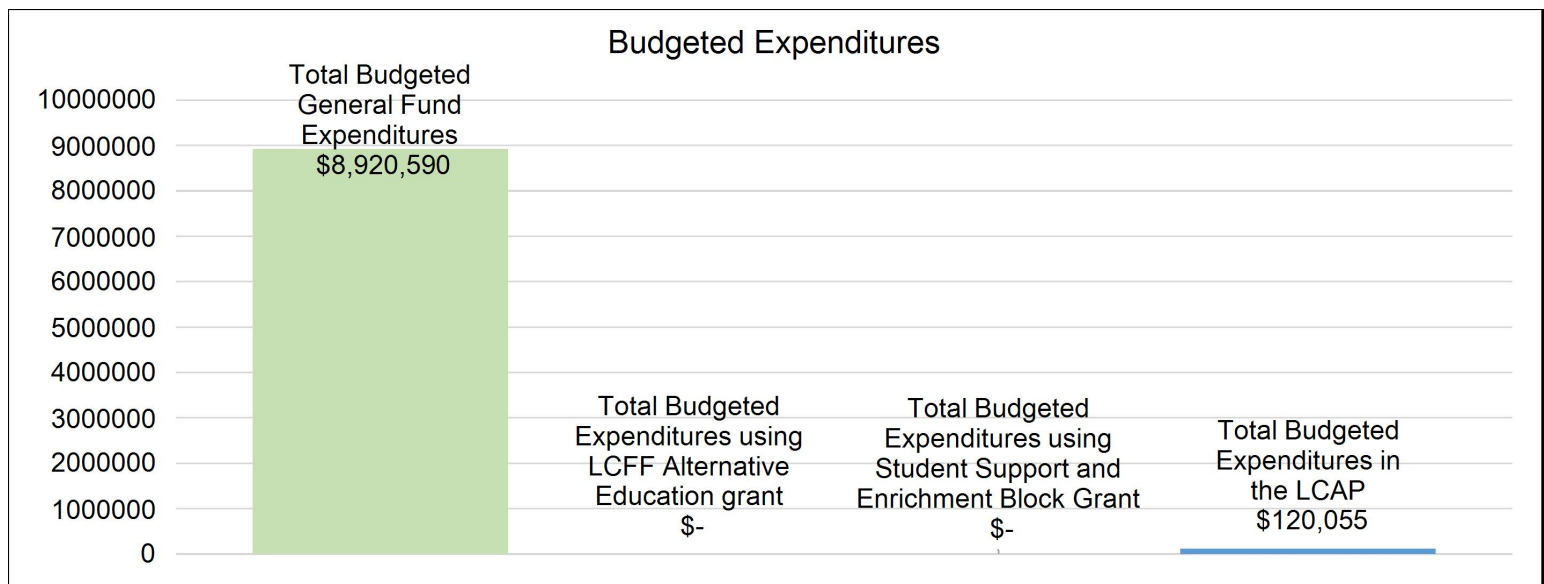


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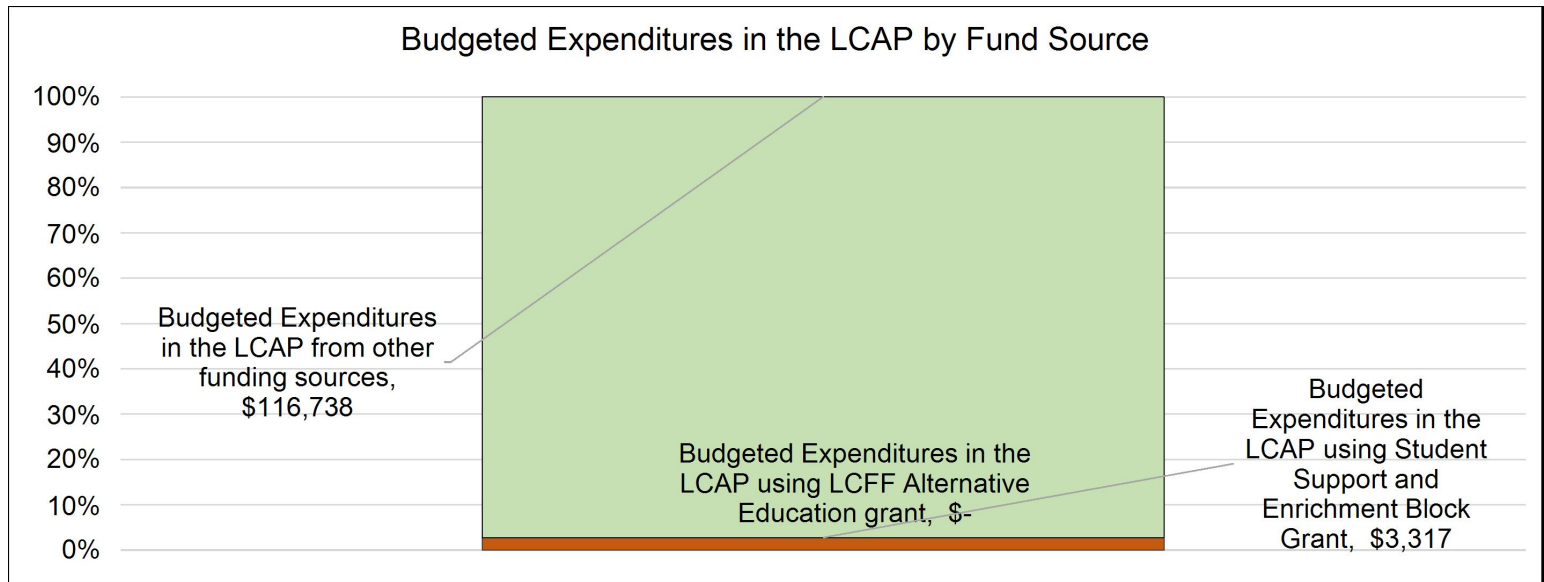
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This chart provides a quick summary of how much Modoc County Office of Education plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

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Other programs included in the MCOE budget, but not included in the LCAP are Early Head Start, Special Education, Behavioral and Mental health supports to districts, After School Program, Professional Learning Coaches, Differentiated Assistance to districts, Maintenance, Administration, Business Services and Curriculum Training.



This chart provides a quick summary of how much Modoc County Office of Education plans to spend for 2026-27 for planned actions and services in the LCAP.

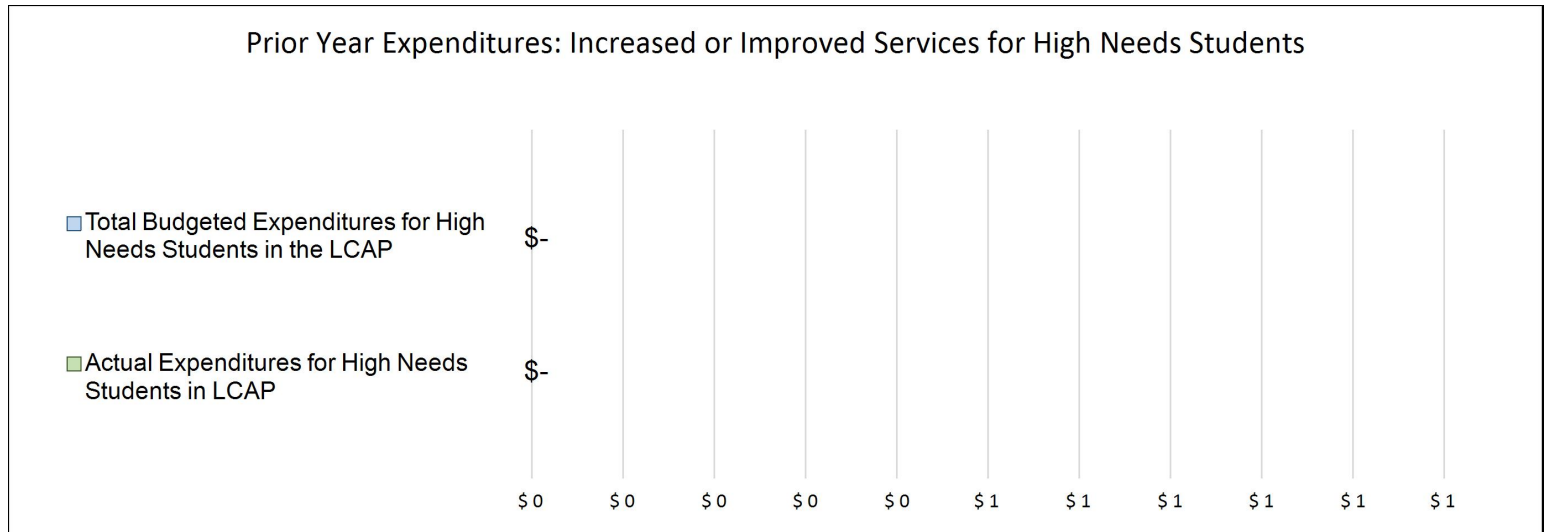
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Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Modoc County Office of Education is projecting it will receive \$0 based on the enrollment of foster youth, English learner, and low-income students. Modoc County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Modoc County Office of Education plans to spend \$0 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 2025-26



This chart compares what Modoc 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 Modoc 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.

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Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Modoc County Office of Education	Misti Norby Deputy Superintendent	mnorby@modoccoe.k12.ca.us (530) 233-7101

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Modoc County Office of Education’s mission statement is: The mission of the Modoc County Office of Education is to support the education of all students, beginning at birth, by providing flexible and responsive services. We foster a whole child approach through professionalism and resilience, leveraging collaborative relationships with local, regional, and state partners to ensure high-quality educational opportunities for every student in Modoc County.

The Modoc County Office of Education serves as an intermediate unit operating between the California Department of Education and the schools within the jurisdiction of the County Superintendent. The county office of education’s role as the regional service and support unit for the county’s schools requires the establishment of effective professional relationships with local schools, parents, and community organizations to advance education throughout the county. MCOE is the employer of Modoc SELPA, which is governed by a board of 3 district superintendents representing their districts. The SELPA provides Regional Special Education services to these three school districts in Modoc County. These services include early intervention, speech, physical therapy (PT), occupational therapy (OT), and counseling. The SELPA does not operate a school. As such, those LCAPs contain information about services for their students with disabilities, and those plans can be found on the MCOE website at www.modoccoe.k12.ca.us.

Modoc County Office of Education does not operate any schools, which means we do not receive any equity multiplier funds or qualify for Comprehensive Support and Intervention. Because of this, MCOE is solely focused on Priority 9, Coordination of Expelled Youth, and Priority 10, Coordination of Foster Youth Services. The 2024-2027 Plan for Expelled Youth is attached to the LCAP and can be found on the MCOE

website. In Modoc County, our students in foster youth will range from 15 - 30 during the year. We have established inter-agency agreements with Modoc County Probation and Modoc County Department of Social Services. Coordination of services and communication systems has been established with both agencies.

MCOE FYSCP serves foster youth captured in CALPADS (any youth who meets the Local Control Funding Formula definition of foster youth that is, school-aged K-12), which includes those in placement, family reunification, and family maintenance. We also serve foster youth ages 0-5, transition-age youth, voluntary cases, and non-dependent legal guardianships. We attend community meetings where the focus is on prevention and early intervention to work collaboratively to help at-risk children and families. The MCOE FYSCP plan goals include:

- ~ Provide training to foster youth, caregivers, parents, ERH, placing agencies, LEAs, etc.
- ~ The Executive Advisory Committee will ensure that the FYSCP will first provide services to pupils in foster care who reside in out-of-home placements with high academic needs.
- ~ Utilize needs assessments to identify unmet needs and program development.
- ~ Expand Executive Advisory Committee membership to include postsecondary programs, current or former foster youth, Educational Rights Holders, caregivers, and parents.
- ~ Build capacity and collaboration efforts.
- ~ County and District LCAP planning and Development efforts.
- ~ Coordinating transition to college and career programs (with Education Case Management and Collaborative efforts with LEAs and foster youth).
- ~ Completion of the FAFSA/CADAA.
- ~ Review of program reporting and data to evaluate program deliverables and measure program effectiveness.
- ~ Strengthening relationships with child welfare and probation.

Reflections: Annual Performance

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

- ~ On April 9, 2024, the MCOE, Modoc Joint, Surprise Valley, and Tulelake Basin superintendents renewed the 2024-2027 Plan for Provision of Education Services for Expelled Youth. The plan included additional schools added to the plan.
- ~ The Modoc County Foster Youth Coordinator, Program Specialist, and Administrative Assistant have worked diligently in establishing communication, collaboration, and coordination of services with our three school districts, SELPA, Modoc Behavioral Health, Probation, Department of Social Services, and Modoc County Office of Education. The teams all collaborate with the Modoc County Office of Education's Program Specialist on the Multi-tiered System of Support, Trauma-Informed Care Practices, Social-emotional Learning, Positive Behavioral Interventions and Supports, and IEP/504 training, ensuring students' needs are being met.
- ~ The Foster Youth Service Coordinating Program has received a 3-year grant from CDE and is working closely with all local agencies, districts, and the Foster Youth Advisory Council on the planning and development.
- ~ This will be the 8th year that the Title IV-E drawdown plan has been approved by the Modoc County Board of Supervisors and the state.
- ~ The Inter-agency Leadership Team (ILT) meets six times during the school year to ensure that services are coordinated. Systems are being evaluated for efficiency and refined as needed.

MCOE does not operate a school. Because of this, we will not receive any equity multiplier funds or have any EL or LTEL students identified. Our foster youth and expelled youth numbers are so small we do not generate any data on the CA dashboard. Since MCOE does not have any students directly enrolled in a school program, there were no schools or student groups in the lowest performance level on one or more state indicators at the COE or school levels.

MCOE does not operate any schools, which means that the data on the dashboard is limited. Because of this, the California Dashboard will not have any priorities or student groups in red.

Our program is continuing our work in the following areas, which will include:

- ~ Training opportunities for districts, agencies, parents, and placement homes.
- ~ Differential discipline response
- ~ Trauma-Informed Practices for Schools
- ~ Restorative Practices
- ~ Mindfulness
- ~ Laws and legal obligations for foster youth and homeless youth.

For Priorities 9 and 10, MCOE has 'Met' the requirement on the CA dashboard. MCOE is in Full Implementation and/or sustainable in our programs.

Reflections: Technical Assistance

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

The COE is not eligible for technical assistance and has not requested any technical service.

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.

Not applicable to the COE.

Support for Identified Schools

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

Not applicable to the COE.

Monitoring and Evaluating Effectiveness

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

Not applicable to the COE.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Below is a list of meeting dates that allowed educational partners to be involved in providing feedback for foster youth and expelled youth. Foster Youth Advisory Council (FYAC) 9/11/25 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA, LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. The meeting focused on FYAC updates, including discussion of the FYSCP end-of-year (EOY) report due 9/15/25, as well as a review of bylaws and Attachment A, referencing the approved FYAC bylaws from 9/10/2019. The group also noted the draft minutes and agenda planning for the upcoming 3/12/26 meeting. 3/12/26 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA, LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. Meeting Topics

Educational Partner(s)	Process for Engagement
	Updates included a presentation from First 5 California on trauma-informed training, with plans to keep the group informed on future opportunities. The group also discussed how probation-involved youth are identified and clarified whether identification is handled solely by schools or through additional systems and partners.
Principals	Below is a list of meeting dates that allowed educational partners to be involved in providing feedback for foster youth and expelled youth. Foster Youth Advisory Council (FYAC) 9/11/25 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA, LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. The meeting focused on FYAC updates, including discussion of the FYSCP end-of-year (EOY) report due 9/15/25, as well as a review of bylaws and Attachment A, referencing the approved FYAC bylaws from 9/10/2019. The group also noted the draft minutes and agenda planning for the upcoming 3/12/26 meeting. 3/12/26 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA, LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. Meeting Topics Updates included a presentation from First 5 California on trauma-informed training, with plans to keep the group informed on future opportunities. The group also discussed how probation-involved youth are identified and clarified whether identification is handled solely by schools or through additional systems and partners.
Administrators including SELPA	Below is a list of meeting dates that allowed educational partners to be involved in providing feedback for foster youth and expelled youth.

Educational Partner(s)	Process for Engagement
	Foster Youth Advisory Council (FYAC) 9/11/25 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA, LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. The meeting focused on FYAC updates, including discussion of the FYSCP end-of-year (EOY) report due 9/15/25, as well as a review of bylaws and Attachment A, referencing the approved FYAC bylaws from 9/10/2019. The group also noted the draft minutes and agenda planning for the upcoming 3/12/26 meeting. 3/12/26 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA, LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. Meeting Topics Updates included a presentation from First 5 California on trauma-informed training, with plans to keep the group informed on future opportunities. The group also discussed how probation-involved youth are identified and clarified whether identification is handled solely by schools or through additional systems and partners. Superintendents Meetings 8/8/25, 10/14/25, 12/9/25, 2/10/26, 3/3/26, and 6/9/26. -Discussion around foster youth numbers, which have declined, and expelled youth. -A discussion was held around MCOE opening a County Community School to serve at-risk students. However, it was determined for now that MCOE will not open a school, but will focus on supporting our local LEAs' Alt. Ed. program. It was also determined to is to leave the Expelled Youth plan unchanged for now. -Training opportunities are being provided to district AB 490 Liaisons and McKinney-Vento Liaisons to strengthen support for foster and

Educational Partner(s)	Process for Engagement
	homeless youth. Current liaisons include Mandy Travers (MJUSD), Brian Norby (TBJUSD), and Audra Evans (SVJUSD). Available training resources include McKinney-Vento materials (including McKinney-Vento 101) and AB 490-focused training through Keenan Safe Schools, which outlines LEA mandates and responsibilities. Districts may access these trainings by submitting a request through the Keenan platform.
Other School Personnel	Below is a list of meeting dates that allowed educational partners to be involved in providing feedback for foster youth and expelled youth. Foster Youth Advisory Council (FYAC) 9/11/25 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA, LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. The meeting focused on FYAC updates, including discussion of the FYSCP end-of-year (EOY) report due 9/15/25, as well as a review of bylaws and Attachment A, referencing the approved FYAC bylaws from 9/10/2019. The group also noted the draft minutes and agenda planning for the upcoming 3/12/26 meeting. 3/12/26 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA, LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. Meeting Topics Updates included a presentation from First 5 California on trauma-informed training, with plans to keep the group informed on future opportunities. The group also discussed how probation-involved youth are identified and clarified whether identification is handled solely by schools or through additional systems and partners.

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	CPS Monday Staff Meetings: Discuss open investigations, voluntary cases, emergency response, placements, social worker, attorney changes, etc. Summary: Monday staffing meetings at CPS provide a structured opportunity for FYSCP Coordinator to review and coordinate on active cases. During these meetings, staff discuss open investigations, voluntary cases, educational placements and emergency response situations, as well as updates related to placements, assigned social workers, and any changes involving attorneys. This regular collaboration supports timely communication, alignment across partners, and informed decision-making to best serve children and families. FYSCP Staff Meetings: 8/24/25, 8/28/25, 9/30/25, 10/25/25, 12/18/25, 1/27/26, 2/26/26, 3/17/26, 4/30/26, 5/26/26 Summary: During the 2025–2026 school year, the FYSCP/McKinney-Vento Education program maintained regular coordination through monthly meetings between the FYSCP Coordinator and the Deputy Superintendent to review program requirements and system work. Alisha Romesha serves as the primary FYSCP contact, responsible for fiscal oversight, end-of-year reporting, and participation in regional and statewide meetings, while also receiving communications from CDE and TAP; Misti Norby is designated as a secondary contact to support shared responsibilities. Key areas of focus include Pathways to Well-Being, ILT participation, Child and Family Teams (CFTs), and strengthening caregiver communication with school sites. Required reporting was completed with the submission of the 2024–2025 End-of-Year Report, and ongoing work includes supporting LCAP data and planning. The coordinator also participates in required regional and statewide meetings throughout the year to ensure alignment with program expectations and continuous improvement.
Certificated Bargaining Unit	Below is a list of meeting dates that allowed educational partners to be involved in providing feedback for foster youth and expelled youth. Foster Youth Advisory Council (FYAC) 9/11/25

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Classified Bargaining Unit	Below is a list of meeting dates that allowed educational partners to be involved in providing feedback for foster youth and expelled youth. Foster Youth Advisory Council (FYAC) 9/11/25 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA, LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. The meeting focused on FYAC updates, including discussion of the FYSCP end-of-year (EOY) report due 9/15/25, as well as a review of bylaws and Attachment A, referencing the approved FYAC bylaws

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	from 9/10/2019. The group also noted the draft minutes and agenda planning for the upcoming 3/12/26 meeting. 3/12/26 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA, LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. Meeting Topics Updates included a presentation from First 5 California on trauma-informed training, with plans to keep the group informed on future opportunities. The group also discussed how probation-involved youth are identified and clarified whether identification is handled solely by schools or through additional systems and partners.
Parents	Below is a list of meeting dates that allowed educational partners to be involved in providing feedback for foster youth and expelled youth. Foster Youth Advisory Council (FYAC) 9/11/25 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA, LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. The meeting focused on FYAC updates, including discussion of the FYSCP end-of-year (EOY) report due 9/15/25, as well as a review of bylaws and Attachment A, referencing the approved FYAC bylaws from 9/10/2019. The group also noted the draft minutes and agenda planning for the upcoming 3/12/26 meeting. 3/12/26 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA,

Educational Partner(s)	Process for Engagement
	LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. Meeting Topics Updates included a presentation from First 5 California on trauma-informed training, with plans to keep the group informed on future opportunities. The group also discussed how probation-involved youth are identified and clarified whether identification is handled solely by schools or through additional systems and partners. Asked those present for suggestions of how to make the meeting meaningful. No recommendations made.
Students	Below is a list of meeting dates that allowed educational partners to be involved in providing feedback for foster youth and expelled youth. Foster Youth Advisory Council (FYAC) 9/11/25 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA, LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. The meeting focused on FYAC updates, including discussion of the FYSCP end-of-year (EOY) report due 9/15/25, as well as a review of bylaws and Attachment A, referencing the approved FYAC bylaws from 9/10/2019. The group also noted the draft minutes and agenda planning for the upcoming 3/12/26 meeting. 3/12/26 Representatives who were present or invited to attend: Oliver (Early Head Start), Jessica Fredrick (CASA), Mandy Travers (Modoc Joint Unified School District), Nicole Hinton (First 5 California), SELPA, LEA administrators, CTA, CSEA, parents, and foster youth students, along with coordinator Alisha Romesha. Meeting Topics Updates included a presentation from First 5 California on trauma-informed training, with plans to keep the group informed on future opportunities. The group also discussed how probation-involved youth

Educational Partner(s)	Process for Engagement
	are identified and clarified whether identification is handled solely by schools or through additional systems and partners. Asked those present for suggestions of how to make the meeting meaningful. No recommendations made. This year, a foster youth student was able to attend the Foster Youth Summit with MCOE's Foster Youth Coordinator.
Local Agency Partners	Below is a list of meeting dates that allowed educational partners to be involved in providing feedback for foster youth and expelled youth. Meeting dates: 8/18/25, 10/21/25, 11/18/25, 1/20/26, 3/17/26, 5/19/26 ILT Members Present: Tom Sandage (Chairperson/MCDSS), Dolores Turner (MCBH), Stacy Sphar, (MCHS), Misti Norby (MCOE), Alisha ROmasha Foster Youth Coordinator, & Stephen Svetich (Probation) Other attendees: Tristin Harer (MCOE) The Interagency Leadership Team (ILT) continues to strengthen cross-system collaboration to support Modoc County's System of Care (SOC), with a focus on prevention, coordinated service delivery, and alignment with AB 2083 requirements. Throughout this reporting period, the ILT has prioritized refining governance structures, improving service integration across agencies, and advancing planning efforts that better serve children, youth, and families. A significant area of work has been the ongoing development and revision of the AB 2083 Memorandum of Understanding (MOU). The team has focused on clarifying ILT membership and participation roles, incorporating prevention-focused language, and expanding engagement with System of Care and Tribal partners. Public Health MOU revisions and Amendment #1 have been approved, while final submission to the County Board of Supervisors is pending completion of revisions and formal inclusion of Probation and Tribal partners. The ILT has also made meaningful progress in aligning service delivery systems across agencies. Behavioral Health has transitioned away from school-based services toward a model that provides care

Educational Partner(s)	Process for Engagement
	in home or clinic settings, focusing on youth with moderate to severe needs. At the same time, the Modoc County Office of Education (MCOE) is expanding its capacity to serve students with mild needs through the Foster Youth Services Coordinating Program (FYSCP). As part of this expansion, MCOE will be hiring a Certified Wellness Coach to further support student wellness and enhance FYSCP services and supports. A centralized referral and triage process is being developed through MCOE to streamline access to services, and improved system coordination has allowed for the discontinuation of the School-Focused Subcommittee. Prevention planning remains a central focus of ILT efforts. The team has been designated as the governing body for the Comprehensive Prevention Plan (CPP), which establishes an inclusive candidacy population encompassing all children, youth, and families in Modoc County, with prioritization given to those most impacted by social, behavioral, and economic risk factors. Social Services has led the development of the CPP in collaboration with local partners, and with the plan now completed, the next phase will include contracting with an external provider and developing an implementation action plan. The ILT has also taken steps to strengthen Tribal engagement. Through review of ACL 23-49, the team has begun exploring options for establishing a formal Tribal Consultation Policy or including Tribal partners as signatories to the MOU. This work highlights the importance of developing a clear and intentional process for Tribal collaboration within the System of Care framework. Across departments, partners continue to make progress in aligning efforts and improving service delivery. Social Services is advancing work related to CSFSR compliance, including the County Self-Assessment and System Improvement Plan, while also exploring opportunities to revitalize the Child Abuse Prevention Council. Behavioral Health has implemented several system improvements, including staff certification in CANS/IP-CANS, completion of mobile crisis training, development of a client portal, and expansion of substance use services. Public Health remains an active partner in MOU development and system coordination, and Probation has

Educational Partner(s)	Process for Engagement
	strengthened collaboration with Behavioral Health while completing its review of the MOU. MCOE continues to play a central role in system coordination, leading the FYSCP, expanding student supports, and working closely with local education agencies to implement Community Schools initiatives. Additional efforts during this period include engagement with local superintendents to ensure alignment between education and county systems, adoption of an Ancestral Land Acknowledgement in ILT meetings, and ongoing collaboration with technical assistance providers. Regular coordination opportunities, such as Pathways to Well-Being meetings, continue to support communication and alignment across partners. Moving forward, the ILT will focus on finalizing and adopting the revised MOU, launching the implementation phase of the Comprehensive Prevention Plan, and continuing to build out System of Care infrastructure and training opportunities. Strengthening referral systems, deepening interagency coordination, and formalizing Tribal engagement strategies will remain key priorities as the team works to enhance outcomes for children, youth, and families in Modoc County. CPS Monday Staff Meetings: Discuss open investigations, voluntary cases, emergency response, placements, social worker, attorney changes, etc. Summary: Monday staffing meetings at CPS provide a structured opportunity for FYSCP Coordinator to review and coordinate on active cases. During these meetings, staff discuss open investigations, voluntary cases, educational placements and emergency response situations, as well as updates related to placements, assigned social workers, and any changes involving attorneys. This regular collaboration supports timely communication, alignment across partners, and informed decision-making to best serve children and families.

Educational Partner(s)	Process for Engagement
Foster Youth Coordinators at Regional Meetings	Regional: Fall, 10/15/25 -Program Plan -Local Hot Topics -Legislative Updates -Keenan: Neurisequential Model in Education -CDE Program & Fiscal Updates -Data & Reporting Spring, 2/12/26 -CDE Updates and Announcements -Legislative Updates -Education Advisory Council -LCAP Exploration -Transportation and School Stability -Why best interest determination and transportation matters Summary: The FYSCP Coordinator actively participates in required annual meetings to support program alignment, professional development, and cross-agency collaboration. During this reporting period, participation included the Region 1 Meeting in Tehama County on October 15, 2025; the Statewide Meeting in Sacramento on December 16–17, 2025; a Region 1 virtual meeting with Child Welfare partners on February 12, 2026; and the Education Summit/Statewide Meeting in Sacramento on April 20–21, 2026. Attendance at these meetings ensures ongoing coordination with regional and state partners, strengthens implementation of program requirements, and supports continuous improvement of services for foster youth.
Foster Youth Coordinators at State Meetings	4/20-21/26 Summary: The FYSCP Coordinator actively participates in required annual meetings to support program alignment, professional development, and cross-agency collaboration. During this reporting period, participation included the Region 1 Meeting in Tehama County on October 15, 2025; the Statewide Meeting in Sacramento on December 16–17, 2025; a Region 1 virtual meeting with Child Welfare

Educational Partner(s)	Process for Engagement
	partners on February 12, 2026; and the Education Summit/Statewide Meeting in Sacramento on April 20–21, 2026. Attendance at these meetings ensures ongoing coordination with regional and state partners, strengthens implementation of program requirements, and supports continuous improvement of services for foster youth. This year, a foster youth student was able to attend the Foster Youth Summit with MCOE's Foster Youth Coordinator.

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

Based on the feedback from Educational Partners, MCOE will continue to maintain support with employing staff to coordinate services for our Foster Youth staff:

~Information sharing for youth in placement

*FYSCP will support local education agencies in implementing existing statutes. Monitor local policy/procedure and data infrastructure necessary to support and monitor educational success, including efficient transfer of health and education records and the health and education passport.

*Work with CDE, districts, and county child welfare and probation agencies to obtain, share, and analyze data to accurately identify foster youth and track progress on all required metrics.

* FYSCP has developed and entered into an agreement with County Child Welfare and Probation Departments to leverage federal Title IV-E funds to specifically address the educational needs of students in foster care. Maintain and monitor MOUs with probation and child welfare.

~District Liaison professional development

*The FYSCP offers to train District AB 490 Liaisons and provides them with the information to access training via Keenan. Ensure AB490 foster youth liaisons (Ed Code 48853.5) and district-level oversight staff have access to knowledge and resources to meet the needs of foster youth.

-We offer to train and provide support to staff. It is not always utilized. Train and support district liaisons and district-level oversight staff to ensure district and school site staff are informed about and implement all laws and district policies affecting foster youth.

-The FYSCP assists with connecting to child welfare staff with school district and school site personnel. Monitor services provided to foster youth at the district level to ensure:

-All foster youth have access to necessary education services.

-To reduce school transfers and ensure foster youth are transported to their school of origin when in their best interest, including facilitating transportation.

-Ensure priority access for foster youth to receive district-level tutoring and other academic and social/emotional supports, after-school and summer enrichment programs, and extracurricular activities.

~Interagency Partnership/Leveraging Funds See above where I mention the Title IV-E agreement. FYSCP staff is co-located one day per week.

*Maintain and update as needed the MOUs between MCOE, Modoc County Department of Social Services, and Probation for information sharing and coordination of educational services, and transportation services for the school of origin. Create a subcommittee to generate increased support services for expelled and foster youth students.

*Ongoing discussion around MCOE opening a County Community School to serve at-risk students. However, the consensus is to leave the Expelled Youth plan unchanged for now. The discussion will continue into the 2025/26 school year. At this time, MCOE is investing in the district's alternative education program with coaching teachers and creating a trauma-informed classroom with built-in supports for counseling.

~Educational Case Management

*Provide support to ERH. Provide information on education options, including alternative education. Assistance with accessing academic support services and understanding general and special education programs, including 504 Plans. Ensure foster youth students have access to social-emotional and academic support.

*Request academic and behavioral reports from schools quarterly for all foster youth. Work with social workers, counselors, and other stakeholders to identify foster youth in need of additional support. Identify available support provided by the district and/or other community-based agencies/organizations. Help youth and stakeholders navigate the referral process, follow up with service providers to ensure access, and obtain progress reports.

~Coordination of Executive Advisory Council.

*The FYSCP will have the EAC regularly review the recommendations of the FYSC program plan. The EAC consists of representatives from the county child welfare agency, the county probation department, local educational agencies, local postsecondary educational institutions, and community organizations. We also have a CASA and ERH. MCOE will continue to coordinate and facilitate a foster youth Executive Advisory Council to ensure coordination and collaboration between county districts and inter-agency collaborative partners.

~Based on feedback from educational partners, MCOE will continue to maintain coordination services for expelled youth. The discussion will continue into the 2026/27 school year. MCOE is also working on establishing a system through the Child, Family, Team (CFT's) meetings that would provide a Certified Wellness Coach for ongoing support for students who need it. Additionally, MCOE is supporting and investing in staff and supplies for the district's alternative education program. MCOE is also coaching teachers and creating trauma-informed classrooms with built-in support for counseling. To further help with the implementation, MCOE has hired personnel for counseling, purchased furniture, and equipment.

~Metrics to be used in the LCAP will be the self-reflection survey provided by the state.

~MCOE does not generate any Equity Multiplier funds because we have no school.

~MCOE does not generate any LREBG funds.

****Modoc County Office of Education Board Meeting:**

~ May 26, 2026

The presentation was made to the Board and the public on the completed version of the LCAP and the proposed budget. Review of new/modified actions and services, and budget for the 2024-2027 LCAP.

The Board approved the LCAP on June 8, 2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	MCOE will continue to maintain coordination of services by providing resources and support to build districts' capacity to increase positive educational outcomes and overall success for foster youth and expelled students in Modoc County.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Expelled Youth and Foster Youth represent one of the most vulnerable and academically underperforming subgroups in Modoc County and across the state. Foster Youth and expelled youth are regularly the lowest-performing student groups in nearly all indicators measuring educational outcomes including LCFF priorities and Dashboard metrics. The MCOE Expelled and Foster Youth Services Coordinating Program is committed to improving educational outcomes for foster youth through coordination and collaboration of services, that increase communication between Child Welfare agencies and LEAs, identifying needs, and working collectively in the best interest of students. The actions for this goal will sustain the progress exemplified by the related metrics by supporting LEA liaisons through the development of systems for reporting information and by being the point of contact for districts as foster youth often attend different schools throughout their school careers. When services and support teams can provide coordinated efforts, less time is wasted when a student arrives at their new school. By monitoring the Expelled Youth Plan in action 1.1, MCOE will continue to maintain its coordination of services for students. By implementing the actions below including employing the necessary staff, MCOE will be able to maintain this goal as evidence by the metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Implementation ratings from Priority 9 self-reflection tool: Coordination of Instruction of Expelled Pupils (COE Only)	From 2023-24: Full Implementation and Sustainability phase in all 4 areas. 1. Assessing status of triennial plan for providing educational	From 2024-25: Full Implementation and Sustainability phase in all 4 areas.	From 2025-26: Full Implementation and Sustainability phase in all 4 areas.	Utilize the plan when necessary. Using the rubric, MCOE will Maintain and continue to be at Full Implementation	From 2024/25 to 2025/26: Full Implementation and Sustainability phase in all 4 areas.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		services to all expelled students in the county, including: a. Review of required outcome data. (5- Full Implementation and Sustainability) b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. (5- Full Implementation and Sustainability) c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. (5- Full Implementation and Sustainability) 2. Coordinating on development and	1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: a. Review of required outcome data. (5- Full Implementation and Sustainability) b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. (5- Full Implementation and Sustainability) c. Identifying alternative placements for pupils who are expelled and placed in district	1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: a. Review of required outcome data. (5- Full Implementation and Sustainability) b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. (5- Full Implementation and Sustainability) c. Identifying alternative placements for pupils who are expelled and placed in district	and Sustainability in all 4 areas. 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: a. Review of required outcome data. (5- Full Implementation and Sustainability) b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. (5- Full Implementation and Sustainability) c. Identifying alternative placements for	1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: a. Review of required outcome data. no difference b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. -no difference c. Identifying alternative placements for pupils who are expelled and placed in district

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		implementation of triennial plan with all LEAs within the county. (5- Full Implementation and Sustainability) 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. (5- Full Implementation and Sustainability) 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. (5- Full Implementation and Sustainability)	community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. (5- Full Implementation and Sustainability) 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. (5- Full Implementation and Sustainability) 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the	community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. (5- Full Implementation and Sustainability) 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. (5- Full Implementation and Sustainability) 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the	pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. (5- Full Implementation and Sustainability) 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. (5- Full Implementation and Sustainability) 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or	community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. -no difference 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. -no difference 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The plan is in place and linked on our website. chrome-extension://efaidnbmnibpcajpcglclefindmkaj/https://www.modoccoe.k12.ca.us/documents/Plans/Countywide%20Expelled%20Youth%20Plan/2024-27%20Expelled%20Youth%20Plan.pdf	county a menu of available continuum of services for expelled students. (5- Full Implementation and Sustainability) 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. (5- Full Implementation and Sustainability) The plan is in place and linked on our website. chrome-extension://efaidnbmnibpcajpcglclefindmkaj/https://www.modoccoe.k12.ca.us/documents/Plans/Countywide%20Expelled%20Youth%20Plan/2024-27%20Expelled%20Youth%20Plan.pdf	county a menu of available continuum of services for expelled students. (5- Full Implementation and Sustainability) 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. (5- Full Implementation and Sustainability) The plan is in place and linked on our website. chrome-extension://efaidnbmnibpcajpcglclefindmkaj/https://www.modoccoe.k12.ca.us/documents/Plans/Countywide%20Expelled%20Youth%20Plan/2024-27%20Expelled%20Youth%20Plan.pdf	other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. (5- Full Implementation and Sustainability) 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. (5- Full Implementation and Sustainability) The plan is in place and linked on our website. chrome-extension://efaidnbmnibpcajpcglclefindmkaj/https://www.modoccoe.k12.ca.us/documents/Plans/Countywide%20Expelled%20Youth%20Plan/2024-27%20Expelled%20Youth%20Plan.pdf	services for expelled students. -no difference 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. -no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			27%20Expelled%20Youth%20Plan.pdf	27%20Expelled%20Youth%20Plan.pdf	a.us/documents/Plans/Countywide%20Expelled%20Youth%20Plan/2024-27%20Expelled%20Youth%20Plan.pdf	
1.2	Implementation ratings from Priority 10 self-reflection : Coordination of Services for Foster Youth (COE Only)	From 2023-24: Priority #10- State rubric was used to assess the foster youth program. MCOE was at Full Implementation or Full Implementation and Sustainability in all 8 areas. 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information-sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence,	From 2024-25: Priority #10- State rubric was used to assess the foster youth program. MCOE was at Full Implementation or Full Implementation and Sustainability in all 8 areas. 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information-sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts,	From 2025-26: Priority #10- State rubric was used to assess the foster youth program. MCOE was at Full Implementation or Full Implementation and Sustainability in all 8 areas. 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information-sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts,	Using the state rubric, MCOE will Maintain and continue at Full Implementation or Full Implementation and Sustainability in all 8 areas. 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information-sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other	From 2024/25 to 2025/26: Priority #10- State rubric was used to assess the foster youth program. MCOE was at Full Implementation or Full Implementation and Sustainability in all 8 areas. 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information-sharing agreements with child welfare, probation, Local Education Agency

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		comprehensive versus alternative school, and regular versus special education). (4- Full Implementation) 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). (4- Full Implementation) 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. (5- Full Implementation and sustainability)	and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). (4- Full Implementation) 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth	and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). (4- Full Implementation) 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth	organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). (4- Full Implementation) 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to	(LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). -no difference 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. (5- Full Implementation and sustainability) 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. (5- Full Implementation and sustainability) 6. Facilitating the coordination of postsecondary opportunities for youth by engaging with	Liaisons to facilitate adequate transportation services for foster youth). (4- Full Implementation) 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. (5- Full Implementation and sustainability) 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding	Liaisons to facilitate adequate transportation services for foster youth). (4- Full Implementation) 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. (5- Full Implementation and sustainability) 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding	facilitate adequate transportation services for foster youth). (4- Full Implementation) 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. (5- Full Implementation and sustainability) 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal,	Liaisons to facilitate adequate transportation services for foster youth). -no difference 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. -no difference 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. (4- Full Implementation) 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. (5- Full Implementation and sustainability) 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support	Formula, federal, state or local funding. (4- Full Implementation) 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. (4- Full Implementation) 6. Facilitating the coordination of postsecondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community	Formula, federal, state or local funding. (4- Full Implementation) 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. (4- Full Implementation) 6. Facilitating the coordination of postsecondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community	state or local funding. (5- Full Implementation and sustainability) 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. (5- Full Implementation and sustainability) 6. Facilitating the coordination of postsecondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services,	-no difference 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. -reduced by one category 6. Facilitating the coordination of postsecondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. (4- Full Implementation)	colleges or universities, career technical education, and workforce development providers. (4- Full Implementation) 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. (5- Full Implementation and sustainability) 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and	colleges or universities, career technical education, and workforce development providers. (4- Full Implementation) 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. (5- Full Implementation and sustainability) 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and	community colleges or universities, career technical education, and workforce development providers. (4- Full Implementation) 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. (5- Full Implementation and sustainability) 8. Engaging in the process of reviewing plan deliverables and of collecting and	workforce development providers. -no difference 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. -reduced by one category 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. (4- Full Implementation)	COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. (4- Full Implementation)	analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. (4- Full Implementation)	for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. -no difference (4- Full Implementation)

Goal Analysis [2025-26]

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

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

The county-wide plan for Priority #9 expelled youth was signed with a couple of changes in June of 2024 and was in place for the 2024- 2027 school years. For Priority #10, Foster Youth coordination, the County Foster Youth Coordinator collaborated, consulted, and coordinated with local school districts and local county agencies which include the Department of Justice and the child welfare agency to identify, provide access, and monitor student participation and academic progress in school, which mirrored that of the general student population. With the increased collaboration and duties, we continue with secretarial support and program specialist support. There were no substantive differences in maintaining priorities 9 and 10. Overall, the goal and actions were a success. MCOE has fully implemented this goal and actions for the 2025-26 school year. There were no substantive differences in the implementation. However, one of the challenges we have faced this year is a change in staffing for the coordination of services. Our long-time employee has moved. We flew the position and have yet to find a replacement or an applicant. MCOE absorbed this position for the school year, but we are looking to fill it for the 2026-27 school-year.

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

There were no material differences in the expenditures. There were no financial changes for expelled youth as no money was budgeted for it.

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

As evidence by our local metrics and survey data, the overall effectiveness of expelled youth and foster youth services was a success. For foster youth actions, we were able to staff 2 out of 3 positions and maintain our MOU's with our agency partners. The attendance of directors at the Inter-Agency Leadership Team, which is a multi-agency collaboration, has allowed increased communication and services for students. This team meets 6 times within a school year to review processes and systems to help support student success. MCOE has added to our team a Director for Mental Health Supports and Services. This addition has allowed for further collaboration with our districts when it comes to foster youth and expelled youth. MCOE is hoping to fill the administrative assistant for foster youth role this next school year as the need for continued collaboration at Child, Family Teaming is important in the collaboration with Modoc Department of Social Services. Our Provision for Expelled Youth plan was implemented. There were no actions that were deemed ineffective.

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

No changes will be made to the goal, desired outcomes and actions. However, our metrics will be updated to reflect the self-reflection survey tools provided by the state.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Priority #9: Expelled Youth Plan	MCOE will continue to maintain coordination with local districts to provide services to expelled youth including continuation of achieving credits and to continue on the college/career pathway. Follow county-wide expulsion plan. Plan renewal for another 3 years. https://www.modoccoe.k12.ca.us/documents/Plans/Countywide%20Expelled%20Youth%20Plan/2024-27%20Expelled%20Youth%20Plan.pdf	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Priority #10 Foster Youth Coordinator	MCOE Foster Youth Coordinator will continue to maintain collaboration, consultation, and coordination with local school districts and local county agencies which include the Department of Justice and the child welfare agency to identify, provide access, and monitor student participation and academic progress in school, which will mirror that of the general student population. Communication between agencies will be established upon the entrance of student. All required documentation (i.e. health passport, education records, IEP information) will be transferred via fax, email, or certified mail. This action will allow MCOE to address all of Priority 10, a-d.	\$77,226.00	No
1.3	Priority #10 Foster Youth Services Coordinating Program and Homeless Education Program Administrative Assistant	Educational Case Management: ~ Assure foster youth students have access to social- emotional and academic support. ~ Request academic and behavioral reports from schools at minimum quarterly for all foster youth. Work with social workers, counselors, and other stakeholders to identify foster youth in need of additional support. Identify available support provided by the district and/or other community based agencies/organizations. ~ Help youth and stakeholders navigate the referral process, follow up with service providers to ensure access, and obtain progress reports. This action will allow MCOE to address all of Priority 10, a-d.	\$34,707.00	No
1.4	Priority #10 Secretary	MCOE Foster Youth Secretary will continue to collaborate, consult, and coordinate with the Foster Youth Administrative Assistant in supporting the local school districts and local county agencies. This action will allow MCOE to address all of Priority 10, a-d.	\$8,122.00	No
1.5	Priority #10 Formal Agreements and MOU's	A. ESSA Foster Youth Transportation MOU B. Title IVE Funding MOU C. MOU with Modoc Probation Services D. LOA with T.E.A.C.H.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		E. AB 2083 Interagency Placing Committee MOU		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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

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.

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

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

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.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$0.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

This section is not applicable because the COE does not receive s/c funds.

Additional Concentration Grant Funding

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

This section is not applicable because the COE does not receive s/c funds.

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	This section is not applicable because the COE does not receive s/c funds.	This section is not applicable because the COE does not receive s/c funds.
Staff-to-student ratio of certificated staff providing direct services to students	This section is not applicable because the COE does not receive s/c funds.	This section is not applicable because the COE does not receive s/c funds.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2693028	0.00	0.000%	0.000%	0.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$0.00	\$120,055.00	\$0.00	\$0.00	\$120,055.00	\$90,697.00	\$29,358.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Priority #9: Expelled Youth Plan	Expelled Youth	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
1	1.2	Priority #10 Foster Youth Coordinator	Foster Youth	No			All Schools	Ongoing	\$47,868.00	\$29,358.00		\$77,226.00			\$77,226.00	0
1	1.3	Priority #10 Foster Youth Services Coordinating Program and Homeless Education Program Administrative Assistant	Foster Youth	No			All Schools	Ongoing	\$34,707.00	\$0.00		\$34,707.00			\$34,707.00	0
1	1.4	Priority #10 Secretary	Foster Youth	No			All Schools	Ongoing	\$8,122.00	\$0.00		\$8,122.00			\$8,122.00	0
1	1.5	Priority #10 Formal Agreements and MOU's	Foster Youth	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0

2026-27 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
2693028	0.00	0.000%	0.000%	0.000%	\$0.00	0.000%	0.000 %	Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00
Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$118,162.00	\$68,343.00

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	Priority #9: Expelled Youth Plan	No	0.00	
1	1.2	Priority #10 Foster Youth Coordinator	No	\$96,142.00	66472
1	1.3	Priority #10 Foster Youth Services Coordinating Program and Homeless Education Program Administrative Assistant	No	\$0.00	
1	1.4	Priority #10 Secretary	No	22,020.00	1871
1	1.5	Priority #10 Formal Agreements and MOU's	No	0.00	

2025-26 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)
0	\$0.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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2025-26 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)
2624824	0	0	0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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