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
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Plan Summary [2023-24]

General Information

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

The Solano County Office of Education (SCOE) operates two alternative education schools: Golden Hills Community School (GHCS) and Solano County Juvenile Detention Facility-Evergreen Academy (JDF). GHCS serves students in grades 7-12 who have been expelled, placed by the Solano County Probation Department (Probation), or by recommendation from a Student Attendance Review Board (SARB). The academic program includes classroom-based instruction as well as a distance learning program. Students enrolled at GHCS are referred primarily by the Fairfield/Suisun Unified School District and other districts within Solano County. Students' participation in the programs ranges from one semester to one calendar year. The school enrolled 48 students at California Basic Educational Data System (CBEDS) data collection time. The number of students enrolled increased during the school year as referrals were made by the districts. At the end of the 2021-22 school year, the number of active students in the program was 80 students. The distance learning option relies on a blended instructional model where students attend once a week and receive instruction online when not attending. During the 2022-23 school year, the distance learning program served a total of 34 students with an average enrollment of 22 students. The cumulative number of students served at Evergreen Academy during the 2022-2023 was 77 students.

High school students who are incarcerated attend Evergreen Academy. The cumulative number of students served per year at Evergreen Academy has dramatically decreased in the last few years due to increased diversion efforts, as shown below:

2019-2020   168
2020-2021   64
2021-2022   65
2022-2023   77

During the 2022-2023 school year, SCOE served an overall daily average of approximately 23 students divided into three pods. The daily average fluctuated at Evergreen Academy due to the number of students entering and exiting the school throughout the school year.

The majority of SCOE JCCS students need credit recovery in addition to grade-level instruction. The focus of the JCCS is to provide students with courses that will allow them to progress toward graduation. Students access elective courses through the online learning portal, Edgenuity. Both GHCS and Evergreen Academy have received the Western Association of Schools and Colleges (WASC) accreditation. Evergreen Academy received a six-year accreditation in 2019. During the 2021-2022 school year, Golden Hills Community School was awarded a six-year accreditation.

During the 2022-2023 school year, SCOE programs employed seven general education teachers, a Career Technical Education (CTE) Instructor, a College and Career Development Specialist, and a Resource Specialist dedicated to serving students with disabilities. Special education-related services for students at GHCS are provided by staff from the contracting districts. SCOE offers related services for students at Evergreen Academy. Through LCAP funding, SCOE supported the social-emotional needs of foster, homeless, expelled, low income, and English learner (EL) students by employing two Student Support Specialists (SSS). The Student Support Specialists address the following key areas with the students: (1) Emotional learning, (2) Effective anger management strategies, and (3) Re-entry plans for students returning to their school districts of residence or other placements. Additional support is available for students through the services of the Mental Health and Wellness Clinician. The Mental Health and Wellness Clinician provides students with individualized support which includes intensive counseling services. At Evergreen Academy, SCOE provided transition case management for students exiting the program and returning to their school of residence. SCOE also provides a continuum of mental health services at Evergreen Academy.

SCOE has made the educational program rich with College and Career Readiness services. Students at Evergreen Academy were able to take college classes online through an agreement with Solano Community College. Work-Ready! Certification (WRC) and Safe Food Handler certification are offered at both sites. During the 2019-20 school year, SCOE established an Introduction to Construction Trades classroom at Evergreen Academy. The classroom was established in partnership with probation and serves current high school students and students who have graduated. Students in the Introduction to Construction Trades course learn various trade skills and explore careers in the trades. Through the College and Career Readiness Department, students have access to the Innovation Lab at GHCS. One instructor at GHCS has been trained in the equipment and will offer weekly robotics instruction and other innovation activities. All SCOE students have access to individual Chromebooks for research and instruction.

The ethnic background of the overall student population in the SCOE community and court programs is as follows:

Evergreen Academy (Juvenile Detention Facility)
African American   52%
Asian   1%
Hispanic   33%
White   13%
Two or More Races   1%

Golden Hills Community School
African American   34%
Hispanic   52%
White   11%
Two or More Races   3%

These percentages show that SCOE's programs serve students that are predominantly of color. This data aligns with the persistent inequities that exist in both the educational and juvenile justice systems. During the 2022-2023 school year, Golden Hills Community School served 9% of its student population classified as English Learners while Evergreen Academy served its English learner population of 12.5%. The number of students receiving Special Education Services during the 2022-23 school year was 23% for Golden Hills Community School and 35% for Evergreen Academy.

In addition to operating alternative education schools, SCOE works together with the six school districts in Solano County and Solano Community College to provide the following array of programs and services to meet the varying needs of students (not included in the LCAP):
· College and Career Readiness (CCR) education /Workforce Development leadership, data collection, curriculum, and instruction professional learning, and differentiated assistance.
· Educational and related services for students with moderate to severe disabilities infant through age 22.
· Instructional support to students in district schools and SCOE programs who are deaf/hard-of-hearing.
· Differentiated assistance to school districts and support for schools in Comprehensive Support and Improvement status.
· Coordination of services to homeless students and foster youth countywide.
· Professional learning in the core academic areas to local educators. This includes coaching for administrators in the areas of effective educational leadership skills.
· Professional learning for implementing Positive Behavioral Interventions and Supports to over 80 schools.
· Coordination and leadership for implementing the Multi-Tiered Systems of Support for selected districts.
· Coordination among the Student Services departments for all Solano districts to support attendance, reduce absenteeism, and implement effective policies.
· Fiscal oversight of the County's six school district budgets.

Reflections: Successes

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

During the 2022-2023 school year, SCOE has continued to engage teachers and administrators with student data analysis to improve classroom instruction and provide students with robust course offerings for students in grades 7-12. SCOE's 2022 California Dashboard suspension rate data was rated very low. 0% of students were suspended for at least one day. This rate is lower than the statewide average

of 3.1%. Student suspension rates remain significantly low because of the implementation of trauma-responsive and restorative practices in all classrooms which is a trend from previous school years. Professional Learning provided by SCOE has further contributed to increasing the capacity of teachers and school staff members to utilize effective instructional strategies. The Renaissance data highlights the need for continued academic intervention support for students and professional learning for teachers, which was provided during the 2022-23 school year.

The SCOE College and Career Readiness Department provided all students with access to career exploration and Work-Based Learning activities. These activities included career-focused virtual field trips and guest speakers. Students interested in obtaining their Serv-Safe Food Handlers certification were provided with the necessary preparation to qualify for this certification. The Evergreen Academy Challenge Program students earned all, or a portion of, the Work-Ready! Certification (WRC). The WRC Program provides students with access to the updated and new industry standards. The WRC is endorsed by the local Chambers of Commerce and the Workforce Development Board of Solano County as a locally recognized certificate. Students who received their high school diplomas from Evergreen Academy were able to enroll in online courses through Solano Community College. SCOE staff assisted with the application and enrollment process as needed. The percentage of eligible students who received post-secondary education exploration and support reached 100%. In collaboration with probation, SCOE continued to provide the Introduction to Construction Trades course at Evergreen Academy with a full-time CTE instructor who served high school students and students who have graduated. Prior to the 2022-2023 school year, three students received the National Center for Construction Education and Research (NCCER) Core Certification. During the 2022-2023 school year, NCCER student preparation planning continued with a focus on increasing the numbers of students eligible for certification. During the 2022-2023 school year, the Introduction to Construction Trades courses at Golden Hills Community School and Evergreen Academy provided students with expanded opportunities to engage with plumbing, drywall, electrical, and wood working lessons. SCOE staff members continued to partner with the Travis Air Force Base to provide mentorship to Golden Hills Community School students. The mentors assist students with understanding the connection between obtaining their high school diplomas and preparing for future employment.

SCOE has increased the use of instructional technology by providing each student at Evergreen Academy and Golden Hills Community school with access to Chromebook devices. SCOE teachers are engaged with professional learning opportunities that assist them with utilizing technology in all areas of the curriculum. The use of GOOGLE Classroom, Edgenuity, and other online platforms will continue to be utilized in all classrooms. Project-Based Learning and Science, Technology, Engineering, Arts, and Math (STEAM) instruction will be introduced and integrated into the curriculum through weekly visits to the CTE Innovation lab. Teachers will assist students with deepening their understanding of science and math through their engagement with lessons that incorporate state-of-the-art technology as they end the 2022-23 school year and move into the 2023-24 school year.

SCOE has increased the number of training courses to support foster and homeless youth. Current educational partners and the development of new partners assisted SCOE with increasing the availability of services for students.100% of the students enrolled at Evergreen Academy and approximately 100% of the students enrolled at Golden Hills Community School are designated as unduplicated. These services will continue to provide additional resources for students identified as English Learners, Foster Youth, Low Income and academically challenged.

The SCOE social-emotional supports at Golden Hills Community School (GHCS) have also increased. SCOE provided a comprehensive and tiered approach that starts with mental health universal screening during the registration process. Once the screening tool has been implemented, students had access to social-emotional learning groups and individual counseling from licensed or registered clinicians as needed.

Reflections: Identified Need

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

The California School Dashboard was established to serve as California's accountability system with the adoption of he Local Control Funding Formula (LCFF). The dashboard assists schools with the identification of their academic programming strengths, needs, and areas of improvement. The California Department of Education has been working since 2017 to develop a modified evaluation system to effectively support and evaluate alternative schools. The waiver submitted by the California Department of Education to the US Department of Education requesting an alternative method for calculating the Academic and Graduation Rate Indicator for alternative school was denied on July 27, 2022. As a result of this decision, the 2022 California School Dashboard will be the first Dashboard without any modified methods applied to state indicators which means that all Dashboard Alternative School Status (DASS) school will be evaluated similarly to non-DASS school. The 2022 California School Dashboard data for Golden Hills Community School and Evergreen Academy are as follows:

Golden Hills Community School-2022 California School Dashboard Data
Chronic Absenteeism- No Performance Level
Suspension Rate- Very Low
English Learner Progress- No Performance Level
Graduation Rate-No Performance Level
College/ Career-Not Reported in 2022
English Language Arts- No Performance Level
Mathematics- No Performance Level

Evergreen Academy-2022 California School Dashboard Data
Chronic Absenteeism-No Performance Level
Suspension Rate-Very Low
English Learner Progress- No Performance Level
Graduation Rate- No Performance Level
College/ Career- Not reported in 2022
English Language Arts- No Performance Level
Mathematics- No Performance Level

(Note: In order to protect the privacy of students, data is not displayed if there are less than 11 students in each category.)

During the 2021-2022 school year, CAASPP testing resumed at Golden Hills Community School and Evergreen Academy. Golden Hills Community School and Evergreen Academy students engaged with practice CAASPP tests and Renaissance assessments in English language arts and mathematics. Most students performed in the "Standard Not Met" category. The data results highlight the continued need to provide intensive academic intervention support in these two curricular areas. Classroom instruction has been designed to include intervention support for students who are performing below grade level. CAASPP Interim Assessments and Practice Tests are utilized to provide students with access to the academic language used within the assessments. Student engagement with Interim Assessments and Practice tests increases vocabulary development, comprehension skills, and the development of targeted lesson planning. The plan to increase student academic performance levels includes services to improve instruction and better support student achievement, including professional learning in Universal Design for Learning (UDL), coaching on working with English Learners (ELs) and more intensive monitoring of student progress. Also, regular classroom observations allow teachers and administrators to evaluate the implementation of evidence-based practices, especially those connected to increasing student engagement. An increase in Project-Based Learning is also likely to result in improved engagement. In addition to more intensive use of innovation tools and robotic instruction, we plan to give students opportunities to engage in civic activism through an integrated approach to the curriculum that will focus their research on culturally relevant community issues. Increased use of digital instructional platforms, such as Google classroom, will also contribute to the delivery of classroom instruction and improved learning for all students.

California Assessment of Student Performance and Progress (CAASPP) 2021-2022 Standardized Testing Data
During the 2021-2022 school year, students engaged with the Smarter Balanced Summative Assessments in English Language Arts and Mathematics. The results for each site are as follows:

Golden Hills Community School
English Language Arts Results:
Standard Exceeded (Level 4)-0%
Met or Exceeded (Level 3)-10%
Standard Nearly Met (Level 2)-30%
Standard Not Met (Level 1)-60%

Mathematics Results:
Standard Exceeded (Level 4)-0%
Met or Exceeded (Level 3)-0%
Standard Nearly Met (Level 2)-5%
Standard Not Met (Level 1)-95%

Evergreen Academy
English Language Arts Results:
(*The data is suppressed because 10 or fewer students tested.)

Mathematics Results:
(*The data is suppressed because 10 or fewer students tested.)

Renaissance- Local Data
Students engaged with Renaissance Assessments in English Language Arts an Mathematics during the 2022-2023 school year. Assessments were administered at the beginning of the year (Pre-Test) and at the end of the year (Post Test). The results for each site are as follows:

Golden Hills Community School
Star Mathematics Assessment Results:
At or Above Benchmark Level-0%
Intervention Level: 5%
Urgent Intervention Level: 20%
Below Benchmark Level: 75%

Star Reading Assessment Results:
At or Above Benchmark-0%
Intervention Level: 8%
Urgent Intervention Level: 15%
Below Benchmark Level: 87%

Evergreen Academy
Star Mathematics Assessment Results:
At or Above Benchmark Level-0%
Intervention Level-7%
Urgent Intervention Level:35%
Below Benchmark Level: 58%

Star Reading Assessment Results:
At or Above Benchmark Level-0%
Intervention Level: 3%
Urgent Intervention Level: 23%
Below Benchmark Level: 74%

English Language Learner Progress: Historically, most English learners (ELs) demonstrate beginning skills in English academic proficiency and are likely to have been in schools in the United States for more than six years, indicating that they are long-term ELs. During the 2021-2022school year, six students were classified as English Learners. Academic support for English Learners is provided through standards-based instruction, which includes effective English Language Development (ELD) instruction strategies embedded in core subjects. English Learners also receive targeted support according to their specific language acquisition needs. Teachers engage with professional learning and coaching from the SCOE Educational Services Program Managers to support differentiation through the UDL model and other relevant evidence-based practices.

Suspension Rate: The percentage of suspensions has decreased significantly beginning with the 2018-2019 school year when the suspension data reported a 41% suspension rate. This trend declined steadily during the 2019-2020 school year with a suspension rate reduction to 22%. The suspension rate for the 2021-2022 school year is 0%. Before the 2021-2022 school year, data indicates a need to provide behavioral interventions for students. GHCS and Evergreen Academy have implemented Positive Behavioral Interventions and Supports (PBIS) to provide students with tools to minimize inappropriate classroom behaviors. These strategies promote higher levels of positive interactions amongst students and their teachers. Teachers and administrators continue to participate with ongoing coaching focused on implementing, monitoring, and assessing the effectiveness of the PBIS strategies. Alternatives to suspensions will also include restorative practices, which further assists and promotes engaging, safe, and accessible classrooms for all students. During the 2022-2023 school year, GHCS teachers continued participating in monthly PBIS Committee Meetings. These committee meetings include student data analysis, collaboration, and the planning of school-wide incentives that promote and encourage all students to engage with classroom learning positively. Staff members at both GHCS and Evergreen Academy will continue to participate in professional learning opportunities throughout the school year. This includes participation with PBIS consultants who have expertise with these practices.

Parent Participation: During the 2022-2023 school year, a survey was conducted to receive feedback for the 2021-2024 LCAP. The survey was administered to GHCS families online or via paper copies. The survey results were as follows:

1. My child can access extra help with lessons in person or through virtual (online) help.
Results:
100%   Agree
0%   Neutral
0%   Disagree

2. My child was offered a computer to support his/her classwork.
Results:
100%   Agree
0%   Neutral
0%   Disagree

3. The school provides a good education for my child.
Results:

100%   Agree
0%   Neutral
0%   Disagree

4. I am aware of the creation of an educational plan for my child.
Results:
92%   Agree
6%   Neutral
2%   Disagree

5. I am aware of who to contact when I have questions about my child's educational plan.
Results:
100%   Agree
0%   Neutral
0%   Disagreed

6. The school provides my child with access to Career Readiness Workshops and activities.
Results:
95%   Agree
5%   Neutral
0%   Disagree

7. My child's education will prepare him/her for their future goals. (High School Graduation/Career Path)
Results:
100%   Agree
0%   Neutral
0%   Disagree

8. My child can work with a teacher one on one or in a small group.
Results:
95%   Agree
5%   Neutral
0%   Disagree

9. I understand that I can access school staff members if I have questions or concerns.
Results:
100%   Agree
0%   Neutral

0%   Disagree

10. I am aware that emotional support is available to my child if needed.
99%   Agree
1%   Neutral
0%   Disagree

Survey results indicate that families felt connected to the school and were involved in the academic planning for students. School Site Council Meetings and Parent Advisory Committee Meetings saw a slight increase in parent participation levels. Meetings during the 2022-2023 school year were held in person and via Zoom. Outreach to parents was conducted by teachers, administration, the Student Support Specialist, and the Student Wellness Support Specialist. Family-Centered activities will be planned for the 2023-2024 school year in person. Communication with families will continue to include emails, text messages, and letters translated into English and Spanish. Efforts to improve parent participation will continue and contribute to the program's success.

Tutoring Support: There is a need to increase the access that students have to individual support with their lessons. Feedback from the 2022-2023 Educational Partner Meetings indicated that students and their parents welcomed the opportunity to engage with tutoring sessions. Evergreen Academy and Golden Hills Community School Educational Partners expressed concerns about math and reading comprehension support for students. Students and their parents expressed the need to offer more opportunities for students to work individually or in small groups with classroom teachers before or after school. During the 2022-2023 school year, Golden Hills Community School hired an Academic Intervention Teacher who supports students during school, after school, and during the summer. Students can receive additional support with completing their coursework.

College and Career Readiness: The College and Career Readiness curriculum offered to students at Golden Hills Community School and Evergreen Academy continues to be in high demand. Feedback obtained from the Educational Partner Meetings and LCAP surveys indicate the need for students to engage with this curriculum which prepares them for entry into post-secondary institutions and the workplace. The feedback and survey data also highlights the need for additional hours of instruction and the expansion of the courses offered.

The College and Career Readiness (CCR) Department will provide Essential Skills workshops that meet the requirements for students to earn a Work Ready Certification (WRC). SCOE CCR Department is also exploring ways to provide WRC to all youth before leaving JDF because there is a minimum number of hours and workshops the students must participate in to receive the WRC, SCOE CCR Department is exploring ways to provide WRC to all youth before leaving JDF. WRC workshop topics include financial literacy, time management, resume writing, job search and application, cover letters, work ethic, customer service, teamwork, appropriate dress, interview techniques, and mock interviews.

Attendance: The rates of chronic absenteeism have decreased but remain an area of concern. CBEDS Data as of October 2022 is as follows:
Attendance Data
Evergreen Academy

(0% Chronic Absences)

Golden Hills
(29% Chronic Absences)

Attendance continues to be a challenging area for the GHCS programs. During the 2022-2023 school year, the Attendance Committee increased its efforts to support students and their families by improving attendance rates through intensive outreach. The committee members include the Student Information Specialist, Student Support Specialist, and Director of Educational Options. The Committee meets each Monday, reviews student attendance, and collaborates to determine effective strategies to improve student attendance. The Student Information Specialist reports on communication with families and the official correspondence sent home to families concerning attendance. Positive phone calls home to students who attend their classes regularly have proven to be effective in promoting daily classroom attendance. SCOE provides free bus passes to students which are provided by the Fairfield Suisun Transit agency to support students with transportation challenges. Intensive outreach efforts to students and their families will continue. SCOE staff have instituted the practice of reaching out to families through various communication platforms that include and are not limited to phone calls, text messages, letters, emails, and in-person home visits. Partnerships with parents involve their participation in conferences and scheduled home visits. The Solano Probation Department is also partnered with the school to support students' daily classroom attendance and participation. Student Attendance Review Board (SARB) meetings are initiated to address those students with chronic absences. These efforts have assisted the school with engaging students with supportive strategies that are not punitive, but instead are resourceful components to support their personal success. Improved levels of student attendance will have a positive impact on student learning.

Social-Emotional Well-Being: Social-emotional support continues to be highly needed among SCOE students. Most students' lives are embedded in gang culture and practices, and most of these young adults have experienced significant trauma. While most students report establishing supportive relationships with school personnel, many do not feel safe at school and feel disengaged from school life. While social-emotional learning instruction has been effective in supporting behavior improvements, SCOE has identified the need to increase the clinical counseling positions and has decided to double the time for the Mental Health and Wellness Clinician to provide individual intensive services to a more significant number of students.

LCAP Highlights

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

SCOE's LCAP outlines the specific activities and resources needed to support the instructional programs at Golden Hills Community School and Evergreen Academy. The plan focuses on five targeted goals:

Goal 1: Academic Achievement
Goal 2: Educational Transition
Goal 3: Career Readiness
Goal 4: Social-Emotional Support

Goal 5: Services for Foster and Homeless Youth

Goal 1. Academic Achievement: Standards-based instruction is provided in all classrooms at Golden Hills Community School and Evergreen Academy. Assessments are utilized to monitor student progress and the development of effective lesson planning. Students are provided with opportunities to engage with Project-Based Learning (PBL) and technology. Teacher collaboration meetings are designed to share effective instructional strategies and review student data. The plan also includes specific support for English Learners through English Language Development (ELD) instruction. Differentiated instruction is also provided for students with disabilities and intervention support for Foster and Homeless Youth. Annual measurable outcomes include standardized testing assessments, formative assessments, feedback from Parent and Student surveys, English Language Proficiency Assessments for California (ELPAC), program evaluation through classroom walkthroughs, credit(s) earned data, and graduation rate data.

Goal 1 addresses the following State Priorities:

1. Basic Condition of Learning

2. State Standards

4. Pupil Achievement

7. Course Access

8. Other Pupil Outcomes

The following services support Goal 1:

1. Educational Services Coaches will provide Juvenile Court and Community School (JCCS) staff professional learning opportunities related to supporting English Learners, students with disabilities, and effective academic intervention strategies. The professional learning sessions are designed to enhance differentiated instruction in all classrooms using the Universal Design for Learning Model (UDL).

2. Students will participate in Project-Based Learning (PBL) at Golden Hills Community School, and Evergreen Academy. Students at Golden Hills Community School can engage with PBL instruction through the Makerspace classroom. Civic Engagement topics are also utilized to increase student engagement through research topics relevant to issues in their communities. Professional Learning will be provided for teachers to support them with effective PBL instructional strategies and activities.

3. Professional learning and coaching with online resources such as Google Apps for classroom teachers will improve and increase the use of technology in all classrooms.

4. Classroom walkthroughs conducted by administrators will assist with monitoring classroom instruction and the overall operation of the

academic program. Walkthroughs will include a formalized review form that provides feedback for the observed classrooms. The walkthroughs are conducted to ensure standards-based instruction in all classrooms and identify areas of success and need for the overall success of all students.

5. English Language Development (ELD) instruction is provided for students identified as English Language Learners (ELLs). Classroom instruction includes integrated support for students and designated support for English Language Learners. Student progress is monitored through the ELPAC Assessment data and local (Renaissance) and standardized assessments (CAASPP/SBAC).

6. Provide LEA-wide leadership to support coordinated professional learning and coaching for all team members and monitor the implementation of services included in the LCAP.

7. Increase the use of the Makerspace Lab and virtual labs to provide enhanced robotics and STEM instruction.

8. In collaboration with the SCOE IT department, make internet access available to students at the Juvenile Detention Facility for instructional research.

9. Continue funding the Instructional Support position to assist students in need of additional support, including English Learners and students with disabilities.

10. The Student Support Specialists (SSSs) provides academic monitoring and case management for all students. Support is also offered to assist students with completing their Individual Learning Plans (ILPs). The Student Support Specialist engages teachers and students with monthly conferences to determine their individual needs. During the 2020-2021 school year, the Credit Modification/Graduation Committee was established to review the academic progress of students through committee meetings that include as part of the team the following members: Director of Educational Options, Student Support Specialist, Classroom Teacher(s), Student, Parents, Probation Team Member, or other individuals supporting the student.

Goal 1 services will be supported in part by the Instructional Technology Specialist, Program Administrator, and the Director for Innovative Programs.

Goal 2. Educational Transition: Students enrolled at Golden Hills Community School, and Evergreen Academy are provided with transition services upon their enrollment and exit from the schools. Evergreen students have varying lengths of enrollment which is based on when they enter and exit the Solano County Juvenile Detention Facility. Support services are necessary to assist students and their families with their transition between schools and programs due to the transient enrollment. The Student Support Specialists at Golden Hills Community School and Evergreen Academy provide students and their families personalized support with these transitions. The annual measurable outcomes for this goal include the following:
1. Student and Parent survey data concerning the Individualized Learning Plans (ILPs).
2. Student and Parent survey data concerning the school's effectiveness in preparing students for their future transitions.
3. School Enrollment Data: The Student Support Specialist at Evergreen Academy collects data that details the number of days between a

students' release exit from the school to their enrollment at their new school or program.

Goal 2 addresses the following State Priorities:

3. Parental Involvement

5. Pupil Engagement

9. Expelled Pupils

The following services support Goal 2:

1. Improved services for expelled students through an annual review and triennial update of the Countywide Plan for Expelled Students. The plan updates are based upon feedback from partner districts in Solano County.

2. Increased outreach to families through bi-monthly opportunities for families and students to come to the school and engage in discussions about supporting their student's educational journey.

3. Student Support Specialists support student attendance through transition services for students exiting our schools. This support is provided by Solano County Probation and the use of Title I Funds.

4. Improve student academic performance levels by engaging teachers, students, and Student Support Specialists with monthly Individualized Learning Plan Meetings. These meetings are designed to review students' academic progress and update the instructional plan of action to support students with credit recovery or eligibility for graduation.

5. Communication with families will be recorded and monitored by teachers and administrators through Student Participation Logs, Credit Modification/Graduation Committee Meetings, and Instructional Learning Plan Meetings with the Student Support Specialists.

6. The Student Support Specialist at Evergreen Academy will work with school districts to assist with student transitions. Students and their families will receive a "warm hand-off" as they enter their new placement. This process ensures that families are supported with navigating the educational system and have access to those individuals that can provide them additional support at their new placements. The Student Support Specialist will conduct a check-in with the student and family to confirm the success of the transition.

The LCAP proposes the funding of a Student Support Specialist at Golden Hills Community School to support these services. An additional Student Support Specialist is dedicated to the students at Evergreen Academy is funded through Title I and Solano County Probation.

Goal 3. Career Readiness: The goal of ensuring each student is Career and College Ready continues to be a top priority. SCOE students have limited experience in enrolling in post-secondary education, securing employment, and accessing the resources available to help them

reach their goals. Services will guide students in career exploration, financial literacy, work readiness, and training to earn industry certifications. This goal's annual measurable outcomes include the percentage of students receiving Work Ready! Certification, the percentage of students participating in Work-Based Learning activities such as meeting guest speakers, attending industry and job shadowing, and earning industry certifications. Student perceptions regarding the school's effectiveness in career readiness will be measured utilizing student surveys. Participation in the Introduction to the Construction Trades course will also measure the number of students who complete each unit.

Goal 3 addresses the following State Priority:

8. Other Pupil Outcomes

The following services support Goal 3:

1. Continue to provide career exploration instruction for students, including Work-Based Learning activities.

2. Offer an Introduction to the Construction Trades course at Evergreen Academy and Golden Hills Community School to provide students with specific trade skills experience. The course results from a partnership between SCOE and Solano County Probation.

3. Continue to provide financial literacy instruction for all students, including budgeting, credit, savings, and investments.

4. Provide Work-Ready! and industry-recognized certification instruction.

5. Fund a Director position to oversee the work-based learning experiences for students at Golden Hills Community School.

6. Increase the number of field trips for students to visit college campuses, trade union training centers, and other educationally relevant activities.

7. Explore the possibility of increasing the face-to-face college courses in collaboration with Solano Community College for students in Evergreen Academy and supporting dual enrollment options for all students.

8. Increase student and parent knowledge of the College and Career Readiness activities available to them at GHCS.

Services will be provided by the following staff:
- College and Career Development Specialist
- Program Manager Workforce Development
- Director College and Career Readiness

Solano County Probation will fund a CTE instructor for the Construction Trades course.

Goal 4. Social-Emotional Support: The goal of providing social and emotional support to students is an area of focus as many of the youth SCOE serves have experienced trauma, school failure, involvement in the juvenile justice system, and other barriers to success in school and the community. Annual outcome measures for this goal include average daily attendance, suspension rate, chronic absenteeism rate, student perceptions regarding attention from staff, feeling safe at school, feeling a sense of belonging at school, and receiving appropriate social-emotional support.

Goal 4 addresses the following State Priorities:

5. Pupil Engagement

6. School Climate

The following services support Goal 4:

1. Provide support services to students with a focus on trauma-responsive care.

2. The Student Support Specialist at GHCS will provide social-emotional learning and social skills group facilitation.

3. Students who require more intensive counseling will be referred to a clinical therapist from the Student and Program Support department.

4. Improve the school environment by providing professional learning including administrators, teachers, student attendance liaisons, and student support specialists related to trauma-responsive and restorative practices.

5. Intensify implementing a school-wide Positive Behavior Intervention and Supports system aligned with the Multi-Tiered System of Supports (MTSS) model, focusing on restorative justice principles as an alternative to suspension.

6. Continue to implement a School Attendance Review Board with relevant school district partners to address student attendance.

7. Offer consultation and resources for parents to support their children's success in SCOE programs.

8. Continue to use a mental health screening for all GHCS students to determine their social-emotional support needs and plan for services accordingly.

9. Continue to enhance programming and services at the Golden Hills and Evergreen Academy wellness centers at both GHCS sites and at JDF to provide students with a space conducive to mindfulness and relaxation. Restorative practices circles and other group meetings can be included.

Services will be provided by the following staff:
· Student Support Specialist
· Mental Health and Wellness Clinician position.
· An additional Student Support Specialist dedicated to JDF funded through Title I and a contribution from Solano County Probation.

These positions also support services in Goal 2.

Goal 5. Continue to address the barriers that foster and homeless students experience: The goal to continue to address the barriers for foster and homeless students is a priority for SCOE. Foster and homeless youth experience many challenges leading to educational disruption, such as trauma, multiple moves or placement changes, and lack of access to post-secondary and vocational resources. Outcome measures for this goal include increased services provided by SCOE staff, increased membership in the Solano County Foster Youth Educational Planning Team (FYEPT), and an increase in training and technical assistance for foster and homeless youth liaisons and partner agencies.

Goal 5 will address the following State Priority:

10. Foster and Homeless Youth

The following services support Goal 5:

1. SCOE staff will provide services that support the educational needs of foster youth. The staff will be co-located at Child Welfare Services.

2. SCOE staff will provide educational case management, resource navigation, and linkage for students who are in foster care or experiencing homelessness.

3. SCOE will continue to engage and build on the current FYEPT membership.

4. SCOE will continue to engage and strengthen partnerships with community-based organizations and local agencies serving students in foster care and students who are experiencing homelessness by expanding the existing memberships with the Foster Youth Education Planning Team (FYEPT) Collaborative and the Homeless Education and Resource Team (HEART) Collaborative.

5. SCOE will update an online web application (Padlet) with resources for transition-age foster youth, youth experiencing homelessness, and community partners.

These services will be provided by the SCOE foster and homeless youth coordinator, funded outside of the LCAP.

Comprehensive Support and Improvement

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

Schools Identified

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

None of the JCCS schools are eligible for comprehensive support and improvement. Our programs are designated as General Assistance.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

The educational partners engagement process began in early November of 2022 and ten stakeholder engagement meetings took place during the 2022-2023 school year. Meetings were facilitated with parents, students, and Solano County Office of Education (SCOE) staff and managers. The valuable feedback collected from these meetings was included in the development of the plan. Consultation with the Solano County Office of Education's bargaining units' representatives further assisted with the development of the plan. Feedback collected from the Solano County Education Association, California School Employees Association, Solano Chapter, and the Solano School Bus Drivers, Public Employees Union Local 1 contributed to the plan's focus of serving the needs of all learners. SCOE engaged in community input meetings with Evergreen Academy and Golden Hills Community School (GHCS), students, staff, parents, and guardians. SCOE also met with the representatives from the Student Services Department of each school district through the countywide Student Services Representatives Council. The council meets monthly to discuss issues related to child welfare and attendance and is also the body that develops and updates the Countywide Plan for Expelled Students. SCOE also met with the Solano County Board of Education throughout the LCAP development process. Additionally, our School Site Council serves as the primary parent advisory committee for English Learners since we do not have a numerically significant population of English learners in our programs and includes parents/families, teachers, and site administrators/principals. SCOE met with the members of the Foster Youth Education Planning Team (FYEPT), which includes foster youth advocacy representatives and held several other meetings that included individuals from the following partner agencies:

Solano County Juvenile Court System
Solano County Department of Health and Social Services - Child Welfare Services
Solano County Probation Department
Solano County Resource Family Association

Local Education Agencies:
Benicia Unified School District
Dixon Unified School District
Fairfield/Suisun Unified School District
Travis Unified School District
Vacaville Unified School District
Vallejo City Unified School District

Educational Partners:
Solano Community College
UC Davis
Job Corps
East Bay Consortium of Educational Institutions- (Dixon & Vallejo)

Community Partners:
Travis Credit Union
Court Appointed Special Advocates of Solano County
Solano County Foster Parent Association
First Place for Youth - Independent Living Skills Program
Aldea Treatment
Mile High Group Home
Solano County Department of Health and Social Services – Mental Health Division
City of Vacaville
Solano Children's Network
John Burton Association
Club Stride
Solano Pride Center
VOICES Youth Programs- Vallejo

The following meetings were held throughout the stakeholder engagement process:
November 16, 2022
1:00-2:00 Evergreen Academy Staff and Administrators
November 17, 2022
1:00PM - 2:00 PM Golden Hills Administrators, Staff, Students, and Parent Representatives
December 7, 2022
1:00 PM -2:00 PM Evergreen Academy Staff, Students, and Probation Staff
December 14, 2022
1:00 PM – 2:00 PM Parents of English Learners and SCOE Staff
January 9, 2023
3:00 PM - 4:00 PM SCOE Bargaining Units Representatives and SCOE Staff
January 25, 2023
1:00 PM - 2:00 PM Golden Hills Administrators, Staff, Students, and Parent Representatives
February 8, 2023
12:00 PM - 1:30 PM Homeless Education and Resource Team (HEART)
February 24, 2023
2:30 PM-4:00 PM Foster Youth Education Planning Team (FYEPT)
March 22, 2023
1:00 PM – 2:00 PM Golden Hills Administrators, Staff, Students, and Parent Representatives
May 10, 2023
6:00 PM - 7:00 PM Golden Hills Administrators, Staff, Students, and Parent Representatives

A summary of the feedback provided by specific educational partners.

All parents/guardians were invited to participate in the educational partner engagement meetings. The parents of English Learners, homeless/foster youth and low incomes students were able to share their ideas about the specific supports that were needed to support their children academically and socially. Spanish interpreting services were available at all meetings. We work with our SELPA monthly to provide services and regularly gather educational partner feedback. The educational partner engagement process was conducted from November 2021 through May 2023. Students from Golden Hills Community School and Evergreen Academy participated in the six educational partner engagement meetings offering their recommendations for improving their learning experiences at both campuses. SCOE administrators and teachers facilitated these meetings which yielded a wealth of recommendations. All participants at the educational partner engagement meetings were encouraged to provide input relative to the current goals and actions contained in the LCAP. The meetings also focused on analyzing the effectiveness of the program's goals. LCAP parent, student, and staff surveys were also conducted virtually via GOOGLE Forms and were also available in print form.

The feedback collected from the LCAP surveys was categorized into specific themes. The themes outlined the specific areas of focus that the educational partner groups identified as areas of need. Recommendations such as providing more Project-Based Learning activities, opportunities for increased social-emotional learning, and tutoring for students were at the top of the suggestions from all educational partner meetings. Incorporating more engaging technology into the classroom and the use of virtual reality to extend learning experiences were recommendations by multiple educational partner groups. Finally, offering multiple trade options within all SCOE programs was also an area that all educational partners believed was a direction and scope that SCOE should support.

During the consultation meetings, SCOE received rich input from educational partners. SCOE was able to identify areas that indicated shared priorities through productive dialogue with partners. This feedback allowed SCOE to develop a responsive plan to address the concerns and interests of the educational partners. SCOE staff, students, parents, teachers, and community members helped develop goals and services that focus on increasing student outcomes and sharpening student strategies accordingly. The consultation gatherings were positive, with a substantial discussion about the purpose of our programs and the student populations we serve. The priorities that received consensus among SCOE educational partners for the new school year are listed below.

Parents expressed the following concerns/priorities:
- After school tutoring for students who need additional academic support
- Before school tutoring for students who work part-time job after school
- Increased opportunities for students to participate with field trips
- Increase the use of engaging technology in the classroom- Laptops and iPads
- Provide Art Electives-Music and graphic arts
- Music instruction from a teacher or community group (Weekly or monthly lessons)
- Gardening classes for students
- Update classroom libraries annually with books that feature diverse authors and themes
- Professional guest speaker series from different fields of expertise
- Transition services must continue for students and parents

- Wellness Center activities are needed for students who are dealing with stress
- Increase the number of college/universities presentations
- Continue the College and Career Readiness activities- Increase the available pathways (Cosmetology and Culinary)
- Health Education- Healthy Relationships-Focus on emotional and physical relationships

Students identified the following priorities:
- Increase field trips
- More use of engaging technology and digital learning
- Specific to Evergreen Academy, students are requesting more access to the internet and research
- Continue the activities in the Wellness Center- The Wellness Center assists students with managing their emotions on challenging days
- Implement Project-Based Learning projects; more hands-on experience - beyond paper and pencil
- Support Homeless students with access to personal hygiene materials
- Provide classes that support students with life skills- washing clothes, cooking, healthy relationships
- Access to resources for young fathers (Identify community support providers that assist young fathers with parenting skills)
- After school tutoring
- Before school tutoring for students who work part-time jobs to support their families
- Summer School
- Physical Fitness Equipment
- Increased CTE options: Auto Repair, Cosmetology, Culinary
- Dog Training Internships-Possible partnership with the Solano County SPCA
- Access to music studios- Students would like to learn about music production and visit a recording studio

Staff identified the following priorities:
- Support for students who are significantly below grade level
- Increase communication with all receiving schools and more substantial support at the receiving school
- Increased professional learning focused on trauma informed instructional practices
- More professional learning for Project-Based Learning, universal design for learning, and social-emotional support
- Field Trips - Virtual and off campus
- Increased collaboration time for Evergreen Academy Teachers
- Access to protected internet educational websites for Evergreen Academy students (Consider implementing RACHEL Internet in a Box)
- Physical Fitness Equipment
- Laptops and Chromebooks for students to access in the classroom and at home

School Site Councils:
- Continue mental health resources for students- Wellness Center and access to the Mental Health and Wellness Clinician

- Field trips for students to local business/ union halls
- Build the community presence through city and county organizations (i.e., Chamber of Commerce)
- Lessons focused on healthy relationships
- Tutoring for students who are struggling with their classes
- Continue updating classroom libraries at Golden Hills and Evergreen Academy (Feature books about Black History, Women's History, and local heroes)
- Music and art instruction

Bargaining Units:
- SCOE and Solano County Probation must continue to provide transition services for students
- Mental Health services are needed for students who are struggling emotionally
- Continue to partner with families to support students with their studies and behavior
- Provide students with many opportunities to engage with industry professionals
- Provide professional learning for teachers in all subject areas
- Wellness Centers are important places for students to de-stress and re-focus on their learning

Input from the Board of Education included the following items:
- Continue to provide and enhance transitional services for students who exit Evergreen Academy and Golden Hills Community School
- Continue to provide and enhance the mental health services for Golden Hills Community School students
- Provide ongoing professional learning opportunities for teachers, administrators, and support staff
- Invite members of the Solano Hispanic Chamber of Commerce, Filipino American Chamber of Commerce, and Black Chamber of Commerce to present to students
- Increase Project-Based Learning opportunities for students at Golden Hills Community School and Evergreen Academy
- Include a Student Representative on the Solano County Board of Education

Input from the FYEPT stakeholder group included the following items:
- Support services for foster parents- Resources to assist with managing challenging behaviors
- Increased counseling services for homeless and foster youth
- Mental health training regularly ensures teachers and counselors (school staff) use trauma-informed practices
- More mental health support (Making it available in a way that minimizes stigma)
- More training for teachers when a student is identified as foster Re: Accommodations, rights, services
- Exposing students to programs/trips Re: Careers, life skills, post-secondary
- Increase partnerships with community members (i.e., faith-based, parent/guardians)
- More opportunities for planning and goal setting with Solano Educational Partners
- Increase transportation support for Transitional Aged Youth (TAY)
- Advocate for McKinney-Vento law change
- Transportation assistance post-graduation for Foster and Homeless youth

- Revisit mental health training regularly to ensure teachers and counselors use trauma-informed practices
- Youth voice in schools, youth feedback, and story sharing
- Willing mentors to connect with our foster youth
- Exposing students to programs/trips re: careers, life skills, post-secondary
- More mental health support (making it available in a way that minimizes stigma
- Warm hand-off at our local community college for foster youth
- Increase communication/relationships with post-secondary institutions in the area
- Increased tutoring support for foster and homeless youth
- Support school staff members with professional learning focused on the needs of foster and homeless students
- Provide families with access to resources to food, transportation, and rental assistance
- Continued support with college/ university admission documents including financial aid (FAFSA)

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

SCOE's LCAP reflects the diverse perspectives and recommendations shared at the various educational partner meetings. As a result of educational partner input, areas in need of increased or improved services were identified and categorized into themes:

Increased use of technology - Goal 1
(Recommendations from Educational Partners: Students, Parents, Staff, SCOE Bargaining Unit Members, Parents of English learners, and SCOE staff)
- All educational partners recommended increasing the access that students have to technology in all their areas of study.
- All educational partners agreed to provide each student in the JCCS program with an assigned Chromebook for use in the classroom and at home.
- Educational partners agreed that Chromebooks assist students with accessing courses to recover missing credits.
- Students at Evergreen Academy recommended that they have more access to internet resources to conduct research and create presentations.
- Students at Golden Hills Community School and Evergreen Academy were extremely interested in integrating technology with all of their lessons.
- All educational partners suggested that IPads and Laptops would assist students with accessing state of the art educational websites. SCOE staff members recommended adding laptops to classrooms along with Chromebooks to support the full implementation of Project Based Learning (PBL).

Based on the feedback from educational partners, the LCAP includes strategies that involve professional learning for staff members focused on instructional technology and PBL as well as the purchase of additional technological devices for students. The plan also includes increased use of the Innovation Lab where students at Golden Hills Community school will receive instruction from a STEM teacher. The STEM teacher will also provide instruction for students at Evergreen Academy.

Transition Services - Goal 2:
(Recommendations from Educational Partners: Students, Parents, SCOE staff, Parents of English Learners, and SCOE Bargaining Unit Members)
- The Student Support Specialist services are valuable and ensure that students and families receive support when exiting Golden Hills Community School and Evergreen Academy.
- Parents and students expressed the need to have someone provide them guidance with enrolling in their neighborhood schools.
- SCOE Bargaining Unit Members expressed their support of having resources and a staff member within SCOE that supports students and their families throughout the transition process.
- Parents of English Learners suggested that connections to support persons at the new school be introduced before students were enrolled at their new schools.
- All educational partners recommended continuing to have the Student Support Specialists work with families and consistently review their Individual Learning Plans (ILPs).
- All educational partners agreed that increasing parent participation must remain a focus for JCCS schools.

Based upon the feedback from educational partners, the LCAP includes the services necessary to support students through the assistance of the Student Support Specialists.

Field Trips-College and Career Readiness - Goal 3:
(Recommendations from Educational Partners: Students, Parents, SCOE staff, SCOE Bargaining Unit Members, and Parents of English learners)
- Students recommended more frequent field trips.
- SCOE Bargaining Unit Members recommended having students visit union trade union training sites multiple times during the school year.
- All educational partners recommended taking students on field trips to local colleges and universities so that students are excited about attending college.

Based upon the feedback from educational partners, the LCAP includes an action focused on increasing the number of field trips to universities, trade union training sites, and any other educationally relevant locations.

Social-Emotional Learning-Goal 4:
(Recommendation from Educational Partners: SCOE Staff and SCOE Bargaining Unit Members)
- SCOE staff members recommended support for students struggling with self-regulation of their emotions.
- All educational partners recommend that students need counseling and access to a staff member that they can speak with in times of crisis.
- All educational partners agreed that the Student Mental Health and Wellness Clinician is needed at Golden Hills.
- The Wellness Centers at Evergreen Academy and Golden Hills are needed and should be available to students when needed.

Providing staff members with social-emotional professional learning and resources contributes to mitigating issues that impede students from accessing the curriculum. Professional learning focused on supporting students with academic challenges throughout the school year further

assists with providing effective academic intervention support for students. SCOE will set up a process through which relevant staff will meet and discuss possible interventions for struggling students.

Support Services for homeless and foster students-Goal 5
(Recommendations from Educational Partners-FYEPT)
- Ongoing mental health training and trauma-informed practices.
- Professional learning that includes the incorporation of legislation, rights, services, and resources that address the rights of foster and homeless youth.
- Mental health support and the reduction of the stigmas associated with foster youth and homeless youth.
- Coordinated efforts through the FYEPT post-secondary workgroup to focus on post-secondary /vocational opportunities.
- Engage students with activities related to Free Application for Federal Student Aid (FAFSA) awareness/completion.

(Recommendations from Educational Partners-Solano Homeless Education and Resource Team (HEART)
- Ensure that Mc Kinney-Vento students are identified and connected to available resources.
- Outreach to families to build relationships of trust and safety.
- Create a "clothing closet" from donations of clothing for job interviews.
- Continue providing transition services for homeless youth to ensure their continued success with college, career training programs, or employment.
- Connect homeless youth with CTE partners.
- Tutoring for students who need academic support before or after school.
- Support for homeless youth who are experiencing domestic abuse.
- Transportation support for homeless youth via free bus passes.
- Peer on peer learning opportunities.
- Provide students with classroom instruction that is culturally relevant.

Educational Partner feedback from the Solano County Board of Education is also reflected in the plan. Transition services to support a warm hand-off for students leaving Evergreen Academy and Golden Hills Community School will continue to be implemented and intensified by reaching specific agreements with the receiving schools for planning and follow-up. SCOE has evaluated the current goals based on historical and emerging needs and proposes to continue with existing goals. Services have also been revised to intensify efforts in specific areas focused on increasing the plan's implementation. The plan also includes close collaboration with available SCOE instructional coaches to support teachers' practices, emphasizing helping students with Individualized Education Programs (IEPs) within an inclusive model involving co-teaching rather than pull-out services. SCOE has also included in the plan an action emphasizing increased collaboration with Solano Community College to provide a face-to-face course for students at Evergreen Academy that complement the current online courses. The Board's interest in evaluating the utilization of Chromebooks during instruction was also addressed by including a metric involving the average number of credits earned by students in SCOE programs. This metric is particularly sensitive to online instruction for credit recovery

and access to elective courses. In addition, SCOE will continue to provide training for teachers on the implementation of Google Apps for the classroom with the expectation that appropriate Google applications will be used in all classrooms to support instruction and student engagement. The adoption of the new English Language Arts curriculum Study Sync will further engage teachers with professional learning that incorporates the use of technology with all lessons. Professional learning for teachers focused on the increased usage of technology will promote engaging learning environments for students.

Goals and Actions

Goal

Goal #	Description
1	Improve the instructional outcomes for students. Priorities 1,2,4,7,8

An explanation of why the LEA has developed this goal.

The students' academic skills continue to focus on English Language Arts (ELA) and Math based on the California Assessment of Student Performance and Progress (CAASPP) and local assessments. Most students in the Juvenile Court and Community Schools (JCCS) programs are credit deficient and demonstrate academic skills below grade level. There is a continued need for credit recovery and educational support to help students close possible skills and knowledge gaps. There is also a need, identified by students and parents, to provide more engaging instruction and increase the use of instructional technology. Finally, there is a need to support the different strengths in SCOE programs, including the success of EL students and students with exceptional needs. This goal and the action and services capture the need for continuous improvement in these areas and address each specific need.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2a, 2b Implementation of ELA, ELD, Math, and Next Generation Science Standards (NGSS) as measured by walkthrough instruments.	100% implementation (2020-2021)	100% Implementation (2021-2022)	100% Implementation (2022-2023)		100% implementation
Priority 4a SBAC ELA (CAASPP) assessments	Golden Hills Community ELA - Percentage of Students with	Golden Hills Community School ELA- Percentage of Students with Standard	Golden Hills Community School ELA- Percentage of Students with Standard		15% of students with Standard Met/Exceeded in both programs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Standard Met/Exceeded-5.26% (Baseline 2019-2020) JDF - Evergreen Academy ELA - Percentage of Students with Standard Met/Exceeded-0.00% (Baseline 2019-2020)	Met/ Exceeded- N/A (Data will be available 2022-2023) JDF- Evergreen Academy ELA- Percentage of Students with Standard Met/Exceeded- N/A (Data will be available 2022-2023)	Met/Exceeded-10% JDF-Evergreen Academy ELA-Percentage of Students with Standard Met/Exceeded-*N/A (* Data suppressed because 10 or fewer students were tested.)		
Priority 4a SBAC Math (CAASPP) assessments	Golden Hills Community Math - Percentage of Students with Standard Met/Exceeded-0.00% (Baseline 2019-2020) JDF - Evergreen Academy Math - Percentage of Students with Standard Met/Exceeded -0.00% (Baseline 2019-2020)	Golden Hills Community School Math-Percentage of Students with Standard Met/Exceeded-N/A (Data will be available 2022-2023)	Golden Hills Community School Math-Percentage of Students with Standard Met/ Exceeded-0% JDF-Evergreen Academy Math-Percentage of Students with Standard Met/Exceeded-*N/A (*Data suppressed because 10 or fewer students were tested.)		10% of students with Standard Met/Exceeded in both programs
Priority 8 Credits earned. Average for students	37 credits (2020-2021)	35 credits (2021-2022)	38 credits (2022-2023)		45 credits

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in the program for 90 days or more					
Priority 8 Renaissance Learning-STAR Reading Assessment grade equivalent growth for students in the program for 90 days or more	60% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in ELA as measured by the Renaissance Learning STAR Reading Assessment (Baseline 2020-2021)	65% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in ELA as measured by the Renaissance Learning STAR Reading Assessment. (2021-2022)	67% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in ELA as measured by the Renaissance Learning STAR Reading Assessment. (2022-2023)		70% of students attending for 90 days or more
Priority 8 Renaissance Learning-STAR Reading Assessment scaled score growth for students in the program for 90 days or more	60% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment (Baseline 2020-2021)	62% of students who were enrolled for 90 days or more demonstrated a 50-point, or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment (2021-2022)	65% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment. (2022-2023)		70% of students attending for 90 days or more
Priority 8 Renaissance Learning-STAR Math Assessment grade equivalent growth for students in the	57% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in	55% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in Math as measured by	58% of students who attended 90 days or more demonstrated a .50 or greater Grade Equivalent growth in Math as measured by		65% of students attending for 90 days or more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
program for 90 days or more	Math as measured by the Renaissance Learning STAR Math Assessment (Baseline 2020-2021)	the Renaissance Learning STAR Math Assessment (2021-2022)	the Renaissance Learning STAR Math Assessment. (2022-2023)		
Priority 8 Renaissance Learning-STAR Math Assessment scaled score growth for students in the program for 90 days or more	43% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment (Baseline 2020-2021)	44% of students who were enrolled for 90 days or more demonstrated a 50-point, or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment (2021-2022)	46% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment. (2022-2023)		50% of students attending for 90 days or more
Priority 8 The percentage of parents who on the LCAP Parent Input Survey report that their child receives extra help when he/she is struggling academically	76% (Baseline 2020-2021)	80% (2021-2022)	100% (2022-2023)		80%
Priority 8 The percentage of students who on the LCAP Student Survey report that they	57% (Baseline 2020-2021)	75% (2021-2022)	95% (2022-2023)		65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
receive extra help when they are struggling academically					
Priority 1a Teachers of the district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	100% (Baseline 2020-2021)	100% (2021-2022)	100% (2022-2023)		100%
Priority 1b Every pupil in the school district has sufficient access to standards/ aligned instructional materials.	100% (Baseline 2020-2021)	100% (2021-2022)	100% (2022-2023)		100%
Priority 1c School facilities are maintained in good repair.	100% (Baseline 2020-2021)	100% (2021-2022)	100% (2022-2023)		100%
Priority 4e The percentage of English Learners who make progress toward English proficiency as measured by the	0% (Baseline 2020-2021)	0% (2021-2022)	0% (2022-2023)		50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Proficiency Assessments for California (ELPAC)					
Priority 4f English Language Learners reclassification rate	0% (Baseline 2020-2021)	0% (2021-2022)	0% (2022-2023)		50%
Priorities 7a, 7b, 7c The JCCS programs will provide a broad course of study that includes all the subject areas described in Section 51210 and Section 51220 (a) to (i) of the Education Code, as applicable, to support all students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system.	The JCCS programs provided a broad course of study that included all the subject areas described in Section 51210 and Section 51220 (a) to (i) of the Education Code, as applicable, to support all students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system. This metric will be measured by academic data and our course catalog. (Baseline 2020-2021)	The JCCS programs provided a broad course of study that included all the subject areas described in Section 51210 and Section 51220 (a) to (i) of the Education Code, as applicable, to support all students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system. This metric will be measured by academic data and our course catalog. (2021-2022)	The JCCS programs provided a broad course of study that included all the subject areas described in Section 51210 and Section 51220 (a) to (i) of the Education Code, as applicable, to support all students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system. This metric will be measured by academic data and our course catalog. (2022-2023)		The JCCS programs will provide a broad course of study that included all the subject areas described in Section 51210 and Section 51220 (a) to (i) of the Education Code, as applicable, to support all students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2a Provide targeted professional learning on instructional strategies designed to address state standards and support a range of skill levels in each classroom as measured by classroom walkthrough visits.	100% of all JCCS staff have received professional learning related to the ongoing instructional program improvement (Baseline 2020-2021)	100% of all JCCS staff have received professional learning related to the ongoing instructional program improvement (2021-2022)	100% of all JCCS staff have received professional learning related to the ongoing instructional program improvement (2022-2023)		100% of all JCCS staff will receive professional learning related to the ongoing instructional program improvement
Priority 7c Students with exceptional needs will have access to general education classes with appropriate services to support their success as measured by their IEP's.	100% of students with exceptional needs had access to general education classes with appropriate services to support their success as measured by their IEP's. (Baseline 2020-2021)	100% of students with exceptional needs have had access to general education classes with appropriate services to support their success as measured by their IEPs (2021-2022)	100% of students with exceptional needs have had access to general education classes with appropriate services to support their success as measured by their IEPs (2022-2023)		100% of students with exceptional needs will have access to general education classes with appropriate services to support their success as measured by their IEP's.
Priority 2b English learners will have access to the State Standards and ELD Standards as measured by the walkthrough instrument.	100% of English learners had access to the state standards and to ELD standards as measured observations (Baseline 2020-2021)	100% of English learners had access to the state standards and to ELD standards as measured by observations. (2021-2022)	100% of English learners had access to the state standards and to ELD standards as measured by observations. (2022-2023)		100% of English learners will have access to the state standards and to ELD standards as measured observations

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1B Technology learning devices to all students. As measured by our online inventory.	100% 1:1 access to Chromebooks (Baseline 2020-2021)	100% of students have 1:1 access to Chromebooks (2021-2022)	100% of students have 1:1 access to Chromebooks (2022-2023)		100% of students will receive a 1:1 device for their studies.
Note: Priority 4g note: Advanced Placement courses and exams are usually not part of our instruction but are available for students interested in collaboration with their district of residence. Students typically placed in our Alternative Schools show credit recovery as their priority. Priority 4b/4c note: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the The University of California and the California State University, or CTE sequences or	N/A	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs of study that aligns with State Board approved CTE standards and frameworks, are not applicable in the JCCS context. Our experience has been that our students need to address credit deficiencies in basic requirements. The Early Assessment Program results are embedded in the SBAC results for 11th grade ELA and Math.					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Targeted professional learning	Educational Services coaches will provide JCCS staff, including teachers, and administrators, professional learning related to supporting English learners, students with disabilities, and all students demonstrating academic difficulties to increase capacity in differentiating instruction according to the Universal Design for Learning (UDL) model.	$0.00	Yes
1.2	Project-Based Learning and research	Improve instruction by designing and implementing Project-Based Learning and connected to the Innovation Lab and civic engagement topics to increase student engagement and provide more meaningful instruction and familiarity with resources for research.	$134,187.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Increased use of instructional technology	Provide coaching to teachers on the effective use of technology across all content areas, including use of the Edgenuity online learning portal system. This goal is principally directed to increase and improve access to instructional technology resources for our students who are English learners, students with disabilities, socio-economically disadvantaged, homeless, or foster youth.	$45,046.00	Yes
1.4	Implementation of evidence-based practices	Improve instruction by formalizing a practice of walkthroughs, feedback, and systematic monitoring to support the implementation of instructional evidence-based practices. Results of observations will be addressed at staff meetings to identify needed adjustments.	$0.00	Yes
1.5	Provide English language development instruction	Offer ELD instruction in an integrated way during core instructional time and at a designated time.	$0.00	Yes
1.6	Provide instructional leadership	Provide LEA-wide leadership to support coordinate professional learning and coaching for all team members and monitor the implementation of services included in the LCAP. This goal is principally directed to support access to the core curriculum and academic intervention supports for English learners, socio-economically disadvantaged, students with disabilities, homeless, and foster youth through targeted professional learning in all content areas.	$26,588.00	Yes
1.7	Innovation Lab, robotics, and STEM instruction	Intensify the use of the maker space lab and virtual labs to provide increased robotics and STEM instruction (cost included in Action 1.2 above)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Access to the internet for students in JDF	In collaboration with the Information Technology Department, SCOE will make internet access available to Evergreen Academy for instructional research starting with the 2021-22 school year.	$0.00	No
1.9	Instructional support for students needing additional assistance	SCOE will continue funding an instructional support position to provide service to students in need of additional support, including English learners and students with disabilities.	$13,816.00	No
1.10	Individual plans case management	The Student Support Specialist will provide monitoring and case management for all students to complete their Individual Learning Plans and coordinate monthly conferences with teachers to identify individual needs. (Costs included in Goals 2 and 4)	$0.00	No

Goal Analysis [2022-23]

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

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

The following challenges and successes were experienced with the implementation of Goal 1:

Action 1.1 Educational Services coaches will provide JCCS staff, including teachers, and administrators, professional learning related to supporting English learners, students with disabilities, and all students demonstrating academic difficulties to increase capacity in differentiating instruction according to the Universal Design for Learning (UDL) model.

Successes:
- SCOE's Educational Services Department Coaches were available to provide individualized coaching following the Universal Design for Learning (UDL) professional learning sessions.
- UDL strategies are utilized in all classrooms in order to support the needs of English learners, students with disabilities, and students in need of academic intervention.
- Students who participate with academic intervention before and after school at Golden Hills Community School are demonstrating higher levels of comprehension when engaging in classroom discussions or individual content specific projects.

Challenges:

- Time-Limited opportunities to provide professional learning. Teachers are unable to be released for full-day or multi-day professional learning opportunities due to the shortage of substitute teachers.

Action 1.2 Improve instruction by designing and implementing Project-Based Learning that connects the Innovation Lab and civic engagement topics to increase student engagement an provide more meaningful instruction and familiarity with resources for research.

Successes:
- Teachers at Evergreen Academy and Golden Hills Community School have increased the opportunities for students to engage in Project-Based Learning. Students have created projects related to lessons in history and science. Students have created projects that reflect their understanding of how the topics relate to the world around them. Poster board presentations, PowerPoint Presentations, Google Slides Presentations, and oral reports increased during the 2022-2023 school year. Students with disabilities, English learners, and students with academic challenges are provided the tools to demonstrate their competencies through the creation of projects.
- Students at Golden Hills Community School have had the opportunity to engage with robotics lessons and 3D printer lessons in the Innovation Lab.
- Civics instruction was facilitated by Alice Fried through SCOE's partnership with the Solano County League of Women Voters. The instruction is planned to expand to Evergreen Academy during the 2023-2024 school year following the 2022-2023 pilot program at Golden Hills Community School.

Challenges:
- The STEM teacher vacancy was not filled at the beginning of the 2022-2023 school year.
- Evergreen Academy students have not had the opportunity to engage with STEM instruction.

Action 1.3 Provide coaching to teachers to implement the use of Google apps for the classroom and continue to increase implementation of the Edgenuity online learning portal system.

Successes:
- The use of Google apps has been fully implemented at Golden Hills Community School. Students upload assignments and communicate with the classroom teachers through the platform.
- Edgenuity continues to be implemented 100% at Golden Hills Community School and Evergreen Academy.
- SCOE's Information Technology Team completed the installation of the infrastructure to install the RACHEL Internet in a Box software.

Challenges:
- Scheduling professional learning for the RACHEL Internet in a Box software has been challenging due to limited training slots for school districts.
- Evergreen Academy students are unable to access Google Apps.

Action 1.4: Improve instruction by formalizing a practice of walkthroughs, feedback, and systematic monitoring to support the implementation of instructional evidence-based practices. Results of observations will be addressed at staff meetings to identify needed adjustments.

Successes:
- Site administration conducts classroom walk-through visits daily.
- Walkthrough visits have contributed to the implementation of Positive Behavior Interventions and Supports (PBIS) at both Goldens Hills Community School and Evergreen Academy. Positive relationships between students, teachers, administration, and support staff members are evident by the positive communication and the limited interruptions to classroom instruction due to behavior challenges.
- Relationship Building- Golden Hills Community School and Evergreen Academy provide learning environments that promote a "family-like" environment which encourages students to be true partners in their learning. Students are encouraged to learn from their challenges and take ownership of their positive direction forward.
- Staff meetings are designed to engage in discussions about student achievement levels and the overall operational needs of both campuses.

Challenges:
- A formal walkthrough instrument has not been created. Feedback is given immediately and not formalized on a document.

Action 1.5: Offer ELD instruction in an integrated way during core instructional time and at a designated time.

Successes:
- Integrated and Designated ELD instruction is fully implemented at Golden Hills Community School and Evergreen Academy.
- Teachers provide access to technology resources which assist English learners with accessing the core curriculum via integrated or designated strategies.

Challenges: N/A

Action 1.6: Provide LEA-wide leadership to support and coordinate professional learning and coaching for all team members and monitor the implementation of services included in the LCAP.

Successes:
- The Director of Educational Options serves as the professional learning coordinator for the JCCS program.
- The LCAP's actions and services are monitored by the Director of Educational Options.
- Educational Partner Meetings, School Site Council (SSC), and Parent Advisory Committee Meetings are facilitated by the Director of Educational Options. These meetings are designed to provide recommendations for SCOE about the implementation, monitoring, and evaluation of the LCAP.

Challenges: N/A

Action 1.7: Intensify the use of the maker space (Innovation) lab and virtual labs to provide increased robotics and STEM instruction.
Successes:
- The students at Golden Hills Community School engaged in lessons using the 3D Laser Printer, bots, and Legos.
Challenges:

- The STEM teacher position was not filled at the beginning of the 2022-2023 school year.
- Access for students at Evergreen Academy to participate in STEM activities.

Action 1.8: In collaboration with the Information Technology Department, SCOE will make internet access available to Evergreen Academy for instructional research starting with the 2023-2024 school year.
Successes:
- SCOE' s Information Technology Department successfully completed the installation of the RACHEL Internet In a Box software infrastructure.

Challenges:
- Scheduling professional learning for teachers due to limited training sessions hosted by the vendor.

Action 1.9: SCOE will continue funding an instructional support position to provide services to students in need of additional support, including English learners and students with disabilities.
Successes:
- The Instructional Support position is 100% implemented

Challenges: N/A

Action 1.10: The Student Support Specialist will provide monitoring and case management for all students to complete their Individual Learning Plans and coordinate monthly conferences with teachers to identify individual needs.

Successes:
- The Student Support Specialist at Golden Hills Community School and Evergreen Academy collaborates with classroom teachers in order to implement and monitor the Individual Learning Plans developed for each student.
- Case Management is provided for students to assist them with accessing school-based and community-based resources.
- Students and their families receive "warm-hand" support when transitioning out of Evergreen Academy or Golden Hills Community School.

Challenges: N/A

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

The difference between the budgeted expenditures and estimated actual expenditures for Goal 1 was due to the vacancy of the STEM Teacher position. The STEM Teacher was hired in March of 2023.

Action 1.1 Educational Services coaches will provide JCCS staff, including teachers, and administrators, professional learning related to supporting English learners, students with disabilities, and all students demonstrating academic difficulties to increase capacity in differentiating instruction according to the Universal Design for Learning (UDL) model.
Effectiveness: Action 1.1 contributed to teachers gaining deeper insight into the effectiveness of implementing the Universal Design for Learning (UDL) model. Most students in the JCCS program are identified as students with academic challenges, students with disabilities, or English learners. Teachers are implementing these strategies in order to provide students with instructional strategies that support their full access to the curriculum. These strategies are successful because they complement the social-emotional learning strategies that are provided for students to assist them with managing their behaviors which can impede their access to learning.

Action 1.2: Improve instruction by designing and implementing Project-Based Learning opportunities including the Innovation Lab and civic engagement topics to increase student engagement and provide more meaningful instruction and familiarity with resources for research.
Effectiveness: Action 1.2 continues to be in progress due to the STEM teacher vacancy. The civic engagement of student was enhanced through a pilot program facilitated by Alice Fried through the Solano County League of Women Voters at Golden Hills Community School during the 2022-2023 school year. The instruction is planned to expand to Evergreen Academy during the 2023-2024 school year. This action continues to be an area of focus which will positively impact the effectiveness of Goal 1.

Action 1.3: Provide coaching for teachers to implement the use of Google apps for the classroom and continue to increase the implementation of the Edgenuity online learning portal system.
Effectiveness: Google apps are fully implemented at Golden Hills Community School and have assisted with building their technological skills. The use of the Edgenuity online learning portal is currently 100% implemented at Golden Hills Community School and Evergreen Academy. Coaching support for Google apps and Edgenuity will remain an area of focus because it contributes to building the professional capacity of teachers to utilize technology in all core content areas and achieve the targets identified in Goal 1.

Action 1.4 Improve instruction by formalizing a practice of walkthroughs, feedback, and systematic monitoring to support the implementation of instructional evidence-based practices. Results of observations will be addressed at staff meetings to identify needed adjustments.
Effectiveness: Student access to the common core standards, integrated and designated ELD instruction, academic intervention supports, and PBIS are positively impacted by this action. The low rates of student discipline challenges, PBIS implementation, and relationship building highlight the success of this action toward the focus of Goal 1.

Action 1.5: Offer ELD instruction in an integrated way during core instructional time and at a designated time.
Effectiveness: Students who are English learners receive academic support through integrated or designated English Language Development (ELD) instructional strategies. This action supports full access to the core curriculum for English learners which contributes to higher levels of English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Performance and Progress (CAASPP), and Renaissance assessments. This action serves to assist with meeting the targets of Goal 1.

Action 1.6: Provide LEA-wide leadership to support and coordinate professional learning and coaching for all team members and monitor the implementation of services included in the LCAP.
Effectiveness: The Director of Educational Options serves as the coordinator of professional learning for teachers and support staff members at Golden Hills Community School and Evergreen Academy. The facilitation of Educational Partner Meetings has successfully contributed to the implementation and monitoring of the actions and services contained in the LCAP. The facilitation of these meetings ensures that the recommendations from Educational Partners serve as the foundation for the creation of SCOE's LCAP. This action has assisted with meeting the progress necessary to achieve the targets of Goal .

Action 1.7: Intensify the use of the Maker Space (Innovation) Lab and virtual labs to provide increased robotics and STEM instruction.
Effectiveness: This action has not been fully implemented due to the STEM teacher vacancy. Students at Golden Hills Community School have limited access to the Innovation Lab and Evergreen Academy students have yet to engage with this curriculum. This action will have a greater impact once the STEM teacher vacancy has been filled. This will assist with the targets of Goal 1 once it is fully implemented.

Action 1.8: In collaboration with the Information Technology Department, SCOE will make internet access available to Evergreen Academy for instructional research starting with the 2023-2024 school year.
Effectiveness: The RACHEL Internet In A Box infrastructure has been installed at Evergreen Academy. Classroom teachers have not engaged with professional learning for the database due to scheduling challenges with the vendor. Professional learning is planned for the 2023-2024 school year in order to promote and support full implementation of the database at Evergreen Academy. This action will assist with meeting the targets of Goal 1,

Action 1.9: SCOE will continue funding an instructional support position to provide service to students in need of additional support including English learners and students with disabilities.
Effectiveness: The instructional support instructor provides additional academic intervention support for English learners and students with disabilities. This actions assists with meeting the targets of Goal 1.

Action 1.10: The Student Support Specialist will provide monitoring and case management for all students to complete their individual Learning Plans and coordinate monthly conferences with teachers to identify individual needs.
Effectiveness: The Student Support Specialist at Evergreen Academy and Golden Hills Community School provides students and their families with academic planning, access to counseling, and community resources. The "warm-hand" support for students transitioning out of the campuses has assisted students and their families with navigating their paths toward continuing their education at their neighborhood schools, graduation, or admission to college or work-based programs. This action is essential towards the targets of Goal 1.

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

There have been no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year. The actions identified in Goal #1 will continue because student assessment data shows a need for students to receive intensive instruction along with academic

intervention support. Professional learning will support teachers with implementing, monitoring, and evaluating the effectiveness of classroom instructional strategies. Students are in need of access to STEM instruction which will assist with their comprehension of mathematical and scientific concepts.

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

Goals and Actions

Goal

Goal #	Description
2	Increase the Educational Transition Planning Services being provided to students. Priorities 3,8,9

An explanation of why the LEA has developed this goal.

There is a need to provide students with services that promote a successful transition from the Juvenile Detention facility to their school of residence. Research shows that students are particularly vulnerable during this transition and are at risk of dropping out or experiencing feelings of disengagement without the support of protective factors.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3a, 3b, 3c, 8 The percentage of students who report on the LCAP survey involves developing, reviewing, and monitoring the individual learning plans), which addresses the needs of unduplicated pupils and students with exceptional needs.	67% of students reported that the school involves them in the development, review and ongoing monitoring of the individual learning plans. (Baseline 2020-2021)	83% of students reported that the school involves them in the development, review and ongoing monitoring of the individual learning plans. (2021-2022)	95% of students reported that the school involves them in the development, review and ongoing monitoring of the individual learning plans. (2022-2023)		75%
Priority 8 The percentage of students who report on the LCAP survey that the school	81% of the students reported that the school prepares them for a successful transition to their next	87% of the students reported that the school prepares them for a successful	98% of the students reported that the school prepares them for a successful		85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other).	milestone (e.g. transition to high school of residence, college, workplace, or other) (Baseline 2020-2021)	transition to their next milestone (e.g. transition to high school of residence, college, workplace, or other) (2021-2022)	transition to their next milestone (e.g. transition to high school of residence, college, workplace, or other) (2022-2023)		
Priority 3a, 3b 3c, 8 The percentage of parents who report that the school prepares their student for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other), which addresses the needs of unduplicated pupils and students with exceptional needs.	76% of the parents responded that the school prepares their student for a successful transition to their next milestone. (Baseline 2020-2021)	81% of the parents responded that the school prepares their students for a successful transition to their next milestone. (2021-2022)	100% of the parents responded that the school prepares their students for a successful transition to their next milestone. (2022-2023)		80%
Priority 3a, 3b,3c,8 The percentage of parents who report that the school involves them in developing their students' individual learning plan which addresses the needs	100% of responses indicated that the school involves them in the development of their students' individual learning plan. (Baseline 2020-2021)	100% of responses indicated that the school involves then in the development of their student's individual learning plan. (2021-2022)	100% of responses indicated that the school involves then in the development of their student's individual learning plan. (2022-2023		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of unduplicated pupils and students with exceptional needs.					
Priority 8 The percentage of students staying fifteen or more days in JDF provided transition education services as measured by student support specialists' logs.	100% of eligible students receive transitional services. (Baseline 2020-2021)	100% of eligible students receive transitional services. (2021-2022)	100% of eligible students receive transitional services. (2022-2023)		100%
Priority 8 The number of days between release from JDF and enrollment in their home school for students transitioning to districts within Solano County.	The average for the fall semester of 2020-2021 was 5.2 days as measured by data collection.	The average for the fall semester of 2021-2022 was 4 days as measured by data collection. (2021-2022)	The average for the fall semester of 2021-2022 was 3.5 days as measured by data collection. (2022-2023)		3 days
Priority 9. The annual review of the Countywide Plan for Expelled Students, with input from districts and community agencies.	The Plan for Expelled Students is reviewed annually.	The Plan for Expelled Students is reviewed annually. (2021-2022)	The average for the fall semester of 2021-2022 was 4 days as measured by data collection. (2022-2023)		Reviewed annually

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Services for expelled students	Improve services to expelled students by conducting an annual review of the Countywide Plan for Expelled Students. The plan is updated every 3 years to adjust to the changing needs of students. SCOE collaborates with partner districts to implement, monitor, and evaluate the effectiveness of the countywide plan to support the mitigation of student expulsions from school. (Costs included in Goal 1.6)	$0.00	No
2.2	Support family engagement	SCOE will increase its outreach to families by organizing bi-monthly opportunities for families and students to come to the school and discuss supporting their educational journey. These family engagement activities are principally directed to improve and increase services for our students who are English learners, socio-ecomoncally disadvanted, students with disabilities, homeless, and foster youth.	$5,500.00	Yes
2.3	Provide transition services for Evergreen Academy students	The Student Support Specialist will support student attendance by providing transition services for students leaving Evergreen Academy. Supported by Solano County Probation and Title I funds.	$161,875.00	No
2.4	Support student progress.	Improve student outcomes by having teachers, students, and Support Specialists meet monthly to review and revise each student's Individual Learning Plan. The ILP provides each student with a detailed plan to support their academic, transition, and social-emotional needs and resources. These plans are principally directed to support our students who are English learners, socio-economically disadvantaged, students with disabilities, homeless, or foster youth.	$146,210.00	Yes
2.5	Documenting parent outreach	Teachers and administrators will maintain a log of all communications to parents.	$0.00	No
2.6	Intensify transition services	The Student Support Specialist at Evergreen Academy will continue partnering with school districts to support students with the transition	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		from Evergreen Academy. The Student Support Specialist will utilize the database that documents transition services and follow-up efforts with families transitioning to new school districts or programs. (Cost included in Action 2.3)		

Goal Analysis [2022-23]

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

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

Action 2.1: Services for expelled students
Successes:
- SCOE successfully conducted a review of the Countywide Plan for Expelled Students. The plan is updated every 3 years and reflects the recommendations of district representatives from the school districts in Solano County.
- The plan articulates alternatives to suspensions and expulsions of students in Solano County.

Challenges: N/A

Action 2.2 Support family engagement:
Successes:
- SCOE was able to connect with families in-person and via zoom at Golden Hills Community School.
- Families remained connected to classroom teachers, site administration, and the Student Support Specialists via in-person meetings, phone, zoom, email, or text messages.
- Individual Learning Plans (ILPs)were reviewed with families through in-person meetings, zoom, and phone calls for Golden Hills Community School families.

Challenges:
- Due to COVID-19 concerns, families continued to limit their participation with in-person meetings. Zoom meetings continue to be offered to families at Golden Hills upon request.
- Access to parents at Evergreen Academy in-person was not available.

Action 2.3 Provide transition services for Evergreen Academy students
Successes:
- Transition support provided by the Student Support Specialist has contributed to students enrolling in their neighborhood schools within a week or less of their exit from Evergreen Academy.
- Students and their families receive access to community resources that assist them with their transition to their new school or post-secondary institutions of learning. (College/Work preparation programs)

- The "warm-hand off" support provided by the Student Support Specialist ensures that students are provided with updated transcripts and assistance with enrollment in their new schools or work preparation programs.
- Graduates are assisted with enrollment in college courses through SCOE's partnership with Solano County Community College through the SOAR program.
- The Student Support Specialist is a liaison between the families and receiving school districts or work preparation programs. Follow-up with students and their families assists with higher rates of attendance.

Challenges:
- Students who moved from the Solano County area without providing updated contact information.
- Students impacted by life's challenges such as parenthood which may impede their participation in school.
- Students who needed to work to support their families.

Action 2.4 Support student progress:
Successes:
- Students worked in partnership with their teachers and Student Support Specialist to create a plan to recover missing credits, improve their grades, or graduate from high school.
- English learners, foster youth, and low-income students worked with their teachers and the Student Support Specialist to identify the specific academic and social-emotional resources needed to assist them with their educational plans.
- Parents and students were provided with an individualized plan to support their transition to their neighborhood school or work preparation program.
- Student attendance rates improved due to improved levels of participation from students in their classrooms. Students are motivated to achieve the academic goals identified in their Individual Learning Plans (ILPs).

Challenges:
- Student Attendance-Students who were chronically absent from school were unable to access instruction and support resources.

Action 2.5 Documenting parent outreach
Successes:
- The use of the Blackboard Message system allowed the site administrator to communicate with families and document the correspondences to family members. Messages can be sent via phone, text message, or email.
- Classroom teachers completed absence verification forms which are submitted to the Student Information Specialist who documents the communication and refers attendance concerns to the Attendance Committee at Golden Hills Community School.
- The Attendance Committee meets every Monday to review student attendance records and identify families that need outreach. Student Attendance Review Team (SART) meetings are scheduled and letters are sent home to families advising them of the meetings and attendance concerns.
- The Aeries Student Information System houses discipline or attendance communications with parents.

Challenges:
- Parent/Guardian phone numbers that are not updated.
- Outdated student home addresses.
- Missing parent/guardian email addresses.

Action 2.6: Identify transition services
Successes:
- The Student Support Specialist created a data file that details the progress of enrolled and exited students.
- Follow up with students and receiving school districts provided an additional layer of support for students and their families. Students and their families contact the Student Support Specialist if they have questions or concerns following their enrollment at Evergreen Academy.
- School district representatives worked with the Student Support Specialist to visit students at Evergreen Academy prior to their return to their neighborhood schools. These visits assisted the students with re-establishing their relationships with their neignborhood schools. The partnerships established with local districts have contributed to higher numbers of students enrolling in their school districts of residence in less than a week.
- The Student Support Specialist's student database documents the entry, academic performance, support services, transition plan, and post-enrollment follow-up data.

Challenges:
- Families moving out of the Solano County area before enrolling.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Action 2.1 Services for expelled students
Effectiveness: The annual review of the Countywide Plan for Expelled Students has contributed to the creation of a document that details the specific strategies that county districts can employ to provide educational support services for students. The plan clearly articulates the academic programs available to expelled students through the Solano County Office of Education. The specific needs of students with disabilities are also detailed in the plan and provide the specific steps for supporting students with Individual Educational Programs (IEPs). This action supports the targets identified for Goal 2.

Action 2.2 Support family engagement
Effectiveness: Due to COVID-19 family meetings were primarily conducted via zoom or phone. Communication with families through bi-monthly meetings builds relationships with families and contributes to building the partnership between school and home. Higher levels of participation rates were observed at the School Site Council (SSC) and Educational Partner Meetings. This action is effective towards meeting the targets identified in Goal 2.

Action 2.3 Provide transition services for Evergreen Academy students
Effectiveness: The Student Support Specialist meets with students prior to their exit from Evergreen Academy to discuss the transition plan detailed in their Individual Learning Plans (ILPs). Students and their families are connected with support persons at their receiving school districts. This "warm-hand off" approach has increased the number of students who are enrolled in their resident schools shortly after they exit Evergreen Academy. The Student Support Specialist maintains a student file which details the status of each student. Report cards, progress reports, transcripts, and transition documents are updated routinely. This action is extremely effective because the data collected assists Evergreen Academy with monitoring the progress of students while evaluating the effectiveness of the transition support provided to students and their families. This action contributes to achieving the targets identified in Goal 2.

Action 2.4 Support student progress
Effectiveness: The Individual Learning Plans (ILPs) have served as road maps for students to plan their paths towards improving their grades, recovering credits, and eligibility for high school graduation. Students identified as English learners, foster youth, and students who are low income receive guidance with the creation of a plan that includes resources to provide additional support. These learning plans are most effective because they are the result of collaboration meetings that involve students, teachers, parents/guardians, and administration. Students strive to achieve the benchmarks set in their ILPs to accomplish their goals. The ILPs have become a foundational piece of the academic programs at Golden Hills Community School and Evergreen Academy. This action is effective because students are motivated to achieve their academic goals. The success of the ILPs have been documented by the increased number of graduates from the JCCS program. This action is needed to achieve the targets identified in Goal 2.

Action 2.5 Documenting parent outreach
Effectiveness: Communication with families has increased through using the Blackboard Connect message platform for Golden Hills Community School Families. Families receive message via phone, text, or email in English and Spanish. Teachers complete absence verification forms along with attendance records. Students who are absent from school are referred to the Attendance Committee. The Attendance Committee meets on Mondays and reviews the attendance records of all students. Students with chronic absences are referred for a Student Attendance Review Team (SART) meeting. During the meeting, a plan is developed to assist the family with ensuring that the student attends school regularly. SART meetings are documented in the Aeries student information platform. The Student Information Specialist maintains student attendance data and also sends out written correspondences to families on a regular basis. This action has proven successful based upon the number of students who attend class daily unless they are ill or have a family emergency. This action is needed and assists with achieving the targets identified in Goal 2.

Action 2.6 Intensify transition services
Effectiveness: The Student Support Specialist at Evergreen Academy communicates regularly with school district representatives concerning student transition plans. These meetings have successfully supported students and their families with completing enrollment documents and accessing school and community resources. The Student Support Specialist created a database that features the following information: transcripts, report cards, progress reports, transition plans, and post Evergreen Academy enrollment data. This action is effective because it is a major part of the academic program at Evergreen Academy. This action is needed and assists with achieving the targets identified in Goal 2.

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

There have been no changes to the planned goal, metrics, desired outcomes, or actions for the coming year. The actions identified in Goal 2 will continue because students are in need of individual support with their transition to their neighborhood schools or entry into post-secondary educational institutions. Outreach to parents is an essential component to improve student attendance and academic performance rates.

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

Goals and Actions

Goal

Goal #	Description
3	Increase College and Career Readiness services provided to students. Priority 8

An explanation of why the LEA has developed this goal.

There is a need to provide students with services that promote College and Career Readiness. Most SCOE students are interested in employment and post-secondary training after graduation. SCOE students may have limited experience in securing employment and accessing the resources available to support them in reaching their goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8. 100% of students in our program for 90 days or longer will explore career options as measured by the College and Career Readiness department.	100% of students staying for 90 days or more explored career options using California Career Zone, Road Trip Nation and Junior Achievement (Baseline 2020-2021)	100% (2021-2022)	100% (2022-2023)		100%
Priority 8. 100% of students in our programs for 90 days or longer will participate in Work-Based Learning opportunities such as Industry tours, job shadows, and industry	100% of students staying for 90 days or more participated in job shadow/industry speaker activities with local employers. (Baseline 2020-2021)	0% - Due to COVID-19 restrictions, guest speakers and field trip activities were not accessible. (2021-2022)	100% (2022-2023)		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
speaker activities with local employers as measured by College and Career Readiness data.					
Priority 8. 100% of students in our program for 90 days or longer will participate in financial literacy workshops covering budgeting, credit, savings, and investments as measured by College and Career Readiness data.	100% of students in our program for 90 days or longer participated in financial literacy workshops covering budgeting, credit, savings, and investments. (Baseline 2020-2021)	100% (2021-2022)	100% (2022-2023)		100%
Priority 8. Students in JDF Challenge program for 90 days or longer will receive instruction in an industry-recognized certification as measured by College and Career Readiness data.	No baseline data.	100% (2021-2022)	100% (2022-2023)		100%
Priority 8. Increase the percentage of	50% of the students reported that the school effectively	75% of the students reported that the school effectively	100% (2022-2023)		85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students in our programs for 90 days or longer who report on the LCAP survey that the school effectively provides them with career readiness as measured by College and Career Readiness data.	provides them with career readiness workshops as measured by the LCAP Student Survey (Baseline 2020-2021)	provides them with career readiness workshops as measured by the LCAP Student Survey. (2021-2022)			
Priority 8. The percentage of students in our programs for 90 days or longer who report on the LCAP survey that the career readiness instruction demonstrates a connection to real life as measured by College and Career Readiness data.	43% of the students reported that the career readiness instruction demonstrates a connection to real life as measured by the LCAP Student Survey. (Baseline 2020-2021)	90% of the students reported that the career readiness instruction demonstrates a connection to real life as measured by the LCAP Student Survey. (2021-2022)	95% (2022-2023)		60%
Priority 8 Increase the percentage of students in the Challenge program who received Work-Ready! Certification as measured by	No baseline data.	80% of students in the Challenge program have received the Work-Ready! Certification as measured by College and Career Readiness data.	95% of students in the Challenge program have received the Work-Ready! Certification as measured by College and Career Readiness data.		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Readiness data.		(2021-2022)	(2022-2023)		
Priority 8 Increase enrollment in the Construction Trades course as measured by College and Career Readiness data.	15 students (Baseline 2020-2021)	7 students are enrolled in Evergreen Academy. 6 students are enrolled in Golden Hills (2021-2022)	4 students are enrolled in Evergreen Academy 5 students are enrolled in Golden Hills (2022-2023)		30 students

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Career exploration instruction	Provide students with Career Exploration instruction that prepares them for entry into college and future career paths. This goal is principally directed toward our students who are English learners, students with disabilities, socio-economically disadvantaged, homeless, or foster youth.	$55,446.00	Yes
3.2	Offer a career technical education course.	Offer a Career Technical Education (CTE) course; An Introduction to the Construction Trades course is offered at Evergreen Academy and Golden Hills Community School to provide students with trade skills and Work-Based Learning experiences. The course results from a partnership between SCOE and Solano County Probation.	$138,683.00	No
3.3	Provide financial literacy instruction	Provide financial literacy instruction; continue providing financial literacy instruction for all students, including budgeting, credit, savings, and investments. This goal is to improve and increase the financial literacy of our students who are English learners, socio-economically disadvantaged, students with disabilities, homeless, or foster youth.	$13,861.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Work-Ready! and Industry recognized Certifications.	"Work-Ready!" and Industry recognized Certifications; Provide "Work-Ready!" Certifications instruction on an ongoing basis in order to reach more students at Evergreen Academy and Golden Hills Community School. This goal is principally directed toward unduplicated student populations.	$0.00	No
3.5	Work-based learning experience.	Provide Golden Hills Community School students with Work-Based Learning experiences that support them with entry into the workforce. The purpose of these work-based opportunities is to increase the support services provided to English learners, socio-economically disadvantaged students, students with disabilities, homeless, or foster youth.	$63,362.00	Yes
3.6	Increase the number of Work-Based Learning Experiences.	Field trips to visit college campuses, trade union training sites, and other educationally relevant events.	$0.00	No
3.7	Access to college classes.	Explore the possibility of increasing student enrollment in college courses through dual enrollment with Solano Community College for students at Evergreen Academy (costs included in Goal 2.3)	$0.00	No
3.8	Increase student and parent awareness of College and Career Readiness activities offered to students.	Students and parents/guardians are invited to the following activities: 1. Tour of the Construction Trades Classroom 2. Golden Hills Community School Innovation Lab Tour 3. Career Technical Education (CTE) presentations (Open House/Parent Meetings) 4. College and Career Specialist Presentations (Open House/Parent Meetings)	$0.00	No

Goal Analysis [2022-23]

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

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

Action 3.1 Career exploration instruction
Successes:
- 100% of students enrolled for 90 days or more explored career options through participation in the college and career readiness curriculum.
- 95% of students at Golden Hills Community School and Evergreen Academy reported that the schools effectively provided them with career readiness workshops as measured by the LCAP Student Survey.

Challenges:
·Student Attendance-Students who are absent from instruction decrease the amount of time that they can access career readiness workshops which assist them with building their skills.

Action 3.2 Offer a career technical education course
- The Introduction to the Construction Trades Course has been fully implemented at Evergreen Academy and Golden Hills Community School.
- Students at Evergreen Academy are receiving instruction in the newly designed Construction Trades classroom.

Action 3.3 Provide financial literacy instruction
Successes:
- 100% of students enrolled for 90 days or more at Golden Hills Community School and Evergreen Academy participated in financial literacy workshops which covered budgeting, credit, savings, and investments.
- Students are engaged with the lessons and look forward to learning concepts that prepare them for taking care of themselves financially in the future.

Challenges: N/A

Action 3.4: Work-Ready! and Industry recognized Certifications
- 6 students from Golden Hills Community School competed the Work Ready! Certification
- 4 students from Evergreen Academy completed the Work Ready! Certification
- 4 students from Evergreen Academy completed the eFoodhandlers Certification

Action 3.5 Work-based learning experience
Successes:
- The Director of College and Career Readiness supports students with accessing work-based opportunities in the community.
- Students at Golden Hills Community School and Evergreen Academy completed the Work Ready! Certification
- Students at Evergreen Academy successfully completed the eFoodhandlers Certification

Challenges: N/A

Action 3.6 Increase the number of Work-Based Learning Experiences
Successes:
- Golden Hills Community School students were able to attend the Solano County Hands on Career Fair
Challenges: N/A

Action 3.7 Access to college classes
Successes:
- The Student Support Specialist at Evergreen Academy assists students with dual enrollment through SCOE's partnership with Solano Community College
- 6 students enrolled in college courses at Solano Community College through the support of the Student Support Specialist and participation in the SOAR program through Solano Community College
Challenges:
- Internet access challenges
- Student attendance due to illness

Action 3.8 Increase student and parent awareness of College and Career Readiness activities offered to students
- Family Welcome Meetings at Golden Hills include a tour and discussion about CTE instruction
- Golden Hills Community School "Family Welcome Meeting Information Folders" contained flyers created by the College and Career Readiness Department which describes the curriculum.
Challenges: N/A

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

The difference between the budgeted expenditures and estimated actual expenditures for Goal 3 was due to the vacancy of the College and Career Development Specialist position. The position was filled in December of 2022.

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

Action 3.1 Career exploration instruction.
Effectiveness: The career exploration curriculum has successfully provided students an opportunity to engage with curriculum that assists them with focusing on their future career paths. Students are engaged and find the lessons relevant. According to the LCAP Student Survey, 100% of the students who were surveyed agreed that the curriculum is preparing them for their future career paths. This action contributes to the targets of Goal 3.

Action 3.2 Offer a career technical education course.
Effectiveness: The Introduction to Construction Trades class is offered to students at Evergreen Academy and Golden Hills Community School. Both campuses offer students a classroom environment and materials that expose them to the various skills that are needed for entry into the construction trades. Students are engaged at both campuses and look forward to the expansion of additional CTE courses. This course is essential to meet the targets of Goal 3.

Action 3.4 Work Ready! and industry recognized Certifications.
Effectiveness: Students at Evergreen Academy have access to the curriculum that prepares them for completing the eligibility requirements to receive the Work Ready! Certification. 4 students at Evergreen Academy completed the Work Ready! certification and 6 students at Golden Hills Community School completed the Work Ready! Certification. This data shows that the instruction is assisting students with successfully completing the certification process. 2 students at Golden Hills Community School and 2 students at Evergreen Academy completed the NCCER certification. This action has proven to be effective and supports the targets of Goal 3.

Action 3.3 Provide financial literacy; continue providing financial literacy instruction for students, including budgeting, credit, savings, and investements. This goal is to improve and increase the financial literacy of our students who are English learners, socio-economically disadvantaged, students, with disabilities, homeless, or foster youth. The curriculum supports students with understanding how to manage their personal finances in preparation for college and career. Students engage with lessons that mirror real-life financial situations. This action has proven to be effectice and supports the targets of Goal 3.

Action 3.5 Work-based learning experience.
Effectiveness: An Assistant Director was hired in order to assist with coordinating work-based learning experiences for students. This position was updated to Director during the 2021-2022 school year. During the 2022-2023 school year, the Director continued to assist students with achieving the targets identified in Goal 3.

Action 3.6 Increase the number of Work-Based Learning Experiences
Effectiveness: Students were able to attend the Solano County Hands on Career Fair where they learned about career paths that they could explore for future

Action 3.7 Access to college classes.
Effectiveness: The Student Support Specialists at both Golden Hills Community School and Evergreen Academy assisted with getting students enrolled in college courses during the 2022-2023 school year. Students were successfully enrolled in courses as part of SCOE's partnership with Solano Community through the SOAR program. This action is needed and supports the targets of Goal 3.

Action 3.8 Increase student and parent awareness of College and Career Readiness activities offered to students.
Effectiveness: Students who enroll at Golden Hills Community School are informed about the College and Career Readiness curriculum at their scheduled "Family Welcome Meetings." Flyers created by the College and Career Readiness department were shared with families during the 2022-2023 Family Welcome Meeting and the Back- to- School-Night Program. The Student Support Specialists at both Golden Hills Community School and Evergreen Academy provides students with individual academic counseling sessions which include the review

of their Individual Learning Plans (ILPs) where discussions about College and Career Readiness courses are discussed and documented as part of their ILPs. This action will continue to support the targets identified in Goal 3.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year. The actions identified in Goal 3 will continue due to the increasing number of students who are completing the Work Ready! Certification program. The CTE and College and Career Readiness programs are preparing students for entry into institutions of higher learning and career paths.

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

Goals and Actions

Goal

Goal #	Description
4	Increase social-emotional support services provided to students. Priorities 5, 6

An explanation of why the LEA has developed this goal.

There is a need to provide students with services that promote social-emotional well-being and positive behavior. Many SCOE students have experienced trauma in their lives and are coping with considerable stress. Such factors and a history of negative encounters with school staff often affect their attendance and impair their motivation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priorities 5a The average daily attendance rate	The average daily attendance for the first semester 2019-20 is 60%. (Baseline 2019-2020)	The average daily attendance for the first semester 2020-2021 is 70% (2021-2022)	The average daily attendance for the first semester 2021-2022 is 83.05% (2022-2023)		75%
Priority 6a. The suspension rate	The suspension rate for the first semester 2019-20 is 11%. (Baseline 2019-2020)	The suspension rate for the first semester 2020-21 is 0% (2021-2022)	The suspension rate for the first semester 2021-22 is 0% (2022-2023)		8%
Priority 5b Chronic absenteeism rate at GHCS.	Chronic absenteeism for 2019-20 was 46.7% (Baseline 2019-2020)	Chronic absenteeism for 2020-2021 is 29% (2021-2022)	Chronic absenteeism for 2021-2022 is 29.41% (2022-2023)		25%
Priority 6c	70% of students reported on the 2019-	Due to COVID-19 the CHKS was not	The CHKS was not administered during		80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of students who on the most recent California Healthy Kids Survey (CHKS) report that they feel there is a teacher or adult who notices them when they are not there.	20 California Healthy Kids Survey (CHKS) that they feel there is a teacher or adult who notices them when they are not there. (Baseline 2019-2020)	administered during the 2020-21 school year. (2021-2022)	the 2022-2023 school year but will be administered annually starting with the 2023-2024 school year. (2022-2023)		
Priority 6c The percentage of students who on the most recent CHKS report that they feel safe at school.	46% of the students reported on the 2019-20 CHKS that they feel safe at school. (Baseline 2019-2020)	Due to COVID-19 the CHKS was not administered during the 2020-21 school year. (2021-2022)	The CHKS was not administered during the 2022-2023 school year but will be administered annually starting with the 2023-2024 school year. (2022-2023)		56%
Priority 6c The percentage of students who on the most recent CHKS report that there is a teacher or adult who cares about them.	62% of the students reported on the 2019-20 CHKS that there is a teacher or adult who cares about them. (Baseline 2019-2020)	Due to COVID-19 the CHKS was not administered during the 2020-21 school year. (2021-2022)	The CHKS was not administered during the 2022-2023 school year but will be administered annually starting with the 2023-2024 school year. (2022-2023)		70%
Priority 6c The percentage of students who on the most recent CHKS report that they feel	38% of the students reported on the 2019-20 CHKS that they feel like they are a part of their school. (Baseline 2019-2020)	Due to COVID-19 the CHKS was not administered during the 2020-21 school year. (2021-2022)	The CHKS was not administered during the 2022-2023 school year but will be administered annually		50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
like they are a part of their school.			starting with the 2023-2024 school year. (2022-2023)		
Priority 6c. The percentage of students who on the LCAP Student Survey report that the school supports their social-emotional needs.	48% of the students reported on the LCAP Student Survey that the school supports their social-emotional needs. (Baseline 2019-2020)	88% of the students reported on the LCAP survey that the school support their social-emotional needs. (2021-2022)	95% of the students reported on the LCAP survey that the school supports their social-emotional needs. (2022-2023)		90%
Priority 6c. The percentage of parents who on the LCAP Parent Survey reports that the school provides their child extra help when they are struggling socially or emotionally.	71% of the parents reported on the LCAP Parent Survey that the school provides their child with extra help when they are struggling socially or emotionally (Baseline 2019-2020)	80% of the parents reported on the LCAP Parent Survey that the school provides their child with extra help when they are struggling socially or emotionally. (2021-2022)	99% of parents reported on the LCAP Parent Survey that the school provides their child with extra help when they are struggling socially or emotionally. (2022-2023)		80%
Priority 5c,5d,5e Note: Middle and high school dropout rates are not applicable to the Juvenile Court and Community Schools (JCCS) context because our students are not with us long enough to obtain a high school diploma, they do so at their	N/A	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
high school of residence enrollment. The JCCS does not generate a dropout rate based on the prescribed four-year cohort method since students generally do not remain enrolled for more than one year. Graduation Rate: N/A					
Priority 6b Note: The students referred to the JCCS have already been expelled or remanded to the Juvenile Detention Facility (JDF) program. They would not be expelled further.	N/A	N/A	N/A		N/A

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Trauma-informed care practices	Provide support services to students with a focus on trauma-responsive care.	$0.00	No
4.2	Social-emotional learning	The Student Support Specialist at Golden Hills Community School will provide emotional learning and social skills group facilitation. (The	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		probation staff at Evergreen Academy provides services) (Costs included in Goal 2.4)		
4.3	Individual counseling	Increase mental health support services for students who require more intensive counseling through referral to our Student Mental Health and Wellness Clinician. The purpose of this support is to increase the mental health support provided to English learners, socio-economically disadvantaged, students with disabilities, homeless, or foster youth.	$172,317.00	Yes
4.4	Trauma-responsive care and restorative practices	Improve the school environment by providing professional learning, including administrators, teachers, paraprofessionals, and student support specialists related to trauma-responsive and restorative practices.	$0.00	No
4.5	Positive Behavior Interventions and Supports (PBIS)	Continue school-wide Positive Behavior Intervention and Supports system aligned with the Multi-Tiered System of Supports (MTSS) model, focusing on restorative justice principles as an alternative to suspension.	$8,265.00	No
4.6	School Attendance Support	Continue analysis and intervention support for students who are experiencing attendance challenges.	$0.00	No
4.7	Supporting parents	Offer consultation and resources for parents/guardians on how to support their children's success in SCOE programs. (Cost included in Goal 2.2)	$0.00	No
4.8	Communication with families	Increase communication and engagement with families through multiple communication resources which include telephone calls,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		flyers, emails, and person invites. Communication with families is provided in English and Spanish.		
4.9	Mental health screening	Continue to use a mental health screening for all GHCS students to determine their social-emotional support needs and plan for services accordingly (costs included in Goal 4.3)	$0.00	No
4.10	Wellness Centers	Utilize wellness centers at both GHCS sites and at JDF to provide students with therapeutic services to address their social emotional and mental health needs.	$0.00	No
4.11	Imporoves Social Emotional and Wellness Supports for Foster and Homeless Youth	Provide the coordination of support services to support the social-emotional and wellness support services for Foster and Homeless youth.	$0.00	Yes

Goal Analysis [2022-23]

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

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

4.1 Trauma-informed care practices
Successes:
- Counseling services are available for students who need services.
- Wellness Centers are available for students at Golden Hills Community School and Evergreen Academy.
- A full-time Student Support Specialist and Student Mental Health and Wellness Clinician are available at Golden Hills Community School.
- Professional learning is provided for Golden Hills Community School and Evergreen Academy staff members focused on the implementation of trauma-informed practices
Challenges: N/A

4.2 Social-emotional learning
Successes:

- The Student Support Specialist at Golden Hills participates in morning circles. Students participate in an opening activity that allows them the opportunity to check in and identify their current social-emotional status. The morning circle begins the academic day in a positive manner. A closing circle takes place at the end of the day with the classroom teacher.
- The Student Support Specialist is working in collaboration with the classroom teacher to promote the Positive Behavior Intervention Systems (PBIS)
- The Student Mental Health and Wellness Clinician provides a continuum of SEL support services including whole class instruction, small group, and individual counseling sessions

Challenges: N/A

4.3 Individual counseling
Successes:
- Students in need of more intensive mental health services have access to a Student Mental Health and Wellness Clinician who can provide small group and individual counseling. Students are provided screening, assessments, and evidence-based services. When a student is identified as being in need of more intensive services, the Student Mental Health and Wellness Clinician facilitates the process for referral to community service providers

Challenges: N/A

4.4 Trauma-responsive care and restorative practices
Successes:
- Professional learning is provided for teachers, administration, Student Support Specialists, and support staff members focused on the implementation of trauma-informed care and restorative practices. Teachers and support staff members rely upon these strategies to support students with disruptive and challenging behaviors.
- Suspension rates are at 0% at Golden Hills. Evergreen Academy has seen very low instances of students being placed on a time out
- MILPA (Golden Hills Community School)

4.5 Positive Behavior Intervention and Supports (PBIS)
Successes:
- PBIS has been fully implemented at Evergreen Academy.
- PBIS at Golden Hills Community School has been implemented.
- Students are demonstrating the use of PBIS strategies for positive communication and self-correction when communicating with classmates and teachers

Challenges: N/A

4.6 School Attendance Review Board Process
Successes:
- No students have been referred for the School Attendance Review Board.
- Routine communication with parents at Golden Hills Community School contributes to mitigating excessive absences

Challenges: N/A

4.7 Supporting parents
Successes:
- Family Welcome Meetings for new and returning families at Golden Hills Community School
- Transition support provided by the Student Support Specialist at Golden Hills Community School
- Transition support provided by the Student Support Specialist at Evergreen Academy.
- Blackboard communication platform-Parents and guardians receive notifications about school events in English and Spanish through the Blackboard communication platform
- Credit Modification/ Graduation Committee Meetings
- Educational Partner Meetings
- Back to School Night
- School Site Council Meetings (SSC)
- Outreach to community partners to provide resources to families in need
Challenges: N/A

4.8 Communication with families
Successes:
- Communication notices to families through the Blackboard messaging platform via phone, text, or email
- Letters mailed home to families concerning school events
Challenges:
- Addresses that are not updated
- Phone numbers that are not updated
- Missing email addresses

4.9 Mental health screening
Successes:
- Mental health screenings are available for students enrolled at Golden Hills Community School
- 100% of students asked to complete the mental health screening completed them upon request
Challenges: N/A

4.10 Wellness Centers
Successes:
- The Wellness Center is available to students at Golden Hills Community School
- The Wellness Center is available to students at Evergreen Academy
- The Wellness Centers are highly utilized by students

Challenges: N/A
4.11
Successes:
- Social Emotional and Wellness support services are available to support the specific needs of foster and homeless youth.
- Master's level Clinical Interns can be utilized when staffing vacancies arise for Mental Health and Wellness Clinicians

Challenges: The Mental Health and Wellness Clinician position was vacant for a small portion of the 2022/2023 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.

Coordination of social-emotional and other supports for foster and homeless youth contributed to increased access to resources.

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

4.1 Trauma-informed care practices
Effectiveness: Teachers and support staff members utilized trauma-informed care strategies in order to respond to student behaviors. The strategies utilized support positive communication and assist students with self-management of their behaviors. These strategies have successfully lowered the numbers of suspensions and office referrals at Golden Hills Community School. This action is critical to achieving the targets identified in Goal 4.

4.2 Social-emotional learning
Effectiveness: The Student Support Specialist's facilitation of group circles promotes a learning environment that feels safe for students. Circles are conducted at the beginning of the school day and at the end of the day. Students learn how to be in touch with their feelings and gain communication and coping skills that assist them with self-management of their behaviors. This action is extremely effective and assists with meeting the targets of Goal 4.

4.3 Individual counseling
Effectiveness: Students who need individual counseling are aware that support is available to them on campus with a Student Wellness Specialist. This action is effective because students who are experiencing a personal challenge have access to a valuable resource person that will assist them with managing their emotions. This action is a vital component of the targets for Goal 4.

4.4 Trauma-responsive care and restorative practices
Effectiveness: Professional learning for teachers, administration, and support staff members has contributed to the implementation of trauma-responsive and restorative practices. These strategies mitigate the need for students to be sent out of the classroom or be suspended. This action supports the targets detailed in Goal 4.

4.5 Positive Behavior Interventions and Supports (PBIS)
Effectiveness: PBIS at Evergreen Academy and Golden Hills Community School has contributed to the positive learning environments that are found in the classrooms. Students and teachers are mindful of the school expectations and use of those expectations to measure student behaviors. Students who demonstrate positive choices are afforded the opportunity to obtain PBIS acknowledgment rewards. The rewards are provided to students who have earned them through their demonstration of positive behavior. This action supports the targets identified in Goal 4.

4.6 School Attendance Review Board (SARB)
Effectiveness: The SARB process has not been initiated this school year. In general, the SARB supports families by creating a plan to address improved attendance for students identified as chronically absent. This action assists with the targets of Goal 4.

4.7 Supporting parents
Effectiveness: The Student Support Specialists at Golden Hills Community School and Evergreen Academy provided parents with personalized support when their children transitioned to their school districts of residence. The transition support provided ensured that students and their families had full access to the support and resources available to them at the receiving campus. parent meetings such as the SSC, Educational Partner Meetings, Back to School Night, and Open House provided parents with detailed information about the instructional program and available community resources. This action assists with the targets of Goal 4.

4.8 Communication with families
Effectiveness: The Blackboard Messaging platform, as well as notices home, assisted families to stay informed about the activities at the school. Communication with parents is essential and strengthens the relationship between home and school. This action supports the targets of Goal 4.

4.9 Mental health screening
Effectiveness: The mental health screenings are conducted with students upon entry to Golden Hills Community school. All students completed the screening and were provided with immediate services and referrals as appropriate. This contributes to achieving the targets of Goal 4.

4.10 Wellness Centers
Effectiveness: The Wellness Centers have been fully implemented at both Golden Hills Community School and Evergreen Academy. Students at both campuses are afforded the opportunity to access the space when needed to manage their social-emotional needs. The Wellness Centers have been highly effective and have assisted with providing students with a safe place to reset themselves. Access to the Wellness Centers has also supported reduced numbers of suspensions. This action supports the targets identified in Goal 4.

4.11 Provide the coordination of support services to support the social-emotional and wellness support services for Foster and Homeless Youth. Counesling services along with access to community resources has assisted with support the social-emotional and wellness for Foster and Homeless students. This action supports the targets identified in Goal 4.

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

There are no changes made to the planned goal, metric, desired outcomes, or actions for the coming year. The actions identified in Goal 4 will continue because the social-emotional needs of students are tied to their academic and behavioral performances. Suspension and expulsions for the JCCS program are at 0%. Teachers are providing students with classrooms that integrate PBIS strategies with the core content. Students continue to demonstrate higher levels of behavioral self-management as determined by the decrease of student office referrals or suspensions and expulsions.

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

Goals and Actions

Goal

Goal #	Description
5	Continue to address the barriers that foster and homeless students experience. Priority 10

An explanation of why the LEA has developed this goal.
Solano County Office of Education has selected this goal to support foster and homeless students at greater risk for dropping out of high school due to an array of factors such as lack of school stability, trauma, and significant mental health issues.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 10 The number of services provided by the SCOE staff co-located at Child Welfare Services.	225 services (2020-2021)	325 (2021-2022)	315 (2022-2023)		225
Priority 10 The number of trainings, professional learning, and technical assistance opportunities for SCOE staff, foster and homeless education liaisons/school personnel, and partner agencies, including Child Welfare Services	14 (2020-2021)	24 (2021-2022)	82 (2022-2023)		20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(CWS), related to our coordination of support and services for foster and homeless students.					
Priority 10 The number of members of the Solano County Foster Youth Education Planning Team.	32 (2020-2021)	39 (2021-2022)	40 (2022-2023)		35
Priority 10 The number of school-based wellness sites.	20 (2020-2021)	45 (2021-2022)	47 (2022-2023)		25
Priority 10 The number of FYEPT post-secondary workgroups/other meetings and activities focused on the development/ facilitation of post-secondary/vocational opportunities for foster/homeless youth.	7 (2020-2021)	11 (2021-2022)	17 (2022-2023)		7
Priority 10 The number of foster and homeless students who	100 (2020-2021)	45 (2021-2022)	57 (2022-2023)		125

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participate in post-secondary/vocational events or activities such as FAFSA completion, informational sessions, interactive college, and vocational experience.					
Priority 10 The development and update of an online resource database/application that houses resources for foster and homeless youth and community partners.	database/platform created and updated. (2020-2021)	The database has been developed and updated (2021-2022)	The database has been developed and updated (2022-2023)		database/platform created and updated.
Priority 10 The number of participants in a homeless education collaborative that focuses on the needs of homeless youth, mitigating barriers, and leveraging resources to improve equity and access to essential resources for homeless students and their families.	25 (2020-2021)	57 (2021-2022)	43 (2022-2023)		35

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 10 The number of students in foster care and who are experiencing homelessness receiving educational case management and/or resource navigation and linkage to services	42 (2020-2021)	40 (2021-2022)	66 (2022-2023)		50

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Service provision	SCOE staff will provide services that support the educational needs of foster youth. The staff will be co-located at Solano County Child Welfare Services (CWS).	$0.00	No
5.2	Trainings, professional learning, and technical assistance	SCOE staff will provide training, professional learning, and technical assistance opportunities for SCOE staff, foster and homeless education liaisons/school personnel, and partner agencies, including Child Welfare Services (CWS), related to the coordination of support and services for foster and homeless students including mental health/reduction of stigma, trauma-informed practices, foster and homeless rights and services, legislation, and resources such as post-secondary/vocational opportunities.	$0.00	No
5.3	Membership of Foster Youth	SCOE staff will continue to engage and build on the current FYEPT membership.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Education Planning Team (FYEPT)			
5.4	Mental Health Support	SCOE staff will continue to grow and expand school-based wellness sites/services and provide technical assistance to school sites. Wellness sites will have a focus on cultural competency and stigma reduction.	$0.00	No
5.5	Resources	SCOE staff will develop and update an online resource hub for community partners, transition-age foster, and youth experiencing homelessness.	$0.00	No
5.6	Post-Secondary/Vocational Planning Opportunities	SCOE staff will facilitate post-secondary workgroup/other meetings and activities focused on developing, coordinating, and capacity building post-secondary/vocational opportunities for foster/homeless youth and track participation in planning events/activities.	$0.00	No
5.7	Post-Secondary/Vocational Planning Opportunities	SCOE staff will facilitate and coordinate foster and homeless post-secondary/vocational events/activities and track student participation.	$0.00	No
5.8	Post-Secondary/Vocational Planning Opportunities	SCOE staff will lead the development, implementation, facilitation of the homeless collaborative and grow the membership.	$0.00	No

Goal Analysis [2022-23]

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

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

5.1 Service provision
Successes:
- A staff member has been hired to provide educational support for students identified as foster youth.

- Support is available for foster youth and their caretakers to navigate the educational system and receive access to community-based support providers.

Challenges: N/A

5.2 Training, professional learning, and technical assistance
Successes:
- Golden Hills Community School and Evergreen Academy staff members have participated in professional learning sessions focused on supporting foster youth.
- SCOE staff members are aware of how to access support for foster youth.

Challenges: N/A

5.3 Membership of Foster Youth Education Planning Team (FYEPT)
Successes:
- SCOE is the lead agency that facilitates the FYEPT
- Membership with FYEPT provides SCOE with a connection to various support providers throughout Solano County who assist foster youth.

Challenges: N/A

5.4 Mental Health Support
Successes:
- Wellness Centers are fully functioning at Golden Hills Community School and Evergreen Academy.
- SCOE is continuing to support school district partners throughout Solano County with enhancing Wellness Centers Services.

Challenges: N/A

5.5 Resources
Successes:
- SCOE developed a tool that provides an online resource hub for community partners, transition-age foster, and youth experiencing homelessness.

Challenges: N/A

5.6 Post-Secondary/ Vocational Planning Opportunities
Successes:
- SCOE staff members facilitated and coordinate secondary /vocational events for students identified as foster or homeless youth.

5.7 Post-Secondary/Vocational Planning Opportunities
Successes:
- SCOE staff members facilitated and coordinated secondary/vocational events for students and collected student participation data.

Challenges: N/A

5.8 Post-Secondary/Vocational Planning Opportunities
Successes:
- SCOE staff members facilitated the Homeless Collaborative Meetings.
- SCOE staff members facilitated the effort to increase the number of Homeless Collaborative members by reaching out to potential members in the community.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

5.1 Service provision
Effectiveness: Having a dedicated staff member to support the educational needs of foster youth ensured that students received support and access to support providers in the community. This action supports the targets of Goal 5.

5.2 Training, professional learning, and technical assistance
Effectiveness: Professional learning sessions provided for Golden Hills Community School and Evergreen Academy staff members have assisted with providing staff members with supports that assisted with their development of instructional supports for foster and homeless students. This action is necessary to achieve the targets identified in Goal 5.

5.3 Membership of Foster Youth Education Planning Team (FYEPT)
Effectiveness: SCOE's memberships with FYEPT contribute to receiving information and connections to community partners who assist foster youth. This action is essential to achieving the targets identified in Goal 5.

5.4 Mental Health Support:
Effectiveness: Golden Hill Community School and Evergreen Academy students were able to access the Wellness Centers when needed. The Wellness Centers remained popular with students because they served as safe places for students to manage their emotions. Students were able to self-regulate their emotions and reset to successfully engage with learning. The Wellness Centers assisted with the mitigation of disciplinary actions such as suspension from school. This action contributes to achieving the targets of Goal 5.

5.5 Resources

Effectiveness: SCOE supported county districts and other support providers by creating resources that serve as a central information system for transition-age foster and homeless students. This action assists with achieving the targets identified in Goal 5.

5.6 Post-Secondary/Vocational Planning Opportunities
Effectiveness: The events facilitated by SCOE staff members provided outreach and support for foster youth and homeless youth who needed assistance with planning their secondary/vocational pathways. This action supports the targets of Goal 5.

5.7 Post-Secondary/Vocational Planning Opportunities
Effectiveness: Collecting student participation data with secondary/vocational events assisted with the evaluation of the effectiveness of the events. This action supports the targets of Goal 5.

5.8 Post Secondary/Vocational Planning Opportunities:
Effectiveness: The Homeless Collaborative Meetings unified community partners who were dedicated to serving the needs of homeless students. Increasing the number of members ensured that the team expanded its capacity to support the needs of homeless students. This action supports the targets of Goal 5.

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

There are no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year. The actions identified in Goal 5 will continue based upon the increased need to provide mental health services for students. The Wellness Centers has contributed to improving the social-emotional needs of students who are challenged by circumstances in their lives. The reduction of disciplinary actions have contributed to lower levels of office referrals and zero suspension and expulsions.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$470,188	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.96%	1.29%	$113,415.00	6.25%

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

Required Descriptions

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

In order to address the needs of foster youth, English learners, and low-income students first, we continued the following actions:

GOAL 1: Improve the instructional outcomes for students.

Action 3: Provide coaching to teachers to continue the increased use of technology for classroom instruction in all core content areas.

Access to technology for Foster Youth, English Learners, and Low-Income students are provided with provides additional access to grade-level content. JCCS Foster Youth, English Learners, and Low-Income students are provided with technology devices providing these student groups with Chromebooks assists with building technology skills and providing students with resources that support credit recovery and language acquisition. English Learners have access to online programs that complement the English Language Development (ELD) instruction they receive in their classrooms. Increasing the use of technology at Golden Hills Community School and Evergreen Academy contributes to assisting students with access to the credit recovery program Edgenuity and other online resources. Professional learning and coaching for classroom teachers ensure that technology is enhanced and expanded across all content areas. The use of online platforms such as Google Classroom engages teachers with Professional learning that provides updates about enhancements to the platforms.

Student Impact

This action is based on the continued need to improve access to technology in the classroom. During the 2022-23 school year, 100% of students agreed that they had access to a computer that assisted them with completing their coursework. 100% of parents agreed that their children needed access to a computer in order to complete their coursework. Foster Youth and Low-Income Students: Golden Hills Community School and Evergreen Academy students have access to Chromebooks to engage with online learning, including credit recovery with the Edgenuity program. The increased use of technology contributes to students having additional resources to conduct research and engagement with online resources related to the lessons taught in their classrooms. Professional learning and coaching for teachers with technology contributes to the effectiveness of technology use of students identified as Foster Youth or Low-Income Students. Golden Hills Community School Students have access to online learning platforms such as Google Classroom. Students at Evergreen Academy can utilize the Edgenuity Platform and other resources with secure access to the internet, such as RACHEL. Review and access to internet programs for Evergreen Academy will continue during the 2023-2024 school year.

English Learners: Technology used for English Learners is a significant support for their English Language acquisition. The access to Chromebooks contributes to students having the opportunity to access additional programs that support their access to English Language Development (ELD) instruction. Professional learning and coaching for classroom teachers will assist with increased usage of additional technological programs for English. Professional learning for teachers dedicated to effective technology use for English Learners would support their academic achievement levels in all curricular areas. During the 2022-2023 school year, 12% of the students at Golden Hills Community School were classified as English Learners. Twenty percent were classified as Fluent English proficient (FEP). The number of Fluent English Proficient (FEP) students was higher than in previous years. At Evergreen Academy, 9% of the students were classified as English Learners and 6% of the students were classified as Fluent English Proficient (FEP). The number of English Learners at Evergreen Academy has decreased due to the overall decrease in student enrollment.

Action 6: Provide instructional leadership; Provide LEA-wide leadership to support and coordinate Professional learning and coaching for all team members and monitor the implementation of services included in the LCAP.

Instructional Leadership contributes to ensuring that the instructional programs at Golden Hills Community School and Evergreen Academy are standards-based and focused on the specific needs of all learners. Foster Youth, English Learners, and Low-Income students benefit from having classrooms employing the latest and most effective instructional strategies. The instructional leader provides Professional learning opportunities for teachers and support staff members that focus on specific supports for student groups. Targeted and ongoing Professional learning opportunities contribute to increasing the overall achievement levels of all student groups. Instructional leadership contributes to the overall success of the academics and operations of Golden Hills Community School and Evergreen Academy. The instructional leader works collaboratively with teachers, students, parents, the Student Support Specialist, Student Attendance Liaison, Student Mental Health and Wellness Clinician, and the Program Manager Educational Liaison to ensure that the needs of all students are met.

Student Impact:

Foster Youth: Students identified as Foster Youth are provided with academic and community resources that assist them in learning and support meeting their basic needs when appropriate. The Director of Educational Options provides access to Professional learning opportunities to support Foster Youth. Teachers are supported through the program manager educational liaison with additional support for Foster Youth. Professional learning presentations related to Foster Youth are also provided when requested.

English Learners: English Learners will benefit from the integrated and designated English Language Development (ELD) instruction provided in their classrooms. Students benefit from the instructional strategies and resources that their teachers provide due to the Professional learning opportunities that the instructional leader provides for classroom teachers.

Low-Income Students: Students identified as low-income benefit from engagement with standards-based instruction and opportunities for intervention support when needed. The instructional leader, along with classroom teachers and support staff members, receives student data and implements support resources when needed. In collaboration with the instructional leader and classroom teachers, the Student Support Specialist determines if the students need community resources to assist them with consistent classroom attendance and learning.

GOAL 2: Increase the Educational Transition Planning Services being provided to students.

Action 2: Support family engagement; SCOE will increase its outreach to families by organizing bi-monthly opportunities for families and students to come to the school and engage in discussions about supporting their educational journey.

Family engagement activities are a critical component of the educational programs offered at both Golden Hills Community School and Evergreen Academy. The parents/ guardians of Foster Youth, Low-Income Students, and English Learners are engaged with school activities that encourage their participation and recommendations to make the programs accessible to all learners. Families of these student groups are provided with opportunities to fully engage with the schools' overall instructional and operational programs. School Site Council Meetings and LCAP Parent Advisory Committee meetings ensure that the voices and needs of all families are heard and incorporated into the programs and resources offered at both schools. The engagement of families is critical to the success of all students. School Site Council meeting, Parent/Teacher conferences, LCAP Parent Advisory Committee meetings, ELAC Committee meetings (English Language Advisory Committee meetings), and the Credit Modification/Graduation Committee meetings ensure that the voices of families are included in school-wide decision making. Engagement Activities during the 2022-2023 school year were conducted in-person and via Zoom.

Student Impact:

Foster Youth: Parent meetings encourage the parents/guardians of Foster Youth to share their concerns and recommendations for students enrolled at Golden Hills and Evergreen Academy. Parent/guardian input for Foster Youth assures that resources are available to students when needed. Access to resources such as the Wellness Center and the Student Mental Health and Wellness Clinician is reviewed.

English Learners: Input from the families of English Learners supports teachers, administrators, and the Student Support Specialist in ensuring that needed resources are provided for the families of English Learners. Materials in English and Spanish are available to students,

and parents are interested in learning English along with their children. The connection to families through using the Language Line has contributed to allowing for more communication between the schools and homes of students. The English Learner populations at Golden Hills and Evergreen Academy are exceedingly small, and there is no established English Learner Advisory Committee (ELAC) at either site. The School Site Councils and the Parent Advisory Committees ensure that English learners' needs are included in all instructional and program planning.

Low-Income Students: The needs of low-income students are addressed at family engagement meetings. Recommendations for instructional programs and needed resources for families are discussed and approved for implementation. They are managing the student's social-emotional needs. The Student Support Specialists and the Student Mental Health and Wellness Clinician work in collaboration with parents, students, teachers, administrators, and community partners to ensure that the needs of low-income students are met. Parental engagement helps the team determine the frequency and quantity of support needed for Low-Income Students.

Action 4: This action is continued to support the high number of unduplicated students who have Individual Learning Plans. The Director will support student progress and improve student outcomes by having teachers, students, and Student Support Specialists meet monthly to review and revise each student's Individual Learning Plan as appropriate with more intensive consideration given to English learners, Foster Youth, and students who are low income. The Individualized Learning Plans provide a detailed plan of action to support students in achieving their academic goals. The Student Support Specialist routinely meets with students and classroom teachers to discuss each student's progress. The needs of students identified as Foster Youth, English Learners, or Low-Income students are taken into consideration when talking about successes or challenges that are impacting student performance levels. The Student Support Specialist provides students enrolled in Golden Hills Community School or Evergreen Academy a detailed, thorough review of their academic progress while creating and establishing an individual student individual learning plan. The plan outlines specific actions and a path to graduation. The plan is reviewed monthly with the student's teacher, program administrator, student support specialist, parent/guardian, and student. Monthly meetings promote the collaborative approach to raising student achievement levels and ensure that students play an essential role in working with their classroom teachers and the Student Support Specialist to achieve their academic goals successfully.

Student Impact:

Foster Youth: Students identified as Foster Youth students are supported with academic and social-emotional resources when needed. Collaboration between the guardian/Social Services agency, Student Support Specialist, Program Manager, Educational Liaison, and classroom teachers ensures that the services provided are appropriate to support the needs of Foster Youth. Teachers share students' progress, and as a team, the plan for a student's progress is adjusted when needed. Monthly meetings ensure that Foster Youth are making adequate progress.

English Learners: Monthly meetings concerning students' progress identified as English Learners impact the progress students are making with English Language Development (ELD) instruction and the connection to all areas of the core curriculum. A monthly review of ELs Individual Learning Plans also provides feedback to teachers concerning the type of Professional learning that is needed to support students with their academic challenges related to language acquisition.

Low-Income Students: Similar to Foster Youth and English Learners, the review of Low-Income Students' Individualized Learning Plans contributes to supporting students with academic resources and, when needed, social-emotional or other resources required. Monthly meetings promote the collaborative approach to raising student achievement levels and ensure that students take an essential role in working with their classroom teachers and the Student Support Specialist to successfully achieve their academic goals.

GOAL 3: Increase College and Career Readiness services provided to students.

Action 1: This action supports the continued need of career planning for unduplicated students. Students are provided with Career Exploration instruction that prepares them for entry into college and future career paths.

Career exploration instruction supports all students, including Foster Youth, English Learners, and Low-Income students, with researching and learning about the requirements for college admission and entrance into desired careers. Career exploration instruction supports Foster Youth, English Learners, and Low-Income students with researching and learning about the requirements for college admission and entrance into desired careers.

Student Impact:

Foster Youth, Low Income, and English Learners: Students identified as Foster Youth, English Learners, and Low-Income students receive instruction that prepares them for understanding the requirements necessary for college admission or enrollment with a career-focused program such as construction, culinary arts, cosmetology, law enforcement or other careers. Students engage with coursework that teaches them how to update their resumes, letters of interest, effective interview skills, and application preparation. These effective tools assist teachers with identifying the specific content areas that students need additional support with. English learner students or those students with academic challenges can build their skill sets in preparation for their future college or career paths. College and Career Readiness instruction serve as another level of support to encourage students to complete the recovery of credits and completion of coursework required for graduation. English learners benefit from having opportunities to further enhance their language skills by participating in effective lessons that mirror their experiences when applying to colleges/universities or work.

Action 3: Provide financial literacy instruction; continue providing financial literacy instruction for all students, including budgeting, credit, savings, and investments.

Financial literacy assists students with understanding how budgeting, credit, savings, and investments impact their lives. Students at Golden Hills Community School and Evergreen Academy identified as Foster Youth, English Learners, and Low-Income Students are engaged with instruction that will impact the financial decisions in their lives post K-12. Financial literacy assists students with understanding how budgeting, credit, savings, and investments impact their lives. Students at Golden Hills Community School and Evergreen Academy identified as Foster Youth, English Learners, and Low-Income Students are engaged with instruction that will impact the financial decisions in their lives post K-12.

Student Impact:

Foster Youth, Low Income, and English Learners: Students identified as Foster Youth, English Learners, and Low-Income Students can access instruction that provides them with access to understanding how to engage with their finances. English Learners can increase their vocabulary development through interactive lessons that bridge the language with practical experiences with the topics discussed. Foster Youth and Low-Income students benefit from understanding the importance of understanding their finances as they prepare to move into college or a career. All students are provided with lessons that connect the content to real-life examples that the students can relate to. The concepts learned in the course will assist them with their future financial decisions because they are introduced to current trends and terms associated with personal finances.

Action 4: This action is continued due to the increase of work-ready certification. Work-Ready! and Industry recognized Certifications; Provide Work-Ready! -Certifications instruction on an on-gong basis to reach more students at Evergreen Academy and Golden Hills Community School.

Providing access to Work-Ready! and industry-recognized certifications for Foster Youth, English Learners, and Low-Income Students at Evergreen Academy and Golden Hills Community School provides these student groups with instruction that will prepare certification in their industries of interest. Providing access to Work-Ready! and industry-recognized certifications for Foster Youth, English Learners, and Low-Income Students at Evergreen Academy and Golden Hills Community School provides these student groups with instruction that will prepare certification in their industries of interest. One hundred percent of the students at Evergreen Academy and Golden Hills Community School who applied for the Food Handlers certification successfully completed the coursework and earned the certification.

Student Impact:

Foster Youth, Low Income, and English Learners: Students identified as Foster Youth, English Learners, and Low-Income students at Golden Hills Community School and Evergreen Academy gain access to the requirements for certification in various industry areas. Students are engaged with lessons that provide them with the vocabulary and types of assessments they will need to pass to engage with future careers. English Learners can utilize the skills acquired through their English Language Development designated or integrated lessons to access the curriculum and build upon their language acquisition skills. Classroom teachers can use the assessments collected from the courses to provide intervention support in mathematics or writing when needed.

Action 5: Fund a Director position to provide Golden Hills Community School students with Work-Based Learning experiences.

The Assistant Director of College and Career Readiness assists students at Golden Hills Community. Foster Youth, English Learners, and Low-Income students are assisted with engaging in work-based experiences that allow them to engage with real-life work experiences that prepare them for entrance to careers. The Director of College and Career Readiness assists students at Golden Hills Community. Foster

Youth, English Learners, and Low-Income students are assisted with engaging in work-based experiences that allow them to engage with real-life work experiences that prepare them for entrance into careers.

Student Impact:

Foster Youth, Low Income, and English Learners: Students identifiers at Foster Youth, English Learners, and Low-Income students can utilize their academic skills along with their learned technical skills to prepare for work. Foster Youth and Low-Income students can receive additional support when needed with educational or community resources. Partnerships with Social Services Agencies can also assist with making sure that these student groups have the resources necessary to ensure their full participation. English Learners are provided with additional resources during their English Language Development (ELD) classes to support their language acquisition and comprehension of industry requirements. The Director of College and Career Readiness collaborates with the Director of Educational Options, the Student Support Specialist, and the College and Career Readiness Development Specialist to create opportunities for all students to benefit from this instruction that provides them with tools necessary for their future career goals.

GOAL 4: Increase social-emotional support services provided to students.

Action 3: Students who require more intensive counseling will be referred to a Student Mental Health and Wellness Clinician from the Student and Program Support department.

Individual counseling services are available for Foster Youth, English Learners, and Low-Income students when needed. Individual counseling provides students with access to resources when there is an identified need. These services assist students with managing challenges in their lives that may temporarily impede their participation in learning. Action 3 is effective in meeting the goals of Foster Youth, English Learners, and Low-Income students because individual counseling provides students with access to resources when requested. These services assist students with managing challenges in their lives that may temporarily impede their participation in learning.

Student Impact:

Foster Youth, Low Income, and English Learners: Individualized counseling services for students provide a safe place for students to discuss and receive support with their social-emotional needs. Foster Youth, English Learners, and Low-Income Students who need assistance can request these services. Students dealing with high trauma in their lives have a resource that will assist them with full engagement with school. Referrals to additional resources within the community may also be available to students in need. Individual counseling is a high need at Golden Hills Community School.

The Solano County Office of Education will utilize LCFF Supplemental funds in order to support the actions and services primarily focused on student groups that are considered unduplicated (Foster Youth, English Learners, and Low-Income Students). SCOE is required to use 4.96% of the LCFF base funding for services outlined in the LCAP.

The Solano County Office of Education utilized educational partner input, educational research of effective instructional practices, and mental health wellness support strategies to ensure that the needs of students are met. In addition, the collection and analysis of formative and summative assessment indicators including the California School Dashboard Data, California Assessment of Student Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), Renaissance Assessments, and Edgenuity Assessments will assist with achieving the goals identified in the LCAP that contribute and promote a higher level of academic achievement for all students.

INCREASE IN SERVICES:

A. Teachers will receive support for increasing the utilization of technology in the classroom. The utilization of instructional technology provides students with access to resources that contribute to their acquisition and mastery of grade-level standards. The increased use of Edgenuity supports students with the acquisition of completing deficient credits that are needed for high school graduation eligibility. Teachers will engage with professional learning opportunities that assist them with increasing the use of instructional technology support programs and strategies. This work is equity-focused and assists Foster Youth, English Learners, and Low-Income students with achieving a higher level of academic success.

B. The Student Support Specialist will meet with students, teachers, parents, and administrators monthly to review, monitor, and assess the effectiveness of each student's Individualized Learning Plans (ILPs). The Student Support Specialist works full-time to ensure that students are receiving continuous support with their academic planning. Students also receive transition services upon return to their middle schools or high school districts of residence.

C. An Introduction to Construction Trades course will be offered to students enrolled at Golden Hills Community School and Evergreen Academy. This partnership between the Solano County Office of Education and Solano County Probation will increase students' access to the courses and experiences with instruction that prepares them for entry into the trade apprenticeship programs. The addition of the course will assist us with expanding CTE programs offered to students who are interested in preparing for future careers in the Construction/ Trades.

D. Wellness support is essential to the academic and social-emotional success of our Foster Youth, English Learners, and Low-Income students. Intensive counseling services will be provided for students through the Marriage and Family Therapist from the Student Services Support Program. Students will receive individualized support that is designed to give them the resources necessary to assist with their mental well-being which will contribute to their success within the classroom and community.

E. Increasing the number of work-based experiences will support students with effective preparation for entry into post-secondary careers. Foster Youth, English Learners, and Low-Income students are afforded the opportunity to engage with college campus tours, excursions to

the Trades Union Training sites, access to guest speakers, and other educational facilities that expose them to the skills necessary to successfully participate in educational programs post-high school and work readiness.

IMPROVEMENT IN SERVICES:

A. Leadership focused on improving Professional Learning opportunities for teachers and staff members is essential to the overall operations of the academic program. Professional Learning opportunities for staff members ensure that students are participating in learning environments that are standards-based, engaging, equity-focused, and innovative. Continuous monitoring of the goal identified in the LCAP will further ensure that resources and services for Foster Youth, English Learners, and Low-Income students are met. The Leadership Team implements, monitors, and evaluates the effectiveness of the overall academic program and support activities.

B. Funding a Director to support the Work Readiness Program assists with providing students at Golden Hills Community School with work-based experiences in the trades. Work-based learning contributes to creating a program that provides Foster Youth, English Learners, and Low-Income students with the appropriate resources that are necessary for their success. Providing students with "hands-on" experiences is essential to their academic growth and entry into the work world following graduation from high school.

C. Providing access to Work Ready! and industry-recognized certifications affords students the opportunity to obtain the necessary documents required for entry level employment. Foster Youth, English Learners, and Low-Income students enrolled at Golden Hills Community School and Evergreen academy are provided with the access to obtain these certification documents while enrolled. Students receive preparation instruction that prepares and assists them with obtaining these valuable certifications.

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

Not applicable to COE's

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

Staff-to-student 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 certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$481,300.00	$124,187.00	$282,838.00	$96,831.00	$985,156.00	$886,441.00	$98,715.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Targeted professional learning	English Learners Foster Youth Low Income	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.2	Project-Based Learning and research	All	$0.00	$124,187.00	$0.00	$10,000.00	$134,187.00
1	1.3	Increased use of instructional technology	English Learners Foster Youth Low Income	$45,046.00	$0.00	$0.00	$0.00	$45,046.00
1	1.4	Implementation of evidence-based practices	English Learners Foster Youth Low Income	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.5	Provide English language development instruction	English Learners	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.6	Provide instructional leadership	English Learners Foster Youth Low Income	$26,588.00	$0.00	$0.00	$0.00	$26,588.00
1	1.7	Innovation Lab, robotics, and STEM instruction	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.8	Access to the internet for students in JDF	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.9	Instructional support for students needing additional assistance	All	$0.00	$0.00	$0.00	$13,816.00	$13,816.00
1	1.10	Individual plans case management	All	$0.00	$0.00	$0.00	$0.00	$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Services for expelled students	All	$0.00	$0.00	$0.00	$0.00	$0.00
2	2.2	Support family engagement	English Learners Foster Youth Low Income	$5,500.00	$0.00	$0.00	$0.00	$5,500.00
2	2.3	Provide transition services for Evergreen Academy students	All	$0.00	$0.00	$97,125.00	$64,750.00	$161,875.00
2	2.4	Support student progress.	English Learners Foster Youth Low Income	$146,210.00	$0.00	$0.00	$0.00	$146,210.00
2	2.5	Documenting parent outreach	All	$0.00	$0.00	$0.00	$0.00	$0.00
2	2.6	Intensify transition services	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	3.1	Career exploration instruction	English Learners Foster Youth Low Income	$17,822.00	$0.00	$37,624.00	$0.00	$55,446.00
3	3.2	Offer a career technical education course.	All	$0.00	$0.00	$138,683.00	$0.00	$138,683.00
3	3.3	Provide financial literacy instruction	English Learners Foster Youth Low Income	$4,455.00	$0.00	$9,406.00	$0.00	$13,861.00
3	3.4	Work-Ready! and Industry recognized Certifications.	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	3.5	Work-based learning experience.	English Learners Foster Youth Low Income	$63,362.00	$0.00	$0.00	$0.00	$63,362.00
3	3.6	Increase the number of Work-Based Learning Experiences.	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	3.7	Access to college classes.	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	3.8	Increase student and parent awareness of College and Career	All	$0.00	$0.00	$0.00	$0.00	$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Readiness activities offered to students.						
4	4.1	Trauma-informed care practices	All	$0.00	$0.00	$0.00	$0.00	$0.00
4	4.2	Social-emotional learning	All	$0.00	$0.00	$0.00	$0.00	$0.00
4	4.3	Individual counseling	English Learners Foster Youth Low Income	$172,317.00	$0.00	$0.00	$0.00	$172,317.00
4	4.4	Trauma-responsive care and restorative practices	All	$0.00	$0.00	$0.00	$0.00	$0.00
4	4.5	Positive Behavior Interventions and Supports (PBIS)	All	$0.00	$0.00	$0.00	$8,265.00	$8,265.00
4	4.6	School Attendance Support	All	$0.00	$0.00	$0.00	$0.00	$0.00
4	4.7	Supporting parents	All	$0.00	$0.00	$0.00	$0.00	$0.00
4	4.8	Communication with families	All	$0.00	$0.00	$0.00	$0.00	$0.00
4	4.9	Mental health screening	All	$0.00	$0.00	$0.00	$0.00	$0.00
4	4.10	Wellness Centers	All	$0.00	$0.00	$0.00	$0.00	$0.00
4	4.11	Imporoves Social Emotional and Wellness Supports for Foster and Homeless Youth	Foster Youth Low Income	$0.00	$0.00	$0.00	$0.00	$0.00
5	5.1	Service provision	All	$0.00	$0.00	$0.00	$0.00	$0.00
5	5.2	Trainings, professional learning, and technical assistance	All	$0.00	$0.00	$0.00	$0.00	$0.00
5	5.3	Membership of Foster Youth Education Planning Team (FYEPT)	All	$0.00	$0.00	$0.00	$0.00	$0.00
5	5.4	Mental Health Support	All	$0.00	$0.00	$0.00	$0.00	$0.00
5	5.5	Resources	All	$0.00	$0.00	$0.00	$0.00	$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.6	Post-Secondary/Vocational Planning Opportunities	All	$0.00	$0.00	$0.00	$0.00	$0.00
5	5.7	Post-Secondary/Vocational Planning Opportunities	All	$0.00	$0.00	$0.00	$0.00	$0.00
5	5.8	Post-Secondary/Vocational Planning Opportunities	All	$0.00	$0.00	$0.00	$0.00	$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$9,479,086	$470,188	4.96%	1.29%	6.25%	$481,300.00	1.20%	6.28 %	**Total:**	$481,300.00
								LEA-wide Total:	$157,273.00
								Limited Total:	$0.00
								Schoolwide Total:	$324,027.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Targeted professional learning	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	.15
1	1.3	Increased use of instructional technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,046.00	
1	1.4	Implementation of evidence-based practices	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	.15
1	1.5	Provide English language development instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	.15
1	1.6	Provide instructional leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,588.00	
2	2.2	Support family engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHCS	$5,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Support student progress.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHCS	$146,210.00	
3	3.1	Career exploration instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,822.00	
3	3.3	Provide financial literacy instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,455.00	
3	3.5	Work-based learning experience.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,362.00	
4	4.3	Individual counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHCS	$172,317.00	
4	4.11	Imporoves Social Emotional and Wellness Supports for Foster and Homeless Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: GHCS	$0.00	.75

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$822,192.00	$717,507.00

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	Targeted professional learning	No	$0	$0
1	1.2	Project-Based Learning and research	No	$148,016	$72,821
1	1.3	Increased use of instructional technology	Yes	$40,566	$45,034
1	1.4	Implementation of evidence-based practices	No	$0	$0
1	1.5	Provide English language development instruction	No	$0	$0
1	1.6	Provide instructional leadership	Yes	$24,048	$24,521
1	1.7	Innovation Lab, robotics, and STEM instruction	No	$0	$0
1	1.8	Access to the internet for students in JDF	No	$0	$0
1	1.9	Instructional support for students needing additional assistance	No	$28,835	$30,204
1	1.10	Individual plans case management	No	$0	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Services for expelled students	No	$0	$0
2	2.2	Support family engagement	Yes	$5,500	$3,294
2	2.3	Provide transition services for Evergreen Academy students	No	$159,607	$167,028
2	2.4	Support student progress.	Yes	$90,627	$84,571
2	2.5	Documenting parent outreach	No	$0	$0
2	2.6	Intensify transition services	No	$0	$0
3	3.1	Career exploration instruction	Yes	$39,354	$22,219
3	3.2	Offer a career technical education course.	No	$126,507	$129,238
3	3.3	Provide financial literacy instruction	Yes	$39,354	$22,219
3	3.4	Work-Ready! and Industry recognized Certifications.	No	$0	$0
3	3.5	Work-based learning experience.	Yes	$61,876	$62,372
3	3.6	Increase the number of Work-Based Learning Experiences.	No	$0	$657
3	3.7	Access to college classes.	No	$0	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Increase student and parent awareness of College and Career Readiness activities offered to students.	No	$0	$0
4	4.1	Trauma-informed care practices	No	$0	$0
4	4.2	Social-emotional learning	No	$0	$0
4	4.3	Individual counseling	Yes	$49,637	$44,929
4	4.4	Trauma-responsive care and restorative practices	No	$0	$0
4	4.5	Positive Behavior Interventions and Supports (PBIS)	No	$8,265	$8,400
4	4.6	School Attendance Support	No	$0	$0
4	4.7	Supporting parents	No	$0	$0
4	4.8	Communication with families	No	$0	$0
4	4.9	Mental health screening	No	$0	$0
4	4.10	Wellness Centers	No	$0	$0
5	5.1	Service provision	No	$0	$0

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)
5	5.2	Trainings, professional learning, and technical assistance	No	$0	$0
5	5.3	Membership of Foster Youth Education Planning Team (FYEPT)	No	$0	$0
5	5.4	Mental Health Support	No	$0	$0
5	5.5	Resources	No	$0	$0
5	5.6	Post-Secondary/Vocational Planning Opportunities	No	$0	$0
5	5.7	Post-Secondary/Vocational Planning Opportunities	No	$0	$0
5	5.8	Post-Secondary/Vocational Planning Opportunities	No	$0	$0

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$395,250.00	$314,452.00	$281,835.00	$32,617.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Increased use of instructional technology	Yes	$40,566	$45,034		
1	1.6	Provide instructional leadership	Yes	$24,048	$24,521		
2	2.2	Support family engagement	Yes	$5,500	$3,294		
2	2.4	Support student progress.	Yes	$90,627	$84,571		
3	3.1	Career exploration instruction	Yes	$21,099	$8,557		
3	3.3	Provide financial literacy instruction	Yes	$21,099	$8,557		
3	3.5	Work-based learning experience.	Yes	$61,876	$62,372		
4	4.3	Individual counseling	Yes	$49,637	$44,929		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$8,798,049	$395,250.00	0.00%	4.49%	$281,835.00	0.00%	3.20%	$113,415.00	1.29%

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 (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

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

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **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.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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