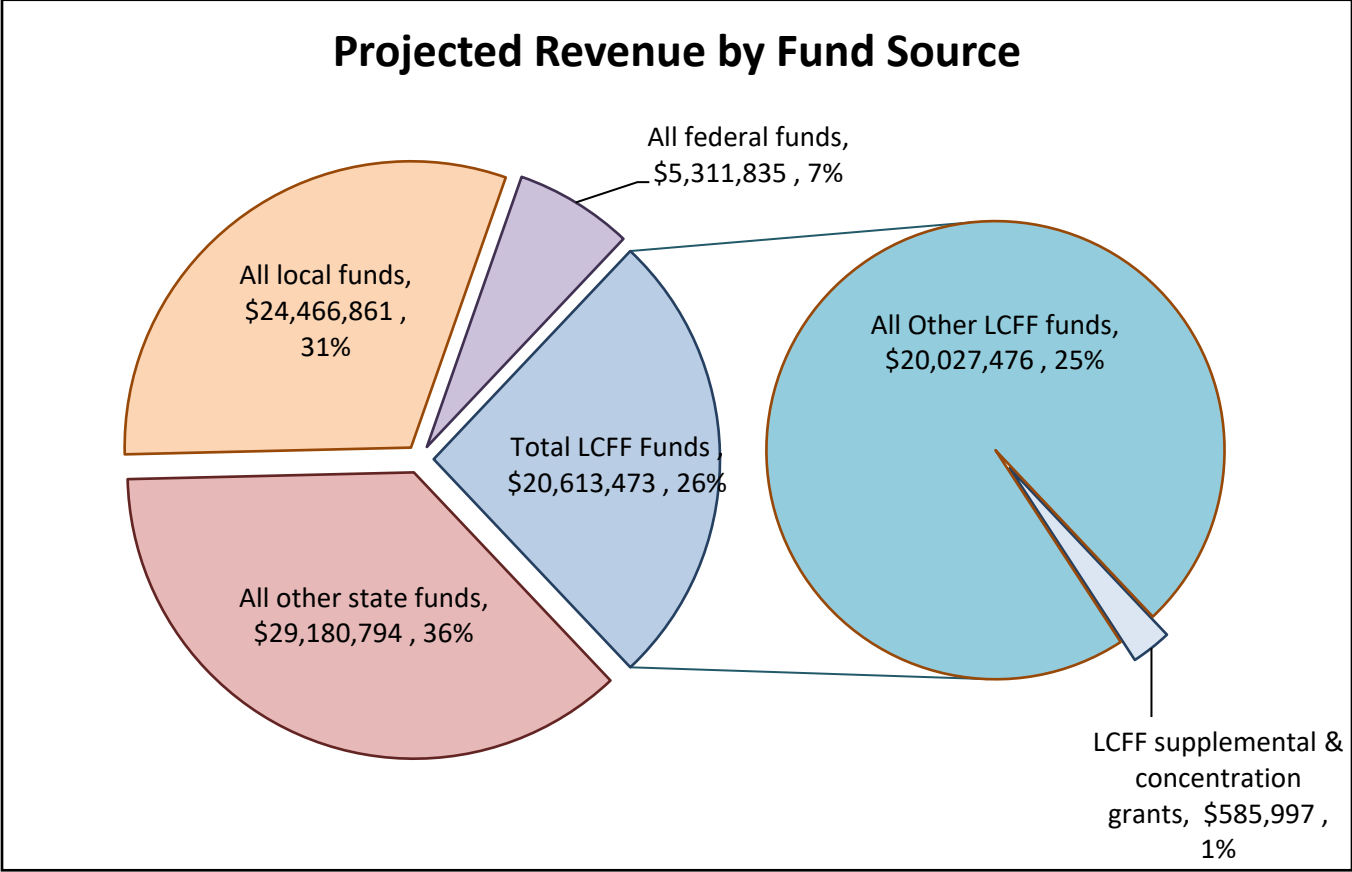


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Solano County Office of Education
CDS Code: 4810488
School Year: 2024-25
LEA contact information:
Dr. Valerie Garrett
Director of Educational Options
vgarrett@solanocoe.net
(707) 399-4840

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

Budget Overview for the 2024-25 School Year

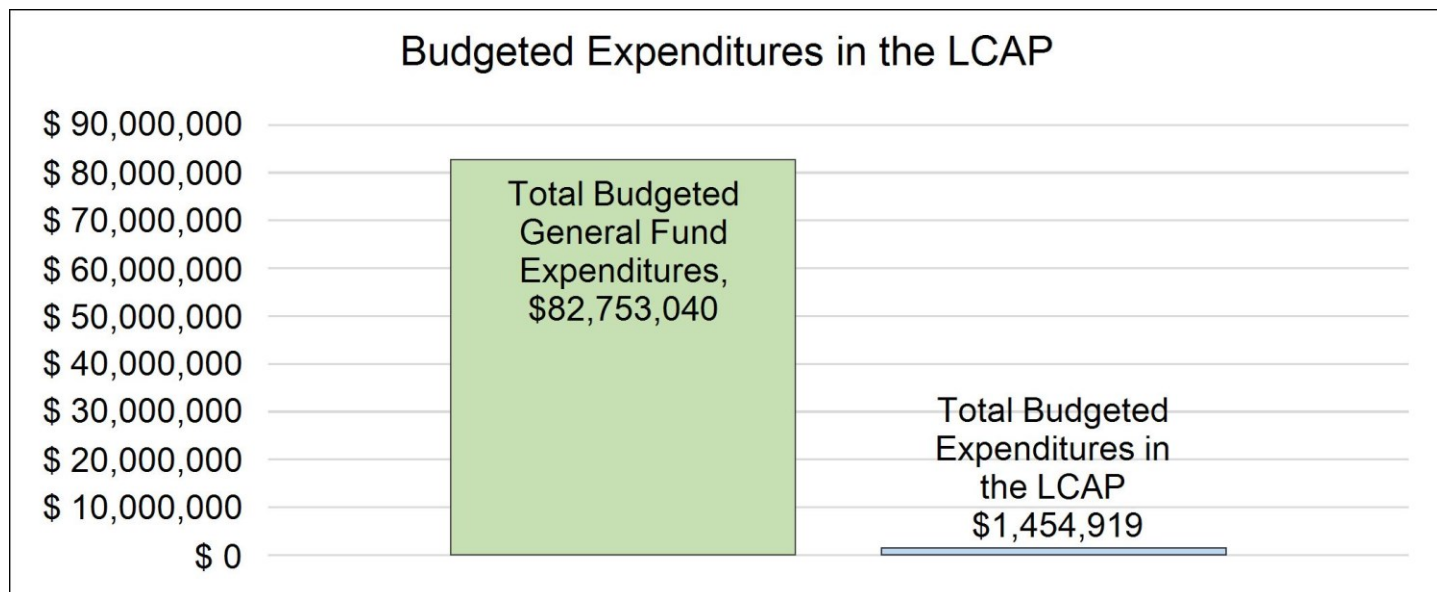


This chart shows the total general purpose revenue Solano County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Solano County Office of Education is \$79,572,963, of which \$20,613,473 is Local Control Funding Formula (LCFF), \$29,180,794 is other state funds, \$24,466,861 is local funds, and \$5,311,835 is federal funds. Of the \$20,613,473 in LCFF Funds, \$585,997 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Solano County Office of Education plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Solano County Office of Education plans to spend \$82,753,040 for the 2024-25 school year. Of that amount, \$1,454,919 is tied to actions/services in the LCAP and \$81,298,121 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to our court and community school programs, the Solano County Office of Education works in partnership with Solano County's local education agencies (LEAs) and one community college district. This collaboration has contributed to provide students with access to diverse services and programs including:

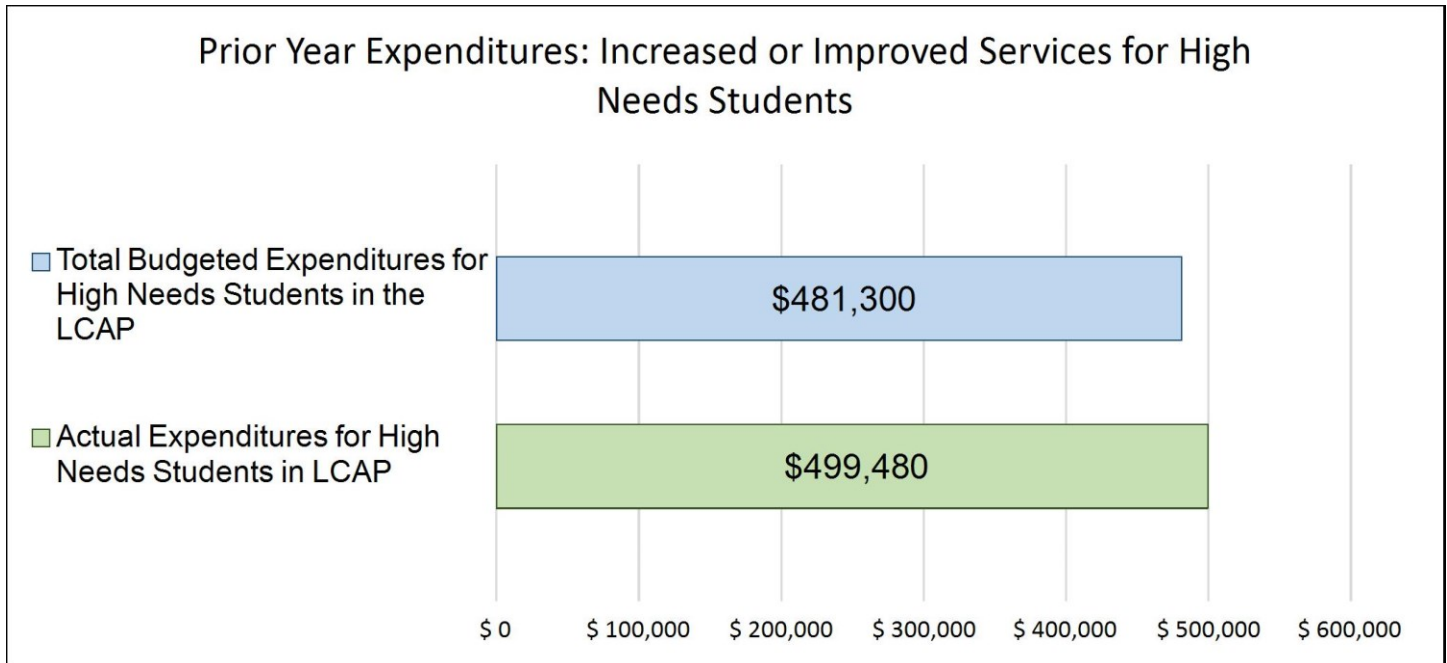
- College and Career Readiness Education (CCR)
- * Workforce Development leadership
- * Youth development programs
- * Support to LEAs related to curriculum, instruction, and assessments including Differentiated Assistance
 - Extensive learning programs for students with disabilities, infant through age 22.
 - Instructional support for students with disabilities enrolled in LEAs and SCOE programs.
 - Coordination among LEAs to support attendance, positive behavior, wellness, reduce absenteeism, and implement effective practices.
 - Development, monitoring, and evaluation of the County Wide Plan to reduce suspensions and expulsions.
 - Fiscal oversight of the County's six school district budgets.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Solano County Office of Education is projecting it will receive \$585,997 based on the enrollment of foster youth, English learner, and low-income students. Solano County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Solano County Office of Education plans to spend \$626,597 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Solano County Office of Education's LCAP budgeted \$481,300 for planned actions to increase or improve services for high needs students. Solano County Office of Education actually spent \$499,480 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Solano County Office of Education	Dr. Valerie Garrett Director of Educational Options	vgarrett@solanocoe.net (707) 399-4840

Goals and Actions

Goal

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

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 (2023-2024-Mid-Year Update)	100% implementation
Priority 4a SBAC ELA (CAASPP) assessments	Golden Hills Community ELA - Percentage of Students with Standard Met/Exceeded-5.26% (Baseline 2019-2020) JDF - Evergreen Academy ELA - Percentage of Students with Standard Met/Exceeded-0.00% (Baseline 2019-2020)	Golden Hills Community School ELA- Percentage of Students with Standard Met/ Exceeded- N/A (Data will be available 2022-2023) JDF- Evergreen Academy ELA- Percentage of Students with Standard Met/Exceeded- N/A	Golden Hills Community School ELA- Percentage of Students with Standard Met/Exceeded-10% JDF-Evergreen Academy ELA-Percentage of Students with Standard Met/Exceeded-*N/A	TBD- Assessments scheduled for April/May (2023-2024- Mid-Year Update)	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
		(Data will be available 2022-2023)	(* 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.)	TBD- Assesments scheduled for April/May (2023-2024- Mid-Year Update)	10% of students with Standard Met/Exceeded in both programs
Priority 8 Credits earned. Average for students in the program for 90 days or more	37 credits (2020-2021)	35 credits (2021-2022)	38 credits (2022-2023)	33 credits (2023-2024 -Mid- Year Update)	45 credits
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	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	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	50% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in ELA as measured by the Renaissance	70% of students attending for 90 days or more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the Renaissance Learning STAR Reading Assessment (Baseline 2020-2021)	Learning STAR Reading Assessment. (2021-2022)	Learning STAR Reading Assessment. (2022-2023)	Learning STAR Reading Assessment. (2023-2024- Mid-Year Update)	
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)	51% 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. (2023-2024- Mid-Year Update)	70% of students attending for 90 days or more
Priority 8 Renaissance Learning-STAR Math Assessment grade equivalent growth for students in the program for 90 days or more	57% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in Math as measured by the Renaissance Learning STAR Math Assessment (Baseline 2020-2021)	55% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in Math as measured by the Renaissance Learning STAR Math Assessment (2021-2022)	58% of students who attended 90 days or more demonstrated a .50 or greater Grade Equivalent growth in Math as measured by the Renaissance Learning STAR Math Assessment. (2022-2023)	48% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in Math as measured by the Renaissance Learning STAR Math Assessment. (2023-2024- Mid-Year Update)	65% of students attending for 90 days or more
Priority 8 Renaissance Learning-STAR Math Assessment scaled score growth for	43% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled	44% of students who were enrolled for 90 days or more demonstrated a 50-point, or greater	46% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled	35% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in	50% of students attending for 90 days or more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students in the program for 90 days or more	score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment (Baseline 2020-2021)	scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment (2021-2022)	score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment. (2022-2023)	Math as measured by the Renaissance Learning STAR Math Assessment. (2023-2024- Mid-Year Update)	
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)	TBD Survey will be conducted January 2024 (2023-2024-Mid-Year Update)	80%
Priority 8 The percentage of students who on the LCAP Student Survey report that they receive extra help when they are struggling academically	57% (Baseline 2020-2021)	75% (2021-2022)	95% (2022-2023)	TBD Survey will be conducted January 2024 (2023-2024-Mid-Year Update)	65%
Priority 1a Teachers of the district are appropriately assigned and fully credentialed in the subject areas and for	100% (Baseline 2020-2021)	100% (2021-2022)	100% (2022-2023)	100% (2023-2024- Mid-Year Update)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the pupils they are teaching.					
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% (2023-2024- Mid-Year Update)	100%
Priority 1c School facilities are maintained in good repair.	100% (Baseline 2020-2021)	100% (2021-2022)	100% (2022-2023)	100% (2023-2024-Mid-Year Update)	100%
Priority 4e The percentage of English Learners who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)	0% (Baseline 2020-2021)	0% (2021-2022)	0% (2022-2023)	TBD-Assessment will take place April/May (2023-2024-Mid-Year Update)	50%
Priority 4f English Language Learners reclassification rate	0% (Baseline 2020-2021)	0% (2021-2022)	0% (2022-2023)	TBD- Assessment will take place Aprill/ May (2023-2024- Mid-Year Update)	50%
Priorities 7a, 7b, 7c	The JCCS programs provided a broad	The JCCS programs provided a broad	The JCCS programs provided a broad	The JCCS programs provided a broad	The JCCS programs will provide a broad

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	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)	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)	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)	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. (2023-2024- Mid-Year Update)	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.
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	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% in Progress- JCCS members will continue to participate in scheduled professional learning sessions for the 2023-2024 school year. (2023-2024-Mid-Year Update)	100% of all JCCS staff will receive professional learning related to the ongoing instructional program improvement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
classroom walkthrough visits.					
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 have had access to general education classes with appropriate services to support their success as measured by their IEPs (2023-2024- Mid-Year Update)	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 by 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 had access to the state standards and to ELD standards as measured by observations. (2023-2024- Mid-Year Update)	100% of English learners will have access to the state standards and to ELD standards as measured by observations
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 have 1:1 access to Chromebooks (2023-2024 Mid- Year Update)	100% of students will receive a 1:1 device for their studies.
Note: Priority 4g note: Advanced Placement courses and exams	N/A	N/A	N/A	N/A	N/A

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The Early Assessment Program results are embedded in the SBAC results for 11th grade ELA and Math.					

Goal Analysis

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

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

The goal of improving the instructional program continues to be an area of focus. Students enrolled in Golden Hills Community School and Evergreen Academy are often challenged with meeting grade level standards, lower standardized test scores, and the need to recover the credits required for high school graduation. During the 2022-2023 school year, teachers engaged in professional learning that supported their implementation and monitoring of effective instructional strategies. The increased use of classroom technology has increased the opportunities for students to participate with engaging lessons that also offer hands-on learning experiences for students. The metrics that we have selected to measure our progress are consistent with the California School Dashboard which includes addressing the academic progress of English learners, English language arts achievement levels, and mathematics achievement levels. The implementation of standards based instructional, parent and student survey data focused on the instructional program served as our formative measurement tool. These metrics were selected to address state priorities related to the implementation of state standards (Priority 2), pupil achievement (Priorities 4 and 8), course access (Priority 7), and basic condition of learning (Priority 1), connected to the implementation of the Williams Act. During the 2023-2024 school year, this focus continued with professional learning. Teachers were asked to administer the Renaissance Learning Assessments in English language arts and mathematics three times during the school year. The increased practice with the Renaissance platform contributed to students having higher levels of achievement and increased access to the types of questions that they would encounter when taking the SBAC exams in English and math.

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

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

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. Teachers were able to complete self-paced modules.
- 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.
- UDL Training did not take place during the 2023-2024 school year. The initial training was extremely helpful and if conducted in the future, the training needed to be scheduled several times during the school year.

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 and 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 2023-2024 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.
- During the 2023-2024 school year, Civics Instruction was expanded to Evergreen Academy. Alice Fried in partnership with the sisters of Delta Sigma Theta Sorority, Incorporated facilitated the lessons.

Challenges:

- Evergreen Academy students had access to the Civics Instruction at the end of the 2023-2024 school year due to the late start of the program.

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 the inability to connect with a live representative from the company.
- Evergreen Academy students are unable to access Google Apps and other educational programs through the internet.

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 Golden 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.

Successes:

- The STEAM teacher position was filled and the Innovation Lab is being used to its full capacity.
- Students at Evergreen Academy have access to STEAM education.
- Students at Golden Hills Community school have full access to STEAM instruction and the Innovation Lab.

Challenges:

- The STEAM 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

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

The goals will roll over to the next LCAP. There were no major changes that needed to be made because the goals and actions were formulated so that they can adjust when needed to support the needs of our students and staff members.

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

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)	TBD Survey will be conducted January 2024 (2023-2024-Mid-Year Update)	75%
Priority 8 The percentage of students who report on the LCAP survey that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence,	81% of the students reported that the school prepares them for a successful transition to their next milestone (e.g. transition to high school of residence, college, workplace, or other) (Baseline 2020-2021)	87% of the students reported that the school prepares them for a successful transition to their next milestone (e.g. transition to high school of residence, college, workplace, or other) (2021-2022)	98% of the students reported that the school prepares them for a successful transition to their next milestone (e.g. transition to high school of residence, college, workplace, or other) (2022-2023)	TBD Survey will be conducted January 2024 (2023-2024-Mid-Year Update)	85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
college, workplace, or other).					
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)	TBD Survey will be conducted January 2024 (2023-2024-Mid-Year Update)	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 of unduplicated pupils and students with exceptional 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)	TBD Survey will be conducted January 2024 (2023-2024-Mid-Year Update)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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% of eligible students receive transitional services. (2023-2024- Mid-Year Update)	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)	The average for the fall semester of 2022-2023 was 3 days as measured by data collection. (2023-2024- Mid-Year Update)	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 Plan for Expelled Students is reviewed annually. (2022-2023)	The Plan for Expelled Students will be reviewed in January 2024- April 2024. The new plan will be developed before June 2024. (2023-2024--Mid-Year Update)	Reviewed annually

Goal Analysis

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

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

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

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

There 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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). During the three-year LCAP cycle, this goal supported ensuring that appropriate services were provided for students who were expelled or enrolled in Evergreen Academy. This action supported 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 during the first part of the three year cycle. 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. Meetings did return to in-person sessions and to support families who were not able to attend in-person, hybrid meetings that included Zoom were also implemented. This action was effective towards meeting the targets identified in Goal 2 during this 3-year cycle.

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 contributed to achieving the targets identified in Goal 2 during this 3-year cycle.

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 the 3-year cycle for 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 assisted with achieving the targets identified in Goal 2 during the 3-year cycle.

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 the 3-year cycle for 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 were no changes made to the planned goal due to the ability to adjust actions when needed to meet the needs identified in Goal 2.

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

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% (2023-2024 Mid-Year Update)	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 speaker activities with local employers as measured by College and Career Readiness data.	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% (2023-2024 Mid-Year Update)	100%

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 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% (2023-2024 Mid-Year Update)	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% (2023-2024 Mid-Year Update)	100%
Priority 8. Increase the percentage of students in our programs for 90 days or longer who report on the LCAP survey that the school effectively provides them with career	50% of the students reported that the school effectively provides them with career readiness workshops as measured by the LCAP Student Survey (Baseline 2020-2021)	75% of the students reported that the school effectively provides them with career readiness workshops as measured by the LCAP Student Survey. (2021-2022)	100% (2022-2023)	TBD Survey will be conducted January 2024 (2023-2024-Mid-Year Update)	85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
readiness as measured by College and Career Readiness data.					
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)	TBD Survey will be conducted January 2024 (2023-2024-Mid-Year Update)	60%
Priority 8 Increase the percentage of students in the Challenge program who received Work-Ready! Certification as measured by College and Career Readiness data.	No baseline data.	80% of students in the Challenge program have received the Work-Ready! Certification as measured by College and Career Readiness data. (2021-2022)	95% of students in the Challenge program have received the Work-Ready! Certification as measured by College and Career Readiness data. (2022-2023)	N/A The Challenge Program was discontinued during the 2022-2023 school year. (2023-2024-Mid-Year Update)	100%
Priority 8 Increase enrollment in the Construction Trades course as measured by College	15 students (Baseline 2020-2021)	7 students are enrolled in Evergreen Academy.	4 students are enrolled in Evergreen Academy	3 students enrolled in Evergreen Academy 6 students enrolled in Golden Hills	30 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and Career Readiness data.		6 students are enrolled in Golden Hills (2021-2022)	5 students are enrolled in Golden Hills (2022-2023)	(2023-2024-Mid-Year Update)	

Goal Analysis

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

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

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

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

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

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

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 contributed to supporting the targets of Goal 3 during the 3-year LCAP cycle.

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 meeting the targets of Goal 3 identified during the 3-year LCAP cycle.

Action 3.3 Provide financial literacy; continue providing financial literacy instruction for 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. 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. **Effectiveness:** The financial literacy courses have introduced students to important lessons concerning personal finance and their entry into the workforce by understanding how their income impacts their overall living conditions. This action has proven to be effective and supports the targets identified for the 3-year cycle for 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 identified during the 3-year LCAP cycle for 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 and 2023-2024 school years, the Director successfully assisted students with achieving the targets identified in Goal 3 for the 3-year LCAP cycle.

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. This action supported the targets identified for the 3-year cycle for Goal 3.

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 and 2023-2024 school years. Students were successfully enrolled in courses as part of SCOE's partnership with Solano Community through the SOAR program. This action is needed and supported the targets of the 3-year cycle for 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 and 2023-2024 Family Welcome Meetings and the Back- to- School-Night Programs. 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 supported the targets identified in Goal 3 for the 3-year cycle.

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

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)	The average daily attendance for the first semester of 2022-2023 is 84% (2023-2024- Mid-Year Update)	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)	The suspension rate for the first semester of 2022-2023 is 0% (2023-2024- Mid-Year Update)	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)	Chronic absenteeism for 2022-2023 is 28.5% (2023-2024 Mid-Year Update)	25%
Priority 6c	70% of students reported on the 2019-	Due to COVID-19 the CHKS was not	The CHKS was not administered during	TBD-The CHKS will be administered	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)	between March and April 2024. (2023-2024 Mid-Year Update)	
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)	TBD-The CHKS will be administered between March and April 2024. (2023-2024 Mid-Year Update)	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)	TBD-The CHKS will be administered between March and April 2024.)2023-2024 Mid-Year Update)	70%
Priority 6c The percentage of students who on the most recent CHKS report that they feel like they are a part of their school.	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 starting with the 2023-2024 school year.	TBD-The CHKS will be administered between March and April 2024. (2023-2024 Mid-Year Update)	50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(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)	TBD Survey will be conducted January 2024 (2023-2024-Mid-Year Update)	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)	TBD Survey will be conducted January 2024 (2023-2024-Mid-Year Update)	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 high school of residence enrollment. The JCCS does not	N/A	N/A	N/A	N/A	N/A

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

Goal Analysis

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

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

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

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

There were no 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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. These practices have also contributed to improved relationships with parents and caregivers who have expressed higher levels of interest with their children participating with counseling services. This action was critical to achieving the targets identified in Goal 4 for the 3-year LCAP cycle.

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. Social Emotional Learning classes were added to the instructional schedule at Golden Hills Community School twice a week. This action is extremely effective and assisted with meeting the targets of Goal 4 identified during the 3-year LCAP cycle.

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. During the Family Welcome Meetings at Golden Hills Community School, Mental Health and Wellness Clinicians participated with the meetings and had families sign up for counseling after explaining to them the benefits for counseling for their children. Higher numbers of students were signed up to participate with counseling to support their mental health and wellness needs. This action was a vital component of the targets for Goal 4 identified during the 3-year LCAP cycle.

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 during the 3-year LCAP cycle.

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 supported the targets identified in Goal 4 during the 3-year LCAP cycle.

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 assisted with the targets of Goal 4 for the 3-year LCAP cycle.

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 identified during the 3-year LCAP cycle.

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 identified during the 3-year LCAP cycle.

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 identified during the 3-year LCAP cycle.

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 during the 3-year LCAP cycle.

4.11 Provide the coordination of support services to support the social-emotional and wellness support services for Foster and Homeless Youth. Counseling 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 during the 3-year LCAP cycle.

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 goals, metrics, desired outcomes, or actions for the coming year. This goal will continue because it is designed to adjust based upon the needs of the students and staff members.

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

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)	250 (2023-2024 Mid-Year Update)	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 (CWS), related to our coordination of support and services for foster and homeless students.	14 (2020-2021)	24 (2021-2022)	82 (2022-2023)	22 (2023-2024 Mid-Year Update)	20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 10 The number of members of the Solano County Foster Youth Education Planning Team.	32 (2020-2021)	39 (2021-2022)	40 (2022-2023)	40 (2023-2024 Mid-Year Update)	35
Priority 10 The number of school-based wellness sites.	20 (2020-2021)	45 (2021-2022)	47 (2022-2023)	47 (2023-2024 Mid-Year Update)	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)	8 (2023-2024 Mid-Year Update)	7
Priority 10 The number of foster and homeless students who participate in post-secondary/vocational events or activities such as FAFSA	100 (2020-2021)	45 (2021-2022)	57 (2022-2023)	TBD- Events are planned (2023-2024 Mid-Year Update)	125

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	The database has been developed and updated (2023-2024 Mid-Year Update)	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)	25 (2023-2024 Mid-Year Update)	35
Priority 10 The number of students in foster care and who are experiencing	42 (2020-2021)	40 (2021-2022)	66 (2022-2023)	55 (2023-2024 Mid-Year Update)	50

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
homelessness receiving educational case management and/or resource navigation and linkage to services					

Goal Analysis

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

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

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

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

There are not material differences between Budgeted Expenditures and Estimated Actual Expenditures and or Planned Percentages of Improved Services.

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

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 supported the targets identified for Goal 5 during the 3-year LCAP cycle .

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 was necessary to achieve the targets identified in Goal 5 during the 3-year LCAP cycle.

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 was essential to achieving the targets identified in Goal 5 during the 3-year LCAP cycle.

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 contributed to achieving the targets of Goal 5 during the 3-year LCAP cycle.

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 assisted with achieving the targets identified in Goal 5 during the 3-year LCAP cycle.

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 identified during the 3-year LCAP cycle.

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 supported the targets for Goal 5 identified during the 3-year LCAP cycle.

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 identified in Goal 5 of the 3-year LCAP cycle.

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.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Solano County Office of Education	Dr. Valerie Garrett Director of Educational Options	vgarrett@solanocoe.net (707) 399-4840

Plan Summary [2024-25]

General Information

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

The Solano County Office of Education (SCOE) operates two alternative education schools: Golden Hills Community School (GHCS) and Evergreen Academy which is located at the Solano County Juvenile Detention Facility (JDF). Both campuses are located in the city of Fairfield. Golden Hills Community School has one classroom and serves students in grades 7-12 who have been expelled or placed by the Solano County Probation Department (Probation). The academic program includes classroom-based instruction as well as a independent study 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 a year. The school enrolled 65 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. During the 2023-2024 school year, the cumulative number of students served at Evergreen Academy was 119 students and Golden Hills Community School served 91 students which includes students enrolled in the Independent Study Program. The Independent Study option relies on a blended instructional model where students are able to complete their coursework virtually or in person. Students are required to engage with check in sessions with the classroom teacher to ensure sufficient academic progress. Students complete their coursework through the Edgenuity online standards based curriculum program. Students enrolled at Golden Hills Community School and Evergreen Academy have access to these courses which supports them with meeting high school graduation requirements.

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 past four year years due to increased diversion efforts, as shown below:

2020-21 64
2021-22 65
2022-23 56
2023-24 61

During the 2023-2024 school year, SCOE served an overall daily average of approximately 12 students divided into two 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 students need credit recovery in addition to grade-level and intervention 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 and is due for a renewal in 2025. GHCS received a six-year accreditation in 2022.

During the 2023-2024 school year, SCOE programs employed six general education teachers, a Career Technical Education (CTE) Instructor, a College and Career Development Specialist, a Science, Technology, Engineering, the Arts, and Mathematics teacher, 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 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 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 Clinicians. The Mental Health and Wellness Clinicians provides students with individualized support which includes intensive counseling services. At Evergreen Academy, SCOE provided transaction 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. Golden Hills Community School students and Evergreen Academy students 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. The Introduction to Construction Trades course was established three years ago. The trades classroom at Evergreen Academy was established in partnership with probation and serves current high school students and recent graduates. Students in the Introduction to Construction Trades course learn skills that prepare them for entry into post-secondary programs. Students are also engaged with activities that assist them exploring careers in the trades. Through the College and Career Readiness Department, students at Golden Hills Community School and Evergreen Academy have access to innovative instruction taught by the STEAM teacher. The STEAM teacher provides weekly instruction at GHCS and Evergreen Academy which provides students with hands-on activities to deepen their knowledge. The Innovation Lab at Golden Hills Community School affords students the opportunity to engage with state-of-the art equipment inside of classroom space that encourages creativity and exploration. Evergreen Academy students participate with STEAM lessons that afford them hands-on experiences within their classrooms. 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 61.11%

Hispanic 11.11%

White 27.78%

Golden Hills Community School

African American 37.31%

Asian 1.86%

Hispanic 38.81%

White 10.45%

Two or More 8.59%

Other 2.98%

These percentages show that SCOE's programs serve students that are predominately of color. This data aligns with the persistent inequities that exist in both the educational and juvenile justice systems. During the 2022-23 school year, SCOE served 15.38% students classified as English learners at Golden Hills Community School and 12.61% students at Evergreen Academy. The number of students receiving Special Education services during the 2022-23 school was 21.98% at Golden Hills Community School and 26.05% at Evergreen Academy.

Community Challenges- The following challenges were identified during 2023-24 Community meetings:

A. Homelessness

B. Food Scarcity

C. Violent Crimes

D. Affordable Childcare

E. Transportation

F. Mental Health

G. Substance Abuse- Alcohol and Drugs

H. Employment-Adequate preparation for higher paying jobs

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 hearing.
- Differentiated assistance to school districts 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.

The Solano County Office of Education is utilizing our court and community schools base grant to continue and expand our academic, social-emotional, career technical education (CTE) pathways, and college and career readiness programs. These funds are designated to support the goals identified in our plan which includes increasing access to A-G courses, academic intervention and enrichment, increasing career technical education courses, increasing dual enrollment at the community college through college preparation and support, mental health and wellness support services provided through individual and group counseling, and increasing the number of students qualified for high school graduation. The Student Enrichment and Support Block Grant will ensure that our students receive instruction that is focused on the diverse needs of students including those who are in need of academic intervention support. These funds will ensure that staff members engage with professional learning that assists with the implementation and monitoring of effective instructional strategies and support services that address the academic and social-emotional needs of our diverse learners. Equity Multiplier funding has also been provided to support the needs of learners at both Golden Hills Community School and Evergreen Academy through the implementation of programs and instructional resources. The Solano County Office of Education is committed to utilizing these funds to enhance and expand educational opportunities for all students.

Reflections: Annual Performance

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

During the 2023-2024 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 2023 California Dashboard suspension data was rated blue. 0% of students were suspended for at least one day. This data is significant because it entails the suspension data for African American, Foster Youth, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. This rate is lower than the statewide average of 3.5%. Student suspension rates remain significantly low because of the implementation of trauma-responsive and restorative practices in all classrooms which is in alignment with previous years' suspension data. Professional learning provided by SCOE has further contributed to increasing the capacity of teachers, administrators, and school support staff members to utilize effective instructional and social-emotional strategies. Assessment data collected through the administration of the Renaissance Star exams in language arts and mathematics highlights the need for continued academic intervention support for students and professional learning for teachers to support the delivery of instruction that meets the diverse needs of all learners.

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 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. Evergreen Academy 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 receive their high school diploma 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 students who received their post-secondary education exploration and support reached 100%. In collaboration with Solano Probation, SCOE has successfully provided the Introduction to Construction Trades course at Evergreen Academy. The course is taught by a full-time CTE instructor who served high school students and recent high school graduates. Prior to the 2023-2024 school year, three students received the National Center for Construction Education and Research (NCCER) Core Certification. During the 2023-2024 school year, NCCER student preparation planning continued with a focus on increasing the numbers of students eligible for certification. During the 2023-2024 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 1:1 access to Chromebook devices. SCOE teachers are provided with laptops and smartboards to all classes which assist them with presenting the curriculum through innovative activities. Professional learning opportunities for teachers assists them with increasing the use of technology in all subject matters. The increased use of Google Classroom, Edgenuity, and other online instructional platforms continues to be used in all classrooms. Project-Based Learning and Science, Technology, Engineering, Arts, and Math (STEAM) instruction provides students with additional access to core instruction. Students at Golden Hills Community School and Evergreen Academy have access to a full-time STEAM instructor who incorporates interactive activities as the core foundation of the STEAM instruction. The Innovation Lab at Golden Hills Community School is accessed weekly by students who have the opportunity to utilize state-of-the-art technological instruments. Evergreen Academy students are afforded the opportunity to engage with innovative lessons that bring the Innovation Lab experience to their classrooms.

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 100% of the students 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 and Evergreen Academy have also increased. Golden Hills Community School and Evergreen Academy have two dedicated Mental Health and Wellness Clinicians assigned to the campuses. Students who enroll at Golden Hills Community School are provided with access to a mental health universal screening during the Family Welcome Meeting registration and orientation session. Once the screening tools have been implemented, eligible students had access to social-emotional learning groups and individual counseling services provided by the Mental Health and Wellness Clinicians who are licensed or registered clinicians as needed.

Reflections: Technical Assistance

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

Technical Assistance/Differentiated Assistance (DA), consultation and support have been available and provided through the California Department of Education (CDE). We have requested to work with the CDE team as part of a consortium of other County Offices to serve as our DA provider. SCOE's JCCS programs are eligible for DA based on the CA School Dashboard results for students who are socio-economically disadvantaged in the areas of College and Career Readiness and Graduation Rate. We qualify for Comprehensive School Improvement (CSI) status based on College and Career Indicator and Graduation Rate as well. We continue to review our data and practices to address the unique needs of the students we serve. Our data reflects the complexities of serving our students for a shorter period of time. This is true when considering college and career pathways/ways of completing the requirements of this area and the length of time required for completion in this area as well. Students have access to college and career opportunities such as our construction trades program; however, students are not in our programs for long enough to complete the requirements to be counted in the dashboard data. The CA School Dashboard data reflects the 4 and 5 year graduation rates, which is not the intention of the program and services we provide. When considering the one year graduation rate, which we can have more influence over, we have a 94.1% one year graduation rate on the 2023 Dashboard.

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.

Golden Hills Community school is currently eligible for comprehensive support and improvement due to the combined four and five year graduation rate which is 41.7%. Golden Hills is an alternative school campus that serves students from various school districts in Solano County. It is important to note that the graduation rate is heavily impacted by the fact that these students are enrolled at the campus for varied periods of time and are not part of a consistent cohort. In comparison, the Dashboard Alternative School Status (DASS) one year grade rate data report shows that the graduation rate for Golden Hills Community School students is at 94.1%. Our School Plan for Student Achievement (SPSA) also serves as our plan to address the Comprehensive Support and Improvement (CSI) needs identified.

Support for Identified Schools

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

SCOE will continue to support Golden Hills Community School improve its graduation rates through the following supports:

1. Funding- SCOE will utilize funds in order to provide resources that assist students with meeting graduation requirements. These resources will include staffing, instructional materials, and other supports that promote higher graduation rates.
2. Academic Planning-The classroom teachers and Student Support Specialist will assist and document each student's academic plan to achieve graduation in their Individualized Learning Plans (ILPs).
3. Academic Intervention Support- Students who are in need of academic support will have access to academic intervention support which assists them with accessing and successfully completing their required courses for graduation.

4. Social Emotional Support- Social-emotional support will be provided for students who are in need of support with managing their behaviors which can impede them from engaging with classroom instruction. Social-emotional support contributes to supporting students manage challenges while completing their required coursework for graduation.

These strategies provide students with intensive and targeted supports that address the diverse needs of students. These supports will contribute to increasing the graduation rates for Golden Hills Community School students.

Monitoring and Evaluating Effectiveness

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

The effectiveness of the plan will be monitored and evaluated by the following:

1. Graduation data-Graduation data will be monitored through student progress towards graduation that is documented in each student's Individual Learning Plan.
2. Analysis of student transcripts- Students, parents, teachers, and site administration will receive updated transcripts throughout the school year that document the completion of credits needed for graduation.
3. Progress Reports/Report Cards- Progress Reports and Report Cards for students will assist with documenting the progress that students are making towards achieving graduation.
4. Data Presentations- Data presentations presented to parents, educational partners, and the Solano Board of Education that document the number of graduates each year.

The implementation of the plan will be monitored and evaluated by the following:

1. Individual Learning Plans (ILPs) for each student.
2. Student transcripts
3. Quantitative and qualitative data collected concerning social emotional learning supports- Wellness center data, surveys, and discipline data.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	<p>The parental engagement process involved the following activities:</p> <p>Golden Hills Community School:</p> <ol style="list-style-type: none">1. LCAP Parent Survey- Online/ Paper Copies (English and Spanish)2. Participation/ Attendance at LCAP Educational Partner Meetings3. Participation/ Attendance at School Site Council (SSC) Meetings <p>Evergreen Academy:</p> <ol style="list-style-type: none">1. LCAP Parent Survey-Online/Paper Copies (English and Spanish)2. Participation/ Attendance at School Site Council (SSC) Meetings3. Participation/ Attendance at LCAP Educational Partner Meetings. <p>Summary of Engagement Process: The educational partners' engagement process began in November 2023 and ten LCAP Educational Partner Meetings took place during the 2023-2024 school year. Meetings were facilitated with parents, students, community members, partner agencies within Solano County, and Solano County Office of Education (SCOE) staff and managers. The feedback collected from the parents was categorized into themes and added to the plan in order to determine the actions and services that are identified in the plan.</p> <p>Equity Multiplier Funding Summary:</p>

Educational Partner(s)	Process for Engagement
	<p>Golden Hills Community School: LCAP Educational Partner meetings were held and provided parents an opportunity to address the specific actions that would support the use of the Equity Multiplier funds. Increased access to resources college and career readiness and academic tutoring support contributed to the identifying the specific goals and actions that would support the goals in the LCAP.</p> <p>Evergreen Academy: LCAP Educational Partner meetings were held and provided parents an opportunity to address the specific actions that would support the use of the Equity Multiplier funds. Recommendations to ensure higher level of high school graduation rates and entry into the post-secondary education and job preparation opportunities influenced the development of the goals and actions identified in the LCAP.</p>
Students	<p>Golden Hills Community School:</p> <ol style="list-style-type: none"> 1. LCAP Student Survey- Online/ Paper Copies (English and Spanish) 2. Participation/Attendance at LCAP Educational Partner Meetings 3. Participation/ Attendance at School Site Council (SSC) Meetings <p>Evergreen Academy:</p> <ol style="list-style-type: none"> 1. LCAP Parent Survey-Online/Paper Copies (English and Spanish) 2. Participation/Attendance at School Site Council (SSC) Meetings 3. Participation/ Attendance at LCAP Educational Partner Meetings. <p>Summary of Engagement Process: The educational partners' engagement process began in November 2023 and ten LCAP Educational Partner Meetings took place during the 2023-2024 school year. Meetings were facilitated with parents, students, community members, partner agencies within Solano County, and Solano County Office of Education (SCOE) staff and managers. The feedback collected from the students was categorized into themes and added to</p>

Educational Partner(s)	Process for Engagement
	<p>the plan in order to determine the actions and services that are identified in the plan.</p> <p>Equity Multiplier Funding Summary:</p> <p>Golden Hills Community School: LCAP Educational Partner meetings were held and provided students an opportunity to address the specific actions that would support the use of the Equity Multiplier funds. Students identified the need to have increased access to tutoring services, extended learning opportunities, and exposure to college and career professionals who can assist them wiith planning their future paths in education and the workforce. The feedback collected contributed to the development of the LCAP.</p> <p>Evergreen Academy: LCAP Educational Partner meetings were held and provided studentsan opportunity to address the specific actions that would support the use of the Equity Multiplier funds. Identified needs included transition support upon student's exit from Evergreen Academy, tutoring support, and hands-on support with navigating high school graduation requirements and requirements for entering post-secondary educationa programs and entry into the workforce.</p>
Teachers, Administrators, and other school personnel	<p>Golden Hills Community School:</p> <ol style="list-style-type: none"> 1. LCAP Staff Survey- Online/ Paper Copies (English and Spanish) 2. Participation/ Attendance at LCAP Educational Partner Meetings 3. Participation/ Attendance at School Site Council (SSC) Meetings <p>Evergreen Academy:</p> <ol style="list-style-type: none"> 1. LCAP Parent Survey-Online/Paper Copies (English and Spanish) 2. Participation/Attendance at School Site Council (SSC) Meetings 3. Participation/ Attendance at LCAP Educational Partner Meetings. <p>Summary of Engagement Process: The educational partners' engagement process began in November 2023 and ten LCAP Educational Partner Meetings took place during the 2023-2024 school year. Meetings were The valuable feedback collected from these</p>

Educational Partner(s)	Process for Engagement
	<p>meetings was included in the development of the plan. Facilitated with parents, students, community members, partner agencies within Solano County, and Solano County Office of Education (SCOE) staff and managers. The feedback collected from the teachers, administrators, and other school personnel was categorized into themes and added to the plan in order to determine the actions and services that are identified in the plan.</p> <p>Equity Multiplier Funding Summary:</p> <p>Golden Hills Community School: LCAP Educational Partner meetings were held and provided teachers, administrators, and other school personnel an opportunity to address the specific actions that would support the use of the Equity Multiplier funds. Increased access to college and career readiness activities and educational programs were recommended. Support for teachers to continue to build a classroom culture that inspires students to complete high school and enter into post-secondary institutions of learning or entry into the workforce.</p> <p>Evergreen Academy: School: LCAP Educational Partner meetings were held and provided teachers, administrators, and other school personnel an opportunity to address the specific actions that would support the use of the Equity Multiplier funds. Academic support provided to engage students with understanding the requirements for entry into college and the workforce were identified as major areas of focus. These recommendations contributed to the development of the LCAP.</p>
Bargaining Units	<p>Local Bargaining Units provided feedback for the LCAP during a designated Educational Partner Meeting for the SCOE Bargaining Units. Members provided feedback during the meeting that was included in the plan.</p> <p>Summary of Engagement Process: The educational partners' engagement process began in November 2023 and ten LCAP</p>

Educational Partner(s)	Process for Engagement
	<p>Educational Partner Meetings took place during the 2023-2024 school year. Meetings were facilitated with parents, students, community members, partner agencies within Solano County, and Solano County Office of Education (SCOE) staff and managers. The feedback collected from the Bargaining Units was categorized into themes and added to the plan in order to determine the actions and services that are identified in the plan.</p> <p>Equity Multiplier Summary: Bargaining Unit members provided recommendations to support students at Golden Hills Community School and Evergreen Academy. The recommendations identified the following areas of focus:</p> <ol style="list-style-type: none"> 1. Provide opportunities for students to engage with professional in various career fields. 2. Assist students with tutoring or educational software that they can use to assist them with understanding their coursework. 3. Instruct students with curriculum that prepares them for entry into higher education and the workforces. 4. Mentor students so that they are encouraged to graduate from high school and consider higher education. <p>The recommendations provided contributed to the goals and actions identified in the LCAP to support all learners.</p>
Solano Board of Education	<p>The Solano Board of Education provided input for the LCAP during a regularly scheduled Board of Education Meeting. The session was available for the public to access in-person or online. The recommendations shared during the Board of Education meeting were included in the plan.</p> <p>Summary of Engagement Process: The educational partners' engagement process began in November 2023 and ten LCAP Educational Partner Meetings took place during the 2023-2024 school year. Meetings were facilitated with parents, students, community members, partner agencies within Solano County, and Solano County Office of Education (SCOE) staff and managers. The feedback collected from the Solano Board of Education was categorized into</p>

Educational Partner(s)	Process for Engagement
	<p>themes and added to the plan in order to determine the actions and services that are identified in the plan.</p> <p>Equity Multiplier Summary: The Board of Education provided recommendations that supported the students at Golden Hills Community School and Evergreen Academy. The recommendations provided addressed the need to provide students with instruction that includes intervention support, mentoring, transition support, and access to presentations and field trips when available that promote graduation from high school and entry into post secondary programs or the workforce. The feedback was used to determine the specific actions and services identified in the LCAP.</p>

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

The educational partners' engagement process began in November 2023 and ten LCAP Educational Partner Meetings took place during the 2023-2024 school year. Meetings were facilitated with parents, students, community members, partner agencies within Solano County, 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 community. SCOE engaged in Educational Partner Meetings with Evergreen Academy and Golden Hills Community School (GHCS), students, parents, guardians, and staff members. 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, the School Site Councils (SSCs) at Evergreen Academy and Golden Hills Community School serves as the primary parent advisory committee for English learners. The SSC committees at both schools are comprised of parents/families, teachers, support staff members, community members, and site administrators. Recommendations were also received from the Foster Youth Education Planning Team (FYEPT), which includes foster youth advocacy representatives and the Solano Homeless Education and Resource Team (HEART) which works to support youth who are experiencing homelessness through the combined efforts of community-based organizations in Solano County. Other educational partner meetings 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
University of California, Davis
Job Corps
East Bay Consortium of Educational Institutions- (Dixon and 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
Aidea 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 educational partner engagement process:

November 15, 2023

1:00 p.m.-2:00 p.m. Evergreen Academy Students, Parents, SCOE Staff, and Solano County Probation Staff

November 16, 2023

1:00 p.m.-2:00 p.m. Golden Hills Community School Students, Parents, Staff, and Community Members

December 13, 2023

1:00 p.m.-2:00 p.m. Evergreen Academy Students, Parents, SCOE Staff, and Solano County Probation Staff
December 14, 2023

12:40 p.m.-1:40 p.m. Parents of English Learners
January 10, 2024

3:00 p.m.-4:00 p.m. SCOE Bargaining Units Representatives and SCOE Staff
January 17, 2024

1:00 p.m.-2:00 p.m. Golden Hills Community School Students, Parents, Staff, and Community Members
February 8, 2024

10:00 a.m.-11:00 a.m. Solano Homeless Education and Resource Team (HEART)
February 26, 2024

10:00 a.m.-11:00 a.m. Foster Youth Education Planning Team (FYEPT)
March 13, 2024

6:00-7:00 Solano County Board of Education
March 20, 2024

1:00 p.m.-2:00 p.m. Golden Hills Community School Students, Parents, Staff, and Community Members
May 22, 2024

6:00 p.m.-7:00 p.m. Golden Hills Community School Students, Parents, Staff, and Community Members

All parents/guardians were invited to participate in the educational partner engagement meetings. The parents of English learners, homeless/foster youth, and low income students were able to provide their recommendations for the specific supports needed to support their children academically and socially. Interpreting services were available for Spanish speakers at all meetings. All participants reviewed the current LCAP goals and decided that the current goals were appropriate for the new 3 year cycle of SCOE's LCAP plan beginning with the 2024-2025 school year. LCAP parent, student, and staff surveys were also conducted virtually and 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 increasing Project-Based learning opportunities, increased social-emotional learning resources, increased access to music, arts, technology, and tutoring for students performing below grade level were frequently recommended at the educational partner meetings. The incorporation of increased technology use in all classrooms were also a top priority which is in alignment with SCOE's efforts to provide students with access to technology in all core content areas.

During the educational partner meetings, SCOE received rich input from educational partners. The recommendations provided by the educational partners allowed SCOE to develop a responsive plan to address the areas of concern and interest. SCOE staff, students, parents, and community members worked collaboratively in order to determine the specific goals and services that focus on increasing student outcomes and sharpening student strategies accordingly. The meetings 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 are listed below.

Parents expressed the following concerns/priorities:

- Counseling services for students experiencing mental health issues

- Music instruction focused on instruments or vocal music
- Increased use of new technology- Updated laptops, I pads, tablets, or lessons about Artificial Intelligence
- Update classroom libraries each year with a focus on diverse topics and authors (Cooking, Automotive, Careers, Biographies, Science Fiction, Technology, and Art/Music)
- Increased opportunities for students to attend field trips
- Professional guest speakers from various different fields of expertise
- Cooking classes for students
- Gardening classes for students
- Transition services are needed for students and families that need assistance with educational and basic needs (Support with transferring to new school, program, and access to community resources for food and shelter)
- Wellness Center activities and materials to support students who are dealing with stress and anxiety
- Lessons focused on the responsible use of social media platforms- Instagram, Facebook, Live Streams
- Increase the number of colleges/universities presentations
- Increase the number of pathways through the College and Career Readiness activities with a focus on Culinary, Cosmetology, Automotive, and Engineering (Advanced technologies)
- Health Education-body image and social-media relationships
- Healthy Education-Healthy Relationships-Focus on emotional and physical relationships
- Community resources for parents-Housing assistance, transportation support, food, and employment services in order to improve their abilities to support their families.

Students identified the following priorities:

- Studio equipment to create music/beats
- CTE options in Culinary, Cosmetology, Automotive, and Technology
- Tutoring for students before or after school
- Specific to Evergreen Academy, students are requesting more access to online resources through the internet
- Physical Fitness Equipment
- Parenting classes for young mothers and fathers
- Support for homeless students with clothing, personal items. Job assistance, and transportation
- Specific to Evergreen Academy- Opportunities to participate with job internships which prepare students for future employment
- Dog training internships- Students who are 18 years or up with the Solano County SPCA
- Summer School-Specific to Golden Hills Community School
- Life skill classes-washing clothes, cooking, and personal finance
- Counseling services for students who are dealing with stress
- New materials for the Wellness Centers- Puzzles, games, coloring books, reading books, sand, blankets, earphones, tea, cocoa, and other snacks
- Increased field trips
- Increased access to Project Based Learning to support students with obtaining credits along with Edgenuity
- Library books that feature various cultures and career fields
- Music equipment-keyboards, drums, trumpets, and piano

Staff identified the following priorities:

- Subscriptions to educational resources such as: Teacher Pay Teachers or news.ELA.com
- Paraeducators
- Music classes
- Parenting classes for young mothers and fathers
- Additional CTE courses- Culinary, automotive, and cosmetology
- Library books- Continue to order updated titles
- Continuation of field trips for student learning and engagement
- Counseling services for students who are dealing with challenges in their lives
- Fitness equipment-Safe equipment options for Golden Hills Community School
- Field Trips

Input from the Bargaining Units identified the following priorities:

- Tutoring support for students who struggle with their academics
- Counseling services for students
- Professional learning for teachers and support staff focused on addressing student needs (Academic/Emotional)
- Connections for students and their parents to school and community based resources
- Guest Speakers from various fields to expose students at Golden Hills and Evergreen Academy to industry professionals
- Support for families who struggle with homelessness- Connections to local resource providers for food and shelter
- Continue the food bank and clothing drive
- Wellness Centers should continue at Golden Hills and Evergreen Academy
- Provide students with internship opportunities in various fields
- Increase field trips to colleges, union halls, and local businesses

Input from the Board of Education identified the following priorities:

- Professional development opportunities for teachers and staff members
- Mentoring and coaching by students for students
- Tutoring support for students-Partner with community groups and ensure that tutoring continues at school district of residence
- Before and afterschool tutoring- In-person and online
- Intersessions during winter and spring breaks
- Engage students and parents/guardians with an orientation session 1-2 days prior to their transition to the school district of residence
- Maintain relationships with students and their parents/guardians following their enrollment in their school district of residence
- Survey local business owners in Solano County to determine the skills students must obtain in order to be considered for employment
- Provide soft skills training for students including training on how to communicate with decision makers
- Afford students the opportunity to learn about how to become future entrepreneurs

- Guest Speakers-Have experts from various career fields present to students at Golden Hills Community School and Evergreen Academy
- Wellness Center-Continue to offer students this safe place to support their mental health needs
- Provide hygienic supplies for students when requested
- Laundry Facilities-Provide access on campus to laundry facilities
- Volunteer Opportunities-Support students with giving back to the community while learning how to be of support to others in our community
- Gardening classes and other outdoor activities
- Continue to support families with no-cost/ low-cost internet access
- Create a resource list that outlines charitable community service providers in Solano County
- Continue free food and clothing drives

Input from the Foster Youth Educational Planning Team (FYEPT) identified the following priorities:

- Professional learning for teachers, administrators, and school support staff members focused on the needs of foster youth-Accommodations, rights, and services
- Tutoring support for students before school, after school, and during the summer when available
- Increased opportunities for schools and community based organizations that support foster students to collaborate
- Increased access to mental health services for foster students
- Increased transportation support for Transitional Aged Youth (TAY)
- Field trips to colleges and universities
- Professional learning for school staff members that is focused on trauma-informed practices
- Partnerships with local businesses to provide work internships for foster students
- Access to free school supplies- Computers, backpacks, pens, pencils, paper, and other learning materials
- Life Skills learning-Careers, personal finance, and self-care
- Increase partnerships with faith based organizations and other community partners
- Support services for foster parents-Access to school and community resources related to academics, basic needs, and mental health support
- Warm hand-off at our local school districts and colleges for foster students
- Support with completing college/university admission documents including the Federal Application for Federal Student Aid (FAFSA)

Input from the Solano Homeless Education and Resource Team (HEART) identified the following priorities:

- Transportation support
- Access to tutoring support for homeless students that are struggling academically
- Professional learning for school employees focused on effective support strategies to address the needs of homeless students
- Connecting homeless students and their families to community resources including food, clothing, and rental assistance
- Increased mental health services
- Continued access to the Solano Food bank on the Golden Hills campus
- Increased collaboration between school employees and community organizations that support homeless students
- Career Planning for homeless students-Interviewing skills, resumes, and job searching support

- Warm hand-off support for homeless students and their families when transitioning to post-secondary institutions (colleges/ trades programs)
- Guest speakers who are formally homeless to share their stories of success
- School supplies and clothing materials for homeless students
- Professional learning for school staff members that is focused specifically on the needs of homeless students

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student learning and academic performance levels through engaging and targeted instruction that incorporates academic intervention supports, trauma-informed practices, and student data analysis through an equity-focused lens.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Students in the Juvenile Court and Community Schools (JCCS) are in need of academic support that provides them with access to standards based instruction that prepares them for grade level proficiency and graduation from high school. Most students enrolled in the JCCS programs are credit deficient and demonstrate academic skills that are below grade level. The California Assessment of Student Performance and Progress (CAASPP) and local assessments will be utilized in order to monitor student progress in English Language Arts (ELA) and Math which have been areas of challenge for students in the program. There is a continued need for credit recovery and educational support to assist students with closing skills and knowledge gaps. Educational partners which includes students, parents, staff, and community partners identified the need to provide a well-rounded curricular program that integrates engaging instruction, technology, and access to activities that promote higher levels of academic success. Students who are identified as foster, homeless, English learners, and students with exceptional needs are provided with the academic resources specific to their academic needs. This goal and the actions and services capture the need for continuous improvement in these areas and address each specific need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Priority 2a, 2b Implementation of ELA, ELD, Math and Next Generation Science Standards (NGSS) Data Source(s): 1. Golden Hills School Plan for Student Achievement (SPSA) 2. Evergreen Academy School Plan for Student Achievement (SPSA) Year: 2022-2023</p>	<p>100% Implementation at Golden Hills Community and Evergreen Academy Baseline Data: 100% Implementation Data Source(s): 1. Golden Hills School Plan for Student Achievement (SPSA) 2. Evergreen Academy School Plan for Student Achievement (SPSA) Year: 2023-Baseline Data</p>			<p>Golden Hills Community School Target: 100% Implementation of ELA, ELD, and Next Generation Science Standards in all classrooms.</p> <p>JDF-Evergreen Academy Target: 100% Implementation of ELA, ELD, and Next Generation Science Standards in all classrooms Year: 2025-2026</p>	
1.2	<p>Priority 4a SBAC ELA (CAASPP assessments) Data Source: California School Dashboard Year: 2023</p>	<p>Golden Hills Community School: ELA- Percentage of Students with Met/ Exceeded Total: Data not displayed for privacy (Less than 11 students) Data Source(s): California School Dashboard Year: 2023-Baseline Data</p> <p>JDF- Evergreen Academy:</p>			<p>Golden Hills Community School Target: Target: 10% of students will Meet/Exceed or exceed grade-level standards on the English Language Arts Assessment (ELA). Year: 2025-2026</p> <p>JDF-Evergreen Academy Target:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ELA-Percentage of Students with Met/Exceeded Total: Data not displayed for privacy (Less than 11 students) Baseline Data: 2022-2023 Data Source(s): California School Dashboard Year: 2023-Baseline Data</p>			<p>Target: 10% of students will Meet/Exceed or exceed grade-level standards on the English Language Arts Assessment (ELA). Year: 2025-2026</p>	
1.3	<p>Priority 4a SBAC Math (CAASPP Assessments) Data Source: California School Dashboard Year: 2022-2023</p>	<p>Golden Hills Community School: Math- Percentage of Students with Met/ Exceeded Total: Data not displayed for privacy (Less than 11 students) Baseline Data: 2022-2023 Data Source(s): California School Dashboard Year: 2023-Baseline Data</p> <p>JDF-Evergreen Academy: Math- Percentage of Students with Met/ Exceeded</p>			<p>Golden Hills Community School Target: Target: 10% of students will Meet/Exceed or exceed grade-level standards on the Mathematics Assessment. Year: 2025-2026</p> <p>JDF-Evergreen Academy Target: Target: 10% of students will Meet/Exceed or exceed grade-level standards on the Mathematics Assessment. Year: 2025-2026</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total: Data not displayed for privacy Baseline Data: 2022-2023 Data Source(s): California School Dashboard Year: 2023-Baseline Data				
1.4	Priority 8 Credits Earned Average for students in the program for 90 days or more Data Source: Aeries Student Information System Database Year: 2023-2024	Total Credits Earned: 35 credits Data Source: Aeries Student Information System Database Year: 2022-2023-Baseline Data			Golden Hills Community School Target: 37 credits Year: 2025-2026 JDF-Evergreen Academy Target: 37 credits Year: 2025-2026	
1.5	Priority 8 Renaissance Learning-STAR Reading Assessment grade equivalent growth for students in the program for 90 days or more. Data Source: Renaissance Reading Assessment Data Year: 2023-2024	1. Golden Hills Community School: 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 Data Source: Renaissance Reading Assessment Data			1. Golden Hills Community School Target: 69% of students who attended for 90 days or more will demonstrate a .50 or greater Grade Equivalent growth in ELA as measured by the Renaissance Learning STAR Reading Assessment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Year: 2022-2023-Baseline Data</p> <p>2.JDF-Evergreen Academy: 42% 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 Data Source: Renaissance Reading Assessment Data Year: 2022-2023-Baseline Data</p>			<p>Data Source: Renaissance Reading Assessment Data Year: 2025-2026</p> <p>2.JDF-Evergreen Academy Target: 44% of students who attended for 90 days or more will demonstrate a .50 or greater Grade Equivalent growth in ELA as measured by the Renaissance Learning STAR Reading Assessment Year: 2025-2026</p>	
1.6	<p>Priority 8 Renaissance Learning-STAR Reading Assessment scaled score growth for students in the program for 90 days or more Data Source: Renaissance Reading Assessment Year: 2023-2024</p>	<p>1. Golden Hills Community School: 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'</p>			<p>1. Golden Hills Community School Target: 67% 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</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Data Source: Renaissance Reading Assessment Year: 2022-2023-Baseline Data</p> <p>2. JDF-Evergreen Academy 36% 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' Data Source: Renaissance Reading Assessment Year: 2022-2023-Baseline Data</p>			<p>Learning STAR Reading Assessment' Data Source: Renaissance Reading Assessment Year: 2025-2026</p> <p>2. JDF-Evergreen Academy Target: 38% of students who were enrolled for 90 days or more will demonstrate a 50-point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment' Data Source: Renaissance Reading Assessment Year: 2025-2026</p>	
1.7	Priority 8 Renaissance Learning-STAR Math Assessment grade equivalent growth for students in the	1. Golden Hills Community School: 58% of students who attended for 90 days or more demonstrated			1. Golden Hills Community School Target: 60% of students who attended for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	program for 90 days or more Data Source: Renaissance Math Assessment Year: 2023-2024	<p>a.50 or greater Grade Equivalent growth in Math as measured by Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2022-2023-Baseline Data</p> <p>2. JDF-Evergreen Academy: 32% of students who attended for 90 days or more demonstrated a.50 or greater Grade Equivalent growth in Math as measured by Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2022-2023-Baseline Data</p>			<p>90 days or more will demonstrate a.50 or greater Grade Equivalent growth in Math as measured by Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2025-2026</p> <p>2. JDF-Evergreen Academy Target: 34% of students who attended for 90 days or more will demonstrate a.50 or greater Grade Equivalent growth in Math as measured by Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2025-2026</p>	
1.8	Priority 8 Renaissance Learning-STAR Math Assessment scaled score growth for	1. Golden Hills Community School: 46% of students who were enrolled 90 days			1. Golden Hills Community School Target:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students in the program for 90 day or more Data Source: Renaissance Math Assessment Year:2023-2024	<p>or more demonstrated a 50-point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2022-2023-Baseline Data</p> <p>2. JDF-Evergreen Academy 39% of students who were enrolled 90 days or more demonstrated a 50-point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2022-2023-Baseline Data</p>			<p>48% of students who were enrolled 90 days or more will demonstrate a 50-point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2025-2026</p> <p>2. JDF-Evergreen Academy Target: 41% of students who were enrolled 90 days or more will demonstrate a 50-point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2025-2026</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	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	Golden Hills Community School: 100% of parents surveyed reported that their children receive extra help when he/she is struggling academically. Data Source: LCAP Parent Survey Year: 2023-2024-Baseline Data JDF-Evergreen Academy: 100% of parents surveyed reported that their children receive extra help when he/she is struggling academically. Data Source: LCAP Parent Survey Year: 2023-2024-Baseline Data			Golden Hills Community School Target: 100% of parents surveyed will report that their children receive extra help when he/she is struggling academically. Data Source: LCAP Parent Survey Year: 2025-2026 JDF-Evergreen Academy Target: 100% of parents surveyed will report that their children receive extra help when he/she is struggling academically. Data Source: LCAP Parent Survey Year: 2025-2026	
1.10	Priority 8 The percentage of students who on the LCAP Student Survey	Golden Hills Community School: 95% of the students surveyed reported that			Golden Hills Community School Target:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	report that they receive extra help when they are struggling academically.	<p>they receive extra help when they are struggling academically. Data Source: LCAP Student Survey Year: 2023-2024- Baseline Data</p> <p>JDF-Evergreen Academy: 90% of the students surveyed reported that they receive extra help when they are struggling academically. Data Source: LCAP Parent Survey Year: 2023-2024- Baseline Data</p>			<p>95% of the students surveyed will report that they receive extra help when they are struggling academically. Data Source: LCAP Student Survey Year: 2025-2026</p> <p>JDF-Evergreen Academy Target: 90% of the students surveyed will report that they receive extra help when they are struggling academically. Data Source: LCAP Parent Survey Year: 2025-2026</p>	
1.11	Priority 1a Teachers of the district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	<p>Golden Hills Community School: 100% of the teachers are appropriately assigned based upon their credentials. Data Source (s): 1. California Facilities Inspection Tools (FIT) Year: 2023-2024</p>			<p>Golden Hills Community School Target: 100% of the teachers will be appropriately assigned based upon their credentials. Data Source (s):</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>2. William's Case and School Facilities Report Year: 2023-2024-Baseline Data</p> <p>JDF-Evergreen Academy: 100% of the teachers are appropriately assigned based upon their credentials. Data Source (s): 1. California Facilities Inspection Tools (FIT) Year: 2023-2024-Baseline Data 2. William's Case and School Facilities Report Year: 2023-2024-Baseline Data</p>			<p>1. California Facilities Inspection Tools (FIT) Year: 2025-2026 2. William's Case and School Facilities Report Year: 2025-2026</p> <p>JDF-Evergreen Academy Target: 100% of the teachers will be appropriately assigned based upon their credentials. Data Source (s): 1. California Facilities Inspection Tools (FIT) Year: 2025-2026 2. William's Case and School Facilities Report Year: 2025-2026</p>	
1.12	Priority 1b Every pupil in the school district has sufficient access to standards/aligned instructional materials.	<p>Golden Hills Community School: 100% of students have access to standards/aligned instructional materials. Data Source(s):</p>			<p>Golden Hills Community School Target: 100% of students will have access to standards/aligned</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>William's Case and School Facilities Report Year: 2023-2024-Baseline Data</p> <p>JDF-Evergreen Academy 100% of students have access to standards/aligned instructional materials. Data Source(s): William's Case and School Facilities Report Year: 2023-2024-Baseline Data</p>			<p>instructional materials. Data Source(s): William's Case and School Facilities Report Year: 2025-2026</p> <p>JDF-Evergreen Academy Target: 100% of students will have access to standards/aligned instructional materials. Data Source(s): William's Case and School Facilities Report Year: 2025-2026</p>	
1.13	Priority 1c School facilities are maintained in good repair.	<p>100% Data Source(s): California Facilities Inspection Tools (FIT) Year: 2023-2024-Baseline Data</p>			<p>Facilities Target: 100% Data Source(s): California Facilities Inspection Tools (FIT) Year: 2025-2026</p>	
1.14	Priority 4e The percentage of English learners who make progress toward English proficiency as measured by the English	<p>Golden Hills Community School: 0% Data Source: English Language Proficiency</p>			<p>Golden Hills Community School Target: 5% Data Source: English Language</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Proficiency Assessments for California (ELPAC)	Assessments for California (ELPAC) Year: 2022-2023- Baseline Data JDF-Evergreen Academy 0% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2022-2023			Proficiency Assessments for California (ELPAC) Year: 2025-2026 JDF-Evergreen Academy 5% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2025-2026	
1.15	Priority 4f English Language Learners reclassification rate	Golden Hills Community School: 0% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2022-2023- Baseline Data JDF-Evergreen Academy 0% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2022-2023- Baseline Data			Golden Hills Community School Target: 5% Data Source: English Language Proficiency Assessments for California (ELPAC) (Baseline 2022-2023) 5% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	<p>Priorities 7a,7b, 7c</p> <p>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.</p>	<p>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.</p> <p>Data Source: Aeries Student Information System Database Year: 2023-2024- Baseline Data</p>			<p>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. This metric will be measured by academic data and our course catalog.</p> <p>Data Source: Aeries Student Information System Database Year: 2025-2026</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	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. Data Source: JCCS Professional Development database Year: 2023-2024- Baseline Data			100% of all JCCS staff will have received professional learning related to the ongoing instructional program improvement. Data Source: JCCS Professional Development database Year: 2025-2026	
1.18	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 enrolled in the JCCS programs with exceptional needs had access to general educational classes with appropriate services to support their success as measured by their IEP's. Data Source (s): 1. Student Individual Education Plans (IEPs) 2. Individual Learning Plans (ILPs) Year: 2023-2024- Baseline Data			100% of students enrolled in the JCCS programs with exceptional needs will have access to general educational classes with appropriate services to support their success as measured by their IEP's. Data Source (s): 1. Student Individual Education Plans (IEPs) 2. Individual Learning Plans (ILPs)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Year: 2025-2026	
1.19	Priority 2b English learners will have access to the State Standards and ELD Standards as measured by the walkthrough instruments.	100% of English learners had access to the state standards and to ELD standards as measured by observations. Data Source (s): 1. Aeries Student Information Systems Database Data 2. Individual Learning Plans(ILPs) Year: 2023-2024-Baseline Data			100% of English learners will have access to the state standards and to ELD standards as measured by observations. Data Source (s): 1. Aeries Student Information Systems Database Data 2. Individual Learning Plans(ILPs) Year: 2023-2024-Baseline Data	
1.20	Priority 1b Technology learning devices provided to all students. As measured by our online inventory.	100% of students at Golden Hills Community School and JDF-Evergreen Academy have 1:1 access to Chromebooks Data Source (s): 1. LCAP Student Survey Data 2. LCAP Parent Survey Data 3. LCAP Staff Survey Data Year: 2023-2024-Baseline Data			100% of students at Golden Hills Community School and JDF-Evergreen Academy will have 1:1 access to Chromebooks Data Source (s): 1. LCAP Student Survey Data 2. LCAP Parent Survey Data 3. LCAP Staff Survey Data Year: 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	Note: Priority 4 g note: Advanced Placement courses and exams are usually not part of our instruction but are available for students interested in collaboration with their districts 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 programs of study that aligns with State Board approved CTE standards and frameworks, are not applicable in the JCCS context. Our experience has been to address credit deficiencies in basic requirements. The Early Assessment Program results are embedded in the SBAC	Note: Priority 4 g note: Advanced Placement courses and exams are usually not part of our instruction but are available for students interested in collaboration with their districts 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 programs of study that aligns with State Board approved CTE standards and frameworks, are not applicable in the JCCS context. Our experience has been to address credit deficiencies in basic requirements. The Early Assessment Program results are			ote: Priority 4 g note: Advanced Placement courses and exams are usually not part of our instruction but are available for students interested in collaboration with their districts 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 programs of study that aligns with State Board approved CTE	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	results for 11th grade ELA and Math.	embedded in the SBAC results for 11th grade ELA and Math.			standards and frameworks, are not applicable in the JCCS context. Our experience has been to address credit deficiencies in basic requirements. The Early Assessment Program results are embedded in the SBAC results for 11th grade ELA and Math.	
1.22	Priority 9-Expelled Pupils Coordination of Instruction of expelled pupils pursuant to Education Code Section 48926.	Solano County Office of Education works in collaboration with all school districts within Solano County in order to develop, monitor, and evaluate a comprehensive 3-year plan to support expelled students and those students enrolled in school at the Juvenile Detention Facility.			The Countywide Plan for Expelled students will be 100% implemented and evaluated, monitored, and evaluated throughout the 3 year cycle.	
1.23	Priority 10- Foster Youth Coordination of services, including working with the county child welfare agency to share information, responding	FYEPT meetings are held monthly in order to coordinate with county agencies to support the needs of foster youth through access to			Membership in the FYEPT group will increase by 2%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to the needs of the juvenile court system, and ensuring transfer of health and education records.	services and local resources.				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning	Professional Learning will provide JCCS staff, including teachers, and administrators, professional learning related to supporting English learners, students with disabilities, and all students demonstrating academic challenges.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Project Based Learning	Support higher levels of students proficiency through the expanded use of Project-Based Learning. Project based learning opportunities include STEAM instruction in the Innovation Lab, civics instruction, and cross content lessons that provide students with access to engaging learning opportunities that enhance their analytical and research skills.	\$152,482.00	No
1.3	Edgenuity Software	Provide students with standards-based curriculum in all core content areas and electives through the Edgenuity web-based curriculum software program.	\$20,281.00	Yes
1.4	Instructional Program and Operational Leadership Support	The Director of Educational Options and the Program Administrator provides support and leadership for the instructional program, professional development and evaluations for staff members, and operation support for the Juvenile Court and Community Schools programming at Golden Hills Community School and Evergreen Academy.	\$48,054.00	Yes
1.5	Access to the internet for students in JDF	In collaboration with the Information Technology Department, SCOE will explore platforms that provide limited access to the internet for students to conduct instructional research.	\$0.00	No
1.6	Instructional Support	Instructional support for students who need additional intervention support in all curriculum areas.	\$13,819.00	No
1.7	Academic Intervention Support	Golden Hills Community and Evergreen Academy will receive academic intervention instruction along with access to materials that support higher levels of academy proficiency in all core content areas.	\$234,296.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Individual Learning 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 academic and social-emotional needs.	\$0.00	No
1.9	Assemblies/Guest Speakers	Provide assemblies and guest speakers for students that are focused on core subjects including English language arts, math, science, art, music, technology, and social studies.	\$0.00	No
1.10	Study Trips	Engage students with study trips that are connected to core subjects including English language arts, math, science, technology, art, and music.	\$0.00	No
1.11	English Language Development Instruction	Designated and Integrated instruction is provided to students in all content areas who are classified as English language learners.	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide transition support for families through individualized support for academic planning, social emotional needs, and access to community resources .	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

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 Golden Hills Community School and Evergreen Academy to their school of residence or post-secondary programs. Research shows that students are particularly vulnerable during this transition and are at risk of dropping out of school or experience feelings of disengagement without the support of protective factors. This goal was prioritized based upon local data that identified the post-enrollment of students from Golden Hills Community School or Evergreen Academy. This data specifically identifies the timeline for students to transition to their new educational placements or entry into the workforce following their enrollment in Golden Hills or Evergreen Academy. By the 2025-2026 school year, 100% of students transitioning from Golden Hills Community School and Evergreen Academy receive individualized transition services within one week of their exit. These services will include personalized support plans aimed at facilitating successful enrollment in their school of residence or post-secondary programs. This goal is expected to increase the enrollment rate of transitioning students in educational or work-related training programs by at least 20% compared to data that was collected in previous year. The development of this goal includes the following:

1. Provide individualized transition services to students leaving Golden Hills Community School and Evergreen Academy within one week of their exit to support successful enrollment in subsequent educational placements or work-related training programs.
2. Achieve 100% coverage of transitioning students receiving services within one week of their exit. The effectiveness of the goal will be measured by the data collected for students who received transition services compared to those who had limited or did not take advantage of transition services.
3. Partnerships with colleges, universities, community members, school districts, and business leaders will assist with providing students with transitions services that meet their specific needs.
4. Continued monitornig through data collection for the specific supports that students and their families needs in order to support post-enrollment from Golden Hills and Evergreen Academy.
5. Implementation of a transition services plan is made thought the Individualized Learning Plan (ILPs) and ensure within one week of departure for either campus, students and families are connected with support providers at their next placement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	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 disabilities. Data Source: LCAP Student Survey Year: 2023-2024	<p>Golden Hills Community School: 95% of students reported that the school involves them in the development, review, and ongoing monitoring of the Individual Learning Plans.</p> <p>Data Source: LCA P Student Survey Year: 2023-2024- Baseline Data</p> <p>JDF-Evergreen Academy 93% of students reported that the school involves them in the development, review, and ongoing monitoring of the Individual Learning Plans.</p> <p>Data Source: LCAP Student Survey Year: 2023-2024- Baseline Data</p>			<p>Golden Hills Community School Target: 97% of students will report that the school involves them in the development, review, and ongoing monitoring of the Individual Learning Plans.</p> <p>Data Source: LCA P Student Survey Year:2025-2026</p> <p>JDF-Evergreen Academy Target: 95% of students will report that the school involves them in the development, review, and ongoing monitoring of the Individual Learning Plans. Data Source: LCAP Student Survey Year: 2025-2026</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	<p>Priority 8 The percentage of students who report on the LCAP survey that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residences, college, workplace, or other) Data Source: LCAP Student Survey Year: 2023-2024</p>	<p>Golden Hills Community School: 98% of the students surveyed reported that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other.) Data Source: LCAP Student Survey Year: 2023-2024- Baseline Data</p> <p>JDF-Evergreen Academy: 95% of the students surveyed reported that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other.) Data Source: LCAP Student Survey Year: 2023-2024- Baseline Data</p>			<p>Golden Hills Community School Target: 100% of the students reported that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other.) Data Source: LCAP Student Survey Year: 2025-2026</p> <p>JDF-Evergreen Academy Target: 97% of the students reported that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other.)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: LCAP Student Survey Year: 2025-2026	
2.3	<p>Priority 3a, 3b, 3c, 8 The percentage of parents who report that the school prepares their children 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 disabilities. Data Source: LCAP Parent Survey Year: 2023-2024</p>	<p>Golden Hills Community School: 100% of the parents surveyed responded that the school prepares their children for a successful transition to their next milestone. Data Source: LCAP Parent Survey Year: 2023-2024- Baseline Data</p> <p>JDF-Evergreen Academy 97% of the parents surveyed responded that the school prepares their children for a successful transition to their next milestone. Data Source: LCAP Parent Survey Year: 2023-2024 - Baseline Data</p>			<p>Golden Hills Community School Target: 100% of the parents surveyed will respond that the school prepares their children for a successful transition to their next milestone. Data Source: LCAP Parent Survey Year: 2025-2026</p> <p>JDF-Evergreen Academy Target: 99% of the parents surveyed will respond that the school prepares their children for a successful transition to their next milestone.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: LCAP Parent Survey Year: 2025-2026	
2.4	Priority 3a, 3b, 3c, 8 The percentage of parents who report that the school involves them in developing their children's Individual Learning Plan which addresses the needs of unduplicated pupils and students with disabilities. Data Source: LCAP Parent Survey Year: 2023-2024	<p>Golden Hills Community School: 100% of parents surveyed indicated that the school involves them in the development of their children's Individual Learning Plan.</p> <p>Data Source: LCAP Parent Survey Year: 2023-2024- Baseline Data</p> <p>JDF-Evergreen Academy: 90% of parents surveyed indicated that the school involves them in the development of their children's Individual Learning Plan.</p> <p>Data Source: LCAP Parent Survey Year: 2023-2024- Baseline Data</p>			<p>Golden Hills Community School: 100% of parents surveyed will indicate that the school involves them in the development of their children's Individual Learning Plan.</p> <p>Data Source: LCAP Parent Survey Year: 2025-2026</p> <p>JDF-Evergreen Academy: 92% of parents surveyed will indicate that the school involves them in the development of their children's Individual Learning Plan.</p> <p>Year: 2025-2026</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	<p>Priority 8 The percentage of students staying fifteen days or more in JDF provided transition education services as measured by the Student Support Specialists' logs. Data Source(s):</p> <p>1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2023-2024</p>	<p>100% of eligible students receive transitional services.</p> <p>Data Source (s):</p> <p>1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2023-2024-Baseline Data</p>			<p>100% of eligible students receive transitional services.</p> <p>Data Source (s):</p> <p>1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2025-2026</p>	
2.6	<p>Priority 8 The number of days between release from JDF and enrollment in their home school for students transitioning to districts within Solano County. Data Source (s):</p>	<p>The average for the 2023-2024 school year was 3 days as measured by data collection.</p> <p>Data Source (s):</p> <p>1. Student Transition Plans which are</p>			<p>he average for the 2025-2026 school year will be 3 days as measured by data collection.</p> <p>Data Source (s):</p> <p>1. Student Transition Plans</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2023-2024	updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2023-2024-Baseline Data			which are updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2025-2026	
2.7	Priority 9 The annual review of the Countywide Plan for Expelled Students, with input from districts and community agencies. Data Source: Solano County Plan for Expelled Students Year: 2023-2024	The Plan for Expelled Students is reviewed annually. Data Source: Solano County Plan for Expelled Students Year: 2023-2024			The Plan for Expelled Students is reviewed annually. Data Source: Solano County Plan for Expelled Students Year: 2025-2026	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Services for expelled students	Improve services to expelled students by conducting an annual review of the Countrywide Plan for Expelled Students. The plan is updated every 3 years to adjust to the challenging 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.	\$0.00	No
2.2	Support Family Engagement	SCOE will increase its outreach to families by organized 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, low income, students with disabilities, and foster youth.	\$5,500.00	Yes
2.3	Provide transition services for Evergreen Academy Students	The Student Support Specialist will provide transition services to students and their families when exiting Evergreen Academy. This support position is supported by Solano County Probation and Title I funds.	\$172,702.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$192,781.00	Yes
2.5	Parent/ Guardian Outreach Documentation	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 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.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase College and Career Readiness services provided to students enrolled in our programs for 90 consecutive days through robust and targeted instruction and exploration of additional Career Technical Education opportunities within three years.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 with reaching their goals. Educational Partner meetings held at Golden Hills Community School and Evergreen Academy identified the need to have students engaged with college and career readiness instruction and activities that prepare them for entry into post-secondary education and the workforce. This goal was prioritized based on Dashboard data that identified the need to improve college and career readiness which is listed as very low and graduation rates which is listed at the red level for SCOE. Student enrollment at Golden Hills and Evergreen Academy vary and impacts the graduation rate which is based upon students being enrolled at their comprehensive sites for duration of their high school enrollment periods. This goal was selected because students enrolled at both campuses are in need of college and career readiness instruction so that they are prepared with the skills necessary to prepare for post-secondary education and work.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	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 data. Data Source (s):	Golden Hills Community School: 100% of students staying for 90 days or more explored career options using a variety of online career readiness instructional resources.			Golden Hills Community School Target: 100% of students staying for 90 days or more explored career options using a variety of online career	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>1. Student Individual Learning Plans (ILPs). 2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year: 2023-2024</p>	<p>Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year:2023-2024- Baseline Data</p> <p>JDF-Evergreen Academy: 100% of students staying for 90 days or more explored career options using a variety of online career readiness instructional resources. Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the College and Career Readiness Program.</p>			<p>readiness instructional resources. Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year:2025-2026</p> <p>JDF Evergreen Academy Target: 100% of students staying for 90 days or more explored career options using a variety of online career readiness instructional resources. Data Source (s): 1. Student Individual Learning Plans (ILPs).</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Year:2023-2024-Baseline Data			2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year:2025-2026	
3.2	<p>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 guest speaker activities with local employers as measured by the College and Career Readiness data.</p> <p>Data Source(s) 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program.</p>	<p>Golden Hills Community School: 100% of students staying for 90 days or more participated in work based learning activities with local employers.</p> <p>Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program.</p> <p>Year:2023-2024-Baseline Data</p>			<p>Golden Hills Community School Target: 100% of students staying for 90 days or more will participate in work based learning activities with local employers.</p> <p>Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year:2025-2026</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Year:2023-2024	<p>JDF-Evergreen Academy: 100% of students staying for 90 days or more participated in work based learning activities with local employers.</p> <p>Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program.</p> <p>Year:2023-2024-Baseline Data</p>			<p>JDF-Evergreen Academy Target: 100% of students staying for 90 days or more will participate in work based learning activities with local employers.</p> <p>Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program..</p> <p>Year:2025-2026</p>	
3.3	<p>Priority 8 100% of students in our program for 90 days or longer will participate in financial literacy workshops focused on budgeting, credit, savings, and investments as measured by the College and Career Readiness data.</p>	<p>Golden Hills Community School: 100% of students in our program for 90 days or longer participated in financial literacy workshops covering budgeting, credit, savings, and investments.</p> <p>Data Source(s):</p>			<p>Golden Hills Community School Target: 100% of students in our program for 90 days or longer will participate in financial literacy workshops covering budgeting, credit, savings, and investments.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Data Source(s):</p> <p>1. Student Individual Learning Plans (ILPs).</p> <p>2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program.</p> <p>3. CALPADS</p> <p>Year:2023-2024</p>	<p>1. Student Individual Learning Plans (ILPs).</p> <p>2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program.</p> <p>3. CALPADS</p> <p>Year:2023-2024-Baseline Data</p> <p>JDF-Evergreen Academy:</p> <p>Data Source(s):</p> <p>1. Student Individual Learning Plans (ILPs).</p> <p>2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program.</p> <p>3. CALPADS</p> <p>Year:2023-2024-Baseline Data</p>			<p>Data Source(s):</p> <p>1. Student Individual Learning Plans (ILPs).</p> <p>2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program.</p> <p>3. CALPADS</p> <p>Year:2025-2026</p> <p>JDF-Evergreen Academy Target:</p> <p>100% of students in our program for 90 days or longer will participate in financial literacy workshops covering budgeting, credit, savings, and investments.</p> <p>Data Source(s):</p> <p>1. Student Individual Learning Plans (ILPs).</p> <p>2. Student assessments and projects monitored</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					and evaluated by the College and Career Readiness Program. 3. CALPADS Year:2025-2026	
3.4	<p>Priority 8 Students enrolled in JDF- Evergreen Academy for 90 days or longer will receive instruction in an industry-recognized certification as measured by the College and Career Readiness data.</p> <p>Data Source: College and Career Readiness student information database. Year: 2023-2024</p>	<p>100% of students enrolled in Evergreen Academy for 90 days or more who had not received instruction in an industry-recognized certification program in prior years, completed an industry-recognized certification program.</p> <p>Data Source: College and Career Readiness student information database. Year: 2023-2024- Baseline Data</p>			<p>100% of students enrolled in Evergreen Academy for 90 days or more who had not received instruction in an industry-recognized certification program in prior years, will complete an industry-recognized certification program.</p> <p>Data Source: College and Career Readiness student information database. Year: 2025-2026</p>	
3.5	<p>Priority 8 Increase the percentage of students in our programs for 90 or</p>	<p>Golden Hills Community School: 100% of students reported that the school</p>			<p>Golden Hills Community School Target:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>longer who report on the LCAP Survey that the school effectively provides them with career readiness workshops as measured by the College and Career Readiness data.</p> <p>Data Source: LCAP Student Survey Year: 2023-2024</p>	<p>effectively provides them with career readiness workshops as measured by the LCAP survey.</p> <p>Data Source: LCAP Student Survey Year: 2023-2024-Baseline Data</p> <p>JDF-Evergreen Academy: 100% of students reported that the school effectively provides them with career readiness workshops as measured by the LCAP survey.</p> <p>Data Source: LCAP Student Survey Year: 2023-2024-Baseline Data</p>			<p>100% of students will report that the school effectively provides them with career readiness workshops as measured by the LCAP survey.</p> <p>Data Source: LCAP Student Survey Year: 2025-2026</p> <p>JDF-Evergreen Academy Target: 100% of students reported that the school effectively provides them with career readiness workshops as measured by the LCAP survey.</p> <p>Data Source: LCAP Student Survey Year: 2025-2026</p>	
3.6	<p>Priority 8</p> <p>The percentage of students in our programs for 90 days or longer who report on the LCAP Survey that the career</p>	<p>Golden Hills Community School: 95% of students surveyed reported that the career readiness instruction</p>			<p>Golden Hills Community School Target: 97% of students surveyed will report that the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>readiness instruction demonstrates a connection to real life as measured by College and Career Readiness data.</p> <p>Data Source: LCAP Student Survey Year: 2023-2024</p>	<p>demonstrates a connection to real life.</p> <p>Data Source: LCAP Student Survey Year: 2023-2024-Baseline Data</p> <p>JDF-Evergreen Academy 93% of students surveyed reported that the career readiness instruction demonstrates a connection to real life. Year: 2023-2024-Baseline Data</p>			<p>career readiness instruction demonstrates a connection to real life.</p> <p>Data Source: LCAP Student Survey Year:2025-2026</p> <p>JDF-Evergreen Academy Target: 95% of students surveyed reported that the career readiness instruction demonstrates a connection to real life. Year: 2025-2026</p>	
3.7	<p>Priority 8 Increase the percentage of students in Evergreen Academy who received Work Ready! Certification,</p> <p>Data Source: College and Career Readiness Program's student database which documents the number of students who</p>	<p>95% of eligible students enrolled in Evergreen Academy received the Work Ready! Certification.</p> <p>Data Source: College and Career Readiness Program's student database which documents the number of students who</p>			<p>97% of eligible students enrolled in Evergreen Academy will receive the Work Ready! Certification.</p> <p>Data Source: College and Career Readiness Program's student database which</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed the certification. Year: 2023-2024	completed the certification. Year: 2023-2024-Baseline Data			documents the number of students who completed the certification. Year:2025-2026	
3.8	<p>Priority 8 Increase enrollment in the Construction Trades course at Golden Hills and Evergreen Academy as measured by College and Career Readiness data.</p> <p>Data Source(s): 1. Aeries Student Information System Enrollment Database 2. ILP Data updated and monitored by the Student Support Specialist. 3. Data collected, analyzed, and evaluated by the College and Career Readiness Program.</p>	<p>Golden Hills Community School: Enrollment: 5 students</p> <p>Data Source(s): 1. Aeries Student Information System Enrollment Database 2. ILP Data updated and monitored by the Student Support Specialist. 3. Data collected, analyzed, and evaluated by the College and Career Readiness program. Year: 2023-2024-Baseline Data</p> <p>JDF- Evergreen Academy: Enrollment: 4 students</p> <p>Data Source(s): 1. Aeries Student Information System Enrollment Database</p>			<p>Golden Hills Community School Target: Enrollment 7 students</p> <p>Data Source(s): 1. Aeries Student Information System Enrollment Database 2. ILP Data updated and monitored by the Student Support Specialist. 3. Data collected, analyzed, and evaluated by the College and Career Readiness Program. Year:2025-2026</p> <p>JDF- Evergreen Academy Target: Enrollment: 6 students</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2. ILP Data updated and monitored by the Student Support Specialist. 3. Data collected, analyzed, and evaluated by the College and Career Readiness Program. Year: 2023-2024-Baseline Data			Data Source(s): 1. Aeries Student Information System Enrollment Database 2. ILP Data updated and monitored by the Student Support Specialist. 3. Data collected, analyzed, and evaluated by the College and Career Readiness Program. Year: 2025-2026	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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, low income, homeless, or foster youth.	\$87,807.00	Yes
3.2	Career Technical Education Course	An Introduction to the Construction Trades course is offered at Golden Hills Community School and Evergreen Academy. The course provides students with trades skills and work-based learning experiences. The course results from a partnership between SCOE and Solano County Probation. An Instructor and Instructional Classroom Specialist will support students with engaging CTE lessons.	\$158,242.00	No
3.3	Provide financial literacy	Provide financial literacy instruction for students which includes a focus on budgeting, credit, savings, and investments. This goal is principally directed toward our English learners, low income, students with disabilities, homeless, or foster youth.	\$21,897.00	Yes
3.4	Work Ready! and Industry recognized certifications	Provide "Work-Ready" certifications on an on-going basis in order to reach more students at Golden Hills Community School and Evergreen Academy. 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, low income, students with disabilities,	\$62,387.00	Yes

Action #	Title	Description	Total Funds	Contributing
		homeless, or foster youth. The Director of College and Career Readiness and the Program Manager, College and Career Readiness will facilitate, implement, and monitor these programs.		
3.6	Study Trips-College and Career Focused	Engage students with field trips to colleges, universities, trades halls, businesses, and other educationally relevant events.	\$0.00	No
3.7	Access to college courses	Increase student enrollment in college courses through dual enrollment with Solano Community College for students at Golden Hills Community School and Evergreen Academy.	\$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
3.9	STEAM Classroom Specialist	Provides assistance and instructional support in the STEAM during instruction at Golden Hills Community School and Evergreen Academy.	\$56,941.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase services provided to students who have experienced trauma or other social, emotional or mental health needs though intensive wellness supports that build their resilience and provide them with the tools necessary to promote self-regulation of their behaviors.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>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. This goal was developed based upon the feedback received at Educational Partner Meetings held at Golden Hills Community School and Evergreen Academy. The feedback provided highlighted the following:</p> <ol style="list-style-type: none">1. Social-emotional services targeting Golden Hills and Evergreen Academy students who have experienced trauma and are coping with significant stress is needed in order to improve their attendance and motivation by fostering positive behavior and emotional well-being.2. Increase attendance rates and reduce the numbers of office referrals and suspensions students by 10% within the next academic year, as measured by discipline data, attendance data, and daily equity focused classroom walkthroughs conducted by site administration.3. Collaboration with the Student Support Specialist, Mental Health and Wellness Specialists, teachers, and administrators to implement evidence-based interventions and support programs tailored to the needs of Golden Hills and Evergreen Academy students.4. Addressing social-emotional needs and promoting positive behavior directly correlates with improving student academic performance levels and promotes positive classroom learning environments for all students.5. Implementation and monitoring of social-emotional support services and interventions will be conducted quarterly. Data collected from the use of Wellness Centers, discipline data, and academic data will assist with monitoring this goal.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	<p>Priority 5a The average daily attendance rate</p> <p>Data Source: Aeries Student Information Systems Attendance Data Year: 2023-2024</p>	<p>Golden Hills Community School: The average daily attendance for the first semester of 2023-2024 is 80%</p> <p>Data Source: Aeries Student Information Systems Attendance Data Year: 2023-2024- Baseline Data</p> <p>JDF-Evergreen Academy The average daily attendance for the first semester of 2023-2024 is 100%. Data Source: Aeries Student Information Systems Attendance Data Year: 2023-2024- Baseline Data</p>			<p>Golden Hills Community School Target: The average daily attendance for the first semester of 2025-2026 is 85%.</p> <p>Data Source: Aeries Student Information Systems Attendance Data Year: 2025-2026</p> <p>JDF-Evergreen Academy Target: The average daily attendance target for the first semester of 2025-2026 is 100%. Data Source: Aeries Student Information Systems Attendance Data Year:2025-2026</p>	
4.2	<p>Priority 6a The suspension rate</p> <p>Data Source(s): 1. Aeries Student Information Systems Suspensions database.</p>	<p>Golden Hills Community School: The suspension rate for the first semester of the 2023-2024 school year is 1%.</p> <p>Data Source(s):</p>			<p>Golden Hills Community School Target: The suspension rate for the first semester of the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2. CALPADS Year: 2023-2024	<p>1. Aeries Student Information Systems Suspensions database.</p> <p>2. CALPADS Year: 2023-2024- Baseline Data</p> <p>JDF-Evergreen Academy The suspension rate for the first semester of the 2023-2024 school year is 0%.</p> <p>Data Source(s): 1. Aeries Student Information Systems Suspensions database. 2. CALPADS Year: 2023-2024- Baseline Data</p>			<p>2025-2026 school year will be 0%.</p> <p>Data Source(s): 1. Aeries Student Information Systems Suspensions database. 2. CALPADS Year: 2025-2026</p> <p>JDF-Evergreen Academy Target: The suspension rate for the first semester of the 2025-2026 school year will be 0%.</p> <p>Data Source(s): 1. Aeries Student Information Systems Suspensions database. 2. CALPADS Year: 2025-2026</p>	
4.3	<p>Priority 5b Chronic absenteeism rate at Golden Hills Community School</p> <p>Data Source(s):</p>	<p>The chronic absenteeism for 2022-2023 is 29%</p> <p>Data Source(s): 1. Aeries Student Information Systems Attendance Database.</p>			<p>The chronic absenteeism target for 2025-2026 will be 26%</p> <p>Data Source(s): 1. Aeries Student Information</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1. Aeries Student Information Systems Suspensions database. 2. CALPADS Year: 2023-2024	2. CALPADS Year: 2023-2024- Baseline Data			Systems Attendance Database. 2. CALPADS Year:2025-2026	
4.4	<p>Priority 6c 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.</p> <p>Data Source: California Health Kids Survey Year: 2023-2024</p>	<p>Assessment will be conducted during the 2023-2024 school year.</p> <p>Data Source: California Health Kids Survey Year: 2023-2024</p>			<p>95% of students at Golden Hills Community School and Evergreen Academy will report that they feel there is a teacher or adult who notices them when they are not there.</p> <p>Data Source: California Healthy Kids Survey Year: 2025-2026</p>	
4.5	<p>Priority 6c The percentage of students who on the most recent CHKS report that they feel safe at school.</p> <p>Data Source: California Health Kids Survey Year: 2023-2024</p>	<p>Assessment will be conducted during the 2023-2024 school year. (Baseline data will be based on 2023-2024 survey data)</p>			<p>95% of students at Golden Hills Community School and Evergreen Academy will report that they feel safe at school.</p> <p>Data Source: California Healthy Kids Survey Year: 2025-2026</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	<p>Priority 6c The percentage of students who on the most recent CHKS report that there is a teacher or adult who cares about them.</p> <p>Data Source: California Health Kids Survey Year: 2023-2024</p>	<p>Assessment will be conducted during the 2023-2024 school year. (Baseline data will be based on 2023-2024 survey data)</p>			<p>95% of students at Golden Hills Community School and Evergreen Academy will report that there is a teacher or adult who cares about them.</p> <p>Data Source: California Healthy Kids Survey Year: 2025-2026</p>	
4.7	<p>Priority 6c The percentage of students who on the most recent CHKS report that they feel like that are part of their school.</p> <p>Data Source: California Health Kids Survey Year: 2023-2024</p>	<p>Assessment will be conducted during the 2023-2024 school year. (Baseline data will be based on 2023-2024 survey data)</p>			<p>95% of students at Golden Hills Community School and Evergreen Academy will report that they feel like they are a part of the school.</p> <p>Data Source: California Healthy Kids Survey Year: 2025-2026</p>	
4.8	<p>Priority 6c The percentage of students who on the LCAP Student Survey report that their school supports their social-emotional needs.</p>	<p>Golden Hills Community School: 97% of the students reported on the LCAP Student Survey that the school supports their social-emotional needs.</p>			<p>Golden Hills Community School: 99% of the students will report on the LCAP Student Survey</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: LCAP Student Survey Year: 2023-2024	Data Source: LCAP Student Survey Year: 2023-2024- Baseline Data JDF-Evergreen Academy: 96% of the students reported on the LCAP Student Survey that the school supports their social-emotional need. Data Source: LCAP Student Survey Year: 2023-2024- Baseline Data			that the school supports their social-emotional needs. Data Source: LCAP Student Survey Year: 202025- 2026 JDF-Evergreen Academy: 96% of the students reported on the LCAP Student Survey will report that the school supports their social- emotional need. Data Source: LCAP Student Survey Year: 2025-2026	
4.9	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.	Golden Hills Community School: 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.			Golden Hills Community School: 100% of parents will report on the LCAP Parent Survey that the school provides their child with extra help when	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: LCAP Parent Survey Year: 2023-2024	Data Source: LCAP Parent Survey Year: 2023-2024- Baseline Data JDF-Evergreen Academy: 97% of parents reported on the LCAP Parent Survey that the school provides their child with extra help when they are struggling socially or emotionally. Data Source: LCAP Parent Survey Year: 2023-2024- Baseline Data			they are struggling socially or emotionally. Data Source: LCAP Parent Survey Year: 2025-2026 JDF-Evergreen Academy: 97% of parents will report on the LCAP Parent Survey will report that the school provides their child with extra help when they are struggling socially or emotionally. Data Source: LCAP Parent Survey Year: 2025-2026	
4.10	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	N/A			N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	a high school diploma, they do so at their 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					
4.11	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 further expelled.	N/A			N/A	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Trauma-informed practices	Provide support services to students with a focus on trauma-responsive care. The Clinical Services Supervisor oversees the implementation, monitoring, and effectiveness of the supports provided to ensure that the practices are supporting the diverse needs of students.	\$45,226.00	Yes
4.2	Social-emotional learning	The Student Support Specialist at Golden Hills Community School will provide emotional learning and social skills group facilitation. (The Probation staff at Evergreen Academy provides services)	\$0.00	No
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, low income., students with disabilities, homeless, or foster youth.	\$170,004.00	Yes
4.4	Trauma-responsive care and restorative practices	Improve the school environment by providing professional learning for teachers, administration, Student Support Specialists, and support staff members related to trauma-responsive and restorative practices.	\$0.00	No
4.5	Positive Behavior Interventions and Intervention Supports	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.	\$12,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	School Attendance Support	Continue analysis and intervention support for students who are experiencing attendance challenges.	\$0.00	No
4.7	Parental Support	Offer consultation and resources for parents/guardians on how to support their children's success in SCOE programs.	\$0.00	No
4.8	Communication with families	Increase communication and engagement with families through multiple communication resources which includes telephone calls, text messages, flyers, emails, and personal invites in English and Spanish.	\$0.00	No
4.9	Mental health screening	Continue to use a mental health screening assessment for all Golden Hills Community School students to determine their social-emotional support needs and plan for services accordingly.	\$0.00	No
4.10	Wellness Centers	Utilize Wellness Centers at both Golden Hills Community School and Evergreen Academy to provide students with therapeutic services to address their social-emotional and mental health needs.	\$0.00	No
4.11	Improve 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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide academic, transition, and social-emotional support to address the specific needs of foster and homeless youth in order to promote higher levels of academic success through the access of school-based and community resources.	Broad Goal

State Priorities addressed by this goal.

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

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 of dropping out of high school due to an array of factors such as lack of school stability, trauma, and significant mental health issues. This goal was selected because there is an increased number of students at Golden Hills and Evergreen Academy who are experiencing housing insecurity or participate with the foster care system. Data collected from the Educational Partner Meetings at Golden Hills and Evergreen Academy identified the needs to provide targeted support and access to community based resources for students identified as homeless or foster.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 10 The number of services provided by the SCOE staff co-located at Solano County Child Welfare Services. Data Source: SCOE Foster and Homeless Youth Service Database Year: 2023-2024	The SCOE Foster and Homeless Youth Services Department has provided services to 315 participants. Data Source: SCOE Foster and Homeless Youth Service Database Year: 2023-2024-Baseline Data			The SCOE Foster and Homeless Youth Services Department will provide services to 320 participants. Data Source: SCOE Foster and Homeless Youth Service Database Year: 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	<p>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 Solano County Child Welfare Services (CWS), related to our coordination of support and services for foster and homeless students.</p> <p>Data Source: SCOE Foster and Homeless Youth Service Database Year: 2023-2024</p>	<p>The SCOE Foster and Homeless Youth Services Department has presented 82 sessions to participants.</p> <p>Data Source: SCOE Foster and Homeless Youth Service Database Year: 2023-2024- Baseline Data</p>			<p>The SCOE Foster and Homeless Youth Services Department will present 85 sessions to participants.</p> <p>Data Source: SCOE Foster and Homeless Youth Service Database Year: 2025-2026</p>	
5.3	<p>Priority 10 The number of members of the Solano County Foster Youth Education Planning Team (FYEPT)</p> <p>Data Source: SCOE Foster and Homeless Youth Services Database Year: 2023-2024</p>	<p>The Solano County Foster Youth Education Planning Team (FYEPT) has 40 active members'</p> <p>Data Source: SCOE Foster and Homeless Youth Service Database Year: 2023-2024- Baseline Data</p>			<p>The Solano County Foster Youth Education Planning Team (FYEPT) will have 45 active members'</p> <p>Data Source: SCOE Foster and Homeless Youth Service Database Year: 2025-2026</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	<p>Priority 10 The number of school-based wellness sites Data Source: Student Programs and Service Department Year: 2023-2024</p>	<p>The Student Program and Services Department has 47 school based wellness-sites</p> <p>Data Source: Student Programs and Service Department Year: 2023-2024-Baseline Data</p>			<p>The Student Program and Services Department will maintain and if possible increase the number of school based wellness-sites (Currently 47 sties)</p> <p>Data Source: Student Programs and Service Department Year: 2025-2026</p>	
5.5	<p>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.</p> <p>Data Source: SCOE Foster and Homeless Youth Services Database Year: 2023-2024</p>	<p>The FYEPT currently has17 workgroups</p> <p>Data Source: SCOE Foster and Homeless Youth Services Database Year: 2023-2024-Baseline Data</p>			<p>The FYEPT will maintain or if possible increase the number of workgroups (Currently 17 workgroup)</p> <p>Data Source: SCOE Foster and Homeless Youth Services Database Year: 2025-2026</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	<p>Priority 10 The number of foster and homeless students who participate in post-secondary/vocational events or activities such as FAFSA completion, informational sessions, interactive college, and vocational experience.</p> <p>Data Source: SCOE Foster and Homeless Youth Services Database Year: 2023-2024</p>	<p>57 students have been assisted with completing the FAFSA.</p> <p>Data Source: SCOE Foster and Homeless Youth Services Database Year: 2023-2024-Baseline Data</p>			<p>The SCOE Foster and Homeless Youth Services Department will assist 60 students with completing the FAFSA. (Currently 57 students have been served.)</p> <p>Data Source: SCOE Foster and Homeless Youth Services Database Year: 2025-2026</p>	
5.7	<p>Priority 10 Upgrade the online resource database/application that houses resources for foster and homeless youth and community partners.</p> <p>Data Source: SCOE Foster and Homeless Youth Services Database Year: 2023-2024</p>	<p>The initial database has been completed. The upgraded platform will house additional information when completed.</p> <p>Data Source: SCOE Foster and Homeless Youth Services Database Year: 2023-2024-Baseline Data</p>			<p>Database will be expanded in order to house increased amounts of student data.</p> <p>Data Source: SCOE Foster and Homeless Youth Services Database Year: 2025-2026</p>	
5.8	<p>Priority 10 The number of participants in a</p>	43 participants			<p>Target: 48 participants (Currently there</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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. Data Source: SCOE Foster and Homeless Youth Services Database Year: 2023-2024	Data Source: SCOE Foster and Homeless Youth Services Database Year: 2023-2024- Baseline Data			are 43 participants) Data Source: SCOE Foster and Homeless Youth Services Database Year: 2025-2026	
5.9	Priority 10 The number of students in foster care and who are experiencing homelessness receiving educational case management and/or resource navigation and linkage of services. Data Source: SCOE Foster and Homeless Youth Services Database Year: 2023-2024	66 students Data Source: SCOE Foster and Homeless Youth Services Database Year: 2023-2024- Baseline Data			Target: 71 students Data Source: SCOE Foster and Homeless Youth Services Database Year: 2025-2026	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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	Professional learning and technical assistance	SCOE staff will provide 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 youth. These services will also include mental health/reduction of stigma, trauma-informed practices, foster and homeless rights and services advocacy, legislation, and resources such as post-secondary/vocational opportunities.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Increase FYEPT Membership	SCOE staff will continue to focus on increasing the numbers of active members with the Foster Youth Education Planning Team (FYEPT))	\$0.00	No
5.4	Mental Health Support	SCOE staff will continue to focus on expanding 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 for Foster and Homeless students	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 and homeless youth. Participation in events and activities will be documented and assist with the design and monitoring of future opportunities for these student groups.	\$0.00	No
5.7	Post-Secondary /Vocational Planning Opportunities	SCOE staff will facilitate and coordinate foster and homeless youth post-secondary vocational events and activities and document 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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$585,997.00	\$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
5.640%	0.971%	\$100,833.77	6.611%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Edgenuity Software</p> <p>Need: Students enrolled in Golden Hills Community School and Evergreen Academy need access to their specific grade level core courses and elective courses.</p>	<p>The action meets the needs of unduplicated pupils and is offered LEA wide for the following reasons:</p> <p>1.English Learners- Students receive access to courses according to their grade levels. Support is provided by the classroom teacher in order to provide additional ELD instructional supports during designated and integrated instruction.</p> <p>2. Foster Youth- Foster Youth are provided with access to their core and elective courses. Academic intervention support is available to</p>	<p>The following metrics are utilized in order to determine the effectiveness of this action:</p> <p>1. Edgenuity Course Completion Reports</p> <p>2. Quizzes and Unit Tests Contained in each course</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	support students who are experiencing academic challenges. 3. Low Income Students- Low income students are provided with access to their core and elective courses. Academic Intervention Support is provided to students who are performing below grade level.	3. The Edgenuity Course Dashboard is utilized to determine the course completion rates for each student and grading for each course.
1.4	Action: Instructional Program and Operational Leadership Support Need: Identified needs: 1. Targeted academic support for students who are performing below grade level. 2. Individual and small group support is needed to build reading comprehension and mathematics scores. 3. Students with disabilities need additional support as identified in their IEPs. Scope: LEA-wide	This action is provided as a schoolwide need because of the following: 1. English learners need additional support with building their English language fluency and comprehension. Additional academic support will assist them with meeting these goals. 2. Foster Youth- Additional academic support will ensure that Foster Youth have access to additional academic support that promotes higher performance levels in all curricular areas. 3. Low Income- Students will benefit from the additional layer of academic support which will increase their levels of academic proficiency in all content areas	The following metrics are utilized in order to determine the effectiveness of this action: 1. CAASPP Scores- ELA and Math 2. ELPAC Scores 3. Renaissance Assessment scores
1.7	Action: Academic Intervention Support Need: English Learners- Academic Intervention support will be provided to support English learners with language proficiency and higher	The action addressed the following needs of Unduplicated Pupils LEA- Wide for the following reasons: 1. Students need additional support with accessing the core curriculum in all content areas. 2. Students performing below grade level receive targeted instruction that provides them with the	The following metric will be used in order to determine the effectiveness of this action: 1. SBAC assessment data in English language arts and mathematics.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>levels of academic achievement in all content areas.</p> <p>Foster Youth- Students identified as Foster Youth will receive support with academic intervention strategies to support their proficiency in all content areas.</p> <p>Low Income- Students identified as Low Income will receive additional academic support to assist them with grade level proficiency in all content areas.</p> <p>Scope: LEA-wide</p>	<p>resources necessary for higher levels of academic achievement.</p> <p>3. This action will assist with supporting students with higher levels of proficiency when engaged with standardized testing.</p>	<p>2. Renaissance assessment data in English language arts and mathematics.</p> <p>3. Classroom assignments and projects</p> <p>4. ELPAC Data- English learners</p> <p>5. Edgenuity Coursework- Assignments, quizzes, and unit tests.</p>
2.2	<p>Action: Support Family Engagement</p> <p>Need: Increased parental/guardian participation with school activities is needed in order to support the following needs:</p> <ol style="list-style-type: none"> 1. Increased levels of student academic achievement levels. 2. Student discipline 3. Student attendance <p>Scope: Schoolwide</p>	<p>This action supports increasing parental/guardian participation with the academic and overall operations of the campus. Increasing parental/guardian participation contributes to higher level of student achievement, positive school climate, and improved student attendance rates.</p>	<p>The effectiveness of this goal will be measured by: (Golden Hills Community School)</p> <ol style="list-style-type: none"> 1. Attendance data from school events 2. Student discipline data 3. Positive Behavior and Intervention Systems (PBIS) data/activities (Evergreen Academy) <ol style="list-style-type: none"> 1. Student Incident Report (SIR) data 2. PBIS data/activities
2.4	<p>Action: Support student progress</p>	<p>This action addresses the need to have personalized transition support that meets the diverse needs of all students enrolled at the</p>	<p>The following metrics will be used to determine the effectiveness of this goal:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Implementation and ongoing monitoring of the Individual Learning Plans along with supports the following identified needs for English learners, low income students, students with disabilities, homeless, and foster youth:</p> <p>1. Academic Planning: A. Graduation Requirements B. Academic intervention support (Tutoring/ Before/ After School, Summer School) C. Credit Recovery-A plan is created to support students with recovering missing credits</p> <p>2. Transition Services: Students and their parents/guardians receive personalized support with navigating their transition back to their schools of residence or post-secondary placements including college or entry to the workforce.</p> <p>3. Social-Emotional Support: Students receive counseling support along with access to community resources that are available to them and their families.</p> <p>Scope: Schoolwide</p>	<p>school. Support is provided schoolwide to ensure that all families are able to access this support which assists them with successfully reaching graduation or entry into their next institution of learning or entry into the workplace.</p>	<p>1. Dashboard Data- Graduation rates 2. Discipline Data 3. Student Support Specialist Transition Data 4. Individual Learning Plan Data-Documentation of student progress and access to community resources</p>
3.1	<p>Action: Career exploration instruction</p>	<p>This action supports students LEA-wide to engage with career readiness instruction that supports the following needs:</p>	<p>The following metrics will be utilized in order to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Students enrolled at Golden Hills Community School and Evergreen Academy who are identified as English learners, foster youth, low income, or homeless are in need of instruction that supports them with preparing for post-secondary education or entry into the workforce.</p> <p>Scope: LEA-wide</p>	<p>A. Interviewing skills B. Applying for college C. Financial Aid (FAFSA)</p>	<p>determine the effectiveness of the action:</p> <ol style="list-style-type: none"> 1. Student Portfolios- Completed documents will include a resume and letter of introduction. 2. Attendance Data- Student participation data collected by the College and Career Readiness data.
3.3	<p>Action: Provide financial literacy</p> <p>Need: There is a need to support students who are identified as English learners, students with disabilities, low income, foster or homeless youth with financial literacy instruction. The instruction supports students with understanding financial concepts that will assist them with successfully managing their finances upon the completion of high school. Students are in need of instruction that provides them with the tools necessary to support themselves and their families upon graduation from high school.</p> <p>Scope: LEA-wide</p>	<p>This action supports the needs of students at Golden Hills Community School and Evergreen Academy who are often transitioning to college or work to support their families. Students at both campuses are in need of understanding personal finances.</p>	<p>The effectiveness of this goal will measured by the following:</p> <ol style="list-style-type: none"> 1. Attendance Data- Student attendance collected and documented through the College and Career Readiness program. 2. Transcripts- Student transcripts which document the credits earned by students who participate with the instruction. 3. Student Projects- Completed assignments and projects that are graded and documented by the classroom teachers and College and Career Readiness program.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	<p>Action: Work-based learning experience</p> <p>Need: Students at Golden Hills are in need of participating with work-based experiences that prepare them for entry into the workforces. Students are in need of support that engages them with real-life work experiences.</p> <p>Scope: Schoolwide</p>	<p>This action supports students schoolwide who are in need of engaging with real-life work experiences by addressing the following:</p> <ol style="list-style-type: none"> 1. Employer expectations in the workplace 2. Effective communication with managers and co-workers 3. Professional work experiences which can be added to their resumes and letters of introduction 	<p>The effectiveness of this goal will be measured by the following:</p> <ol style="list-style-type: none"> 1. Internship Data- The College and Career Readiness data documents the number of employers who hire students for jobs 2. Student resumes and portfolios which document work-based experiences 3. ILP Data- Student Support Specialist documents work-based experiences in the student's Individual Learning Plans
3.9	<p>Action: STEAM Classroom Specialist</p> <p>Need: The identified needs are as follows:</p> <ol style="list-style-type: none"> 1. Assistance with the delivery of STEAM instruction. 2. Academic intervention support for students who need additional support accessing the lessons that are presented in the classroom. <p>Scope:</p>	<p>This action supports unduplicated pupils and is offered LEA-wide as follows:</p> <ol style="list-style-type: none"> 1. English learners-Students classified as English learners receive academic support with accessing the curriculum through instructional supports that are designed specifically for English learners. 2. Foster Youth- Students classified as Foster Youth have access to academic intervention support when needed in order to build their comprehension and academic performance levels in STEAM. 3. Low Income- Students classified as Low Income have access to academic intervention support when needed. The additional support will assist 	<p>The following metrics will be used in order to determine the effectiveness of this action:</p> <ol style="list-style-type: none"> 1. Student projects completed in the classroom. 2. Student assessment data aligned with the instruction presented in the STEAM classroom. 3. Completed assignments and projects assigned by the STEAM teacher.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	them with higher levels of comprehension and academic performance levels in STEAM.	
4.1	<p>Action: Trauma-informed practices</p> <p>Need: Students are in needs of socio-emotional support that provides them with positive strategies that they can use to manage their behaviors during challenging moments inside and outside of the classroom.</p> <p>Scope: LEA-wide</p>	<p>The action addresses the needs of unduplicated pupils as follows:</p> <ol style="list-style-type: none"> 1.English learners-Students receive access to social-emotional learning that assists them with managing their behavior in a positive manner. 2. Foster Youth-Students receive access to social-emotional learning that assists them with managing their emotions and behavior inside and outside of the classroom. 3. Low Income-Students receive support with managing their emotions through the use of social-emotional strategies that promote positive self-management. 	<p>The following metrics will be used in order to determine the effectiveness of the goal:</p> <ol style="list-style-type: none"> 1. Student discipline data-Office referrals and suspensions. 2. Individual and Group Counseling sessions-Attendance data. 3. Student performance levels on standardized tests. 4. Report cards, Progress Reports, and Transcripts-Detailed data that focuses on credit acquisition and student data reporting.
4.3	<p>Action: Individual Counseling</p> <p>Need: Students are in need of counseling services to assist them with challenges that they are experiencing in their lives which impact their ability to fully engage with learning.</p> <p>Scope: Schoolwide</p>	<p>This action addresses the needs for all students including those identified as English learners, low income, foster, homeless, or foster youth with the following:</p> <ol style="list-style-type: none"> 1. Accessing counseling services when personal challenges are impacting their wellness. 2. Mitigate behavioral issues in the classroom that result when students are experiencing personal challenges. 3. Provide students with the tools necessary to manage their behaviors in a positive manner. 	<p>The following metrics will be utilized in order to determine the effectiveness of this goal:</p> <ol style="list-style-type: none"> 1. Student discipline data. 2. Counseling Referrals-Data is collected by the Student Mental Health and Wellness Clinician. 3.Wellness Center Data-Data collected that documents the use of the Wellness Centers for

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	<p>Action: English Language Development Instruction</p> <p>Need: Students identified as English learners have the following identified needs:</p> <ol style="list-style-type: none"> 1. Access to core curriculum with targeted English Language Development support. 2. Designated English Language Development (ELD)support in all core curriculum areas. 3. Integrated English Language Development (ELD) support in all core curriculum areas. 4. Students identified as English learners are in need of targeted academic intervention support in all core curriculum areas. <p>Scope: Limited to Unduplicated Student Group(s)</p>	The action and identified needs for English learners is provided because the action supports English learners enrolled at Golden Hills Community School and Evergreen Academy.	<p>The following metrics will be used in order to determine the effectiveness of this action:</p> <ol style="list-style-type: none"> 1. English language arts assessment data- Renaissance Learning Assessment 2. Mathematics assessment data- Renaissance Learning Assessment 3. Assessment data from the English Language Proficiency Assessments for California (ELPAC) 4. SBAC English language arts assessment scores 5. SBAC Mathematics assessment scores

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.11	<p>Action: Improve social-emotional and wellness supports for foster and homeless youth</p> <p>Need: The following needs were identified for Foster Youth and Low Income Youth:</p> <p>Foster Youth:</p> <ol style="list-style-type: none"> 1. Individual and small group counseling 2. Access to community resources specifically targeted to support the needs of Foster Youth 3. Access to social-emotional strategies to support foster youth with managing their behavior in a positive manner inside and outside of the classroom. 4. Access to Mental Health and Wellness clinicians to support the overall well-being and mental health of students identified as foster youth. 5. Support with academic intervention for Foster Youth who are performing below grade level. <p>Low Income:</p> <ol style="list-style-type: none"> 1. Access to resources that support the need of low income students and their families. 2. Access to social-emotional strategies that support low income students with managing their behavior in a positive manner inside and outside of the classroom. 3. Access to Mental Health and Wellness clinicians to support the overall well-being and mental health of students identified as low income. 	<p>The actions are designed to address the needs of foster youth and low income students as follows:</p> <ol style="list-style-type: none"> 1. Access to available community resources 2. Mental health and wellness support 	<p>The following metrics will be used in order to determine the effectiveness of the action:</p> <ol style="list-style-type: none"> 1. Wellness Center Data- Data collected by Mental Health and Wellness Clinicians which documents the use of the Wellness Centers at Golden Hills Community School. 2. Mental Health and Wellness Referrals- Data collected by the Student Support Specialist and the Mental Health and Wellness Clinicians. 3. Office Referral/ Suspension Data 4. Renaissance Assessment Data- English language arts 5. Renaissance Assessment Data- Mathematics 5. SBAC Assessment Data- English language arts 6. SBAC Assessment Data- Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>4. Support with academic intervention for low income students who are performing below grade level.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

The following methodologies were used for Actions 1.11 and Action 4.11:

Action 1.11 is targeted to serve the needs of students identified as English learners. The percentage used for this action was calculated at .15%. This calculated percentage adequately supports the strategies identified in this action to support the needs of English learners. The methodology used to determine the contribution is based on the approximate full-time equivalency of staff supporting this goal outside of the LCAP.

Action 4.11 is targeted to serve the needs of students identified as foster youth or homeless youth. The percentage used for this action was calculated at .5% based upon the strategies that are needed to support this action. The methodology used to determine the contribution is based on the approximate full-time equivalency of staff supporting this goal outside of the LCAP.

Additional Concentration Grant Funding

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

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 ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$10,390,215.00	585,997.00	5.640%	0.971%	6.611%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$626,597.00	\$368,663.00	\$313,115.00	\$146,544.00	\$1,454,919.00	\$1,336,370.00	\$118,549.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.2	Project Based Learning	All	No			All Schools	Ongoing	\$136,482.00	\$16,000.00	\$0.00	\$136,482.00	\$0.00	\$16,000.00	\$152,482.00	
1	1.3	Edgenuity Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$20,281.00	\$20,281.00	\$0.00	\$0.00	\$0.00	\$20,281.00	
1	1.4	Instructional Program and Operational Leadership Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills and Evergreen	Ongoing	\$43,620.00	\$4,434.00	\$48,054.00	\$0.00	\$0.00	\$0.00	\$48,054.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							n Academy Grades 7-12									
1	1.5	Access to the internet for students in JDF	All	No			Specific Schools: Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.6	Instructional Support	All	No			All Schools Specific Schools: 1. Golden Hills Community School 2. Evergreen Academy Grades 7-12	Ongoing	\$13,819.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,819.00	\$13,819.00	
1	1.7	Academic Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Golden Hills Community School and Evergreen Academy Grades 7-12Grade s 7-12	Ongoing	\$233,720.00	\$576.00	\$11,715.00	\$187,437.00	\$0.00	\$35,144.00	\$234,296.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Individual Learning Plans-Case Management	All	No			All Schools Specific Schools: Golden Hills Cpmuni ty School and Evergree n Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.9	Assemblies/Guest Speakers	All	No			All Schools Specific Schools: Golden Hills Communi ty School and Evergree n Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.10	Study Trips	All	No			Specific Schools: Golden Hills Communi ty School Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.11	English Language Development Instruction	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners	All Schools Specific Schools: Golden Hills Communi ty School and Evergree n Academy Grade 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	.15
2	2.1	Services for expelled students	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12									
2	2.2	Support Family Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$5,500.00	\$5,500.00	\$0.00	\$0.00	\$0.00	\$5,500.00	
2	2.3	Provide transition services for Evergreen Academy Students	All	No			Specific Schools: Evergreen Academy	Ongoing	\$172,702.00	\$0.00	\$0.00	\$0.00	\$103,621.00	\$69,081.00	\$172,702.00	
2	2.4	Support student progress	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 7-12	Ongoing	\$172,390.00	\$20,391.00	\$192,781.00	\$0.00	\$0.00	\$0.00	\$192,781.00	
2	2.5	Parent/ Guardian Outreach Documentation	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Intensify transition services	All	No			Specific Schools: Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	Career exploration instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$82,100.00	\$5,707.00	\$46,805.00	\$0.00	\$41,002.00	\$0.00	\$87,807.00	
3	3.2	Career Technical Education Course	All	No			All Schools Specific Schools: Golden Hills and Evergreen Academy Grades 7-12	Ongoing	\$158,242.00	\$0.00	\$0.00	\$0.00	\$158,242.00	\$0.00	\$158,242.00	
3	3.3	Provide financial literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$20,525.00	\$1,372.00	\$11,647.00	\$0.00	\$10,250.00	\$0.00	\$21,897.00	
3	3.4	Work Ready! and Industry recognized certifications	All	No			All Schools Specific Schools: Golden Hills and	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Evergreen Academy Grades 7-12									
3	3.5	Work-based learning experience	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 10-12	Ongoing	\$54,766.00	\$7,621.00	\$62,387.00	\$0.00	\$0.00	\$0.00	\$62,387.00	
3	3.6	Study Trips-College and Career Focused	All	No			Specific Schools: Golden Hills Community School Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.7	Access to college courses	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 11-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.8	Increase student and parent awareness of College and Career Readiness activities offered to students.	All	No			All Schools Specific Schools: 1. Golden Hills Community School 2,. Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	STEAM Classroom Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills and Evergreen Academy Grades 7-12	Ongoing	\$55,930.00	\$1,011.00	\$12,197.00	\$44,744.00	\$0.00	\$0.00	\$56,941.00	
4	4.1	Trauma-informed practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$40,074.00	\$5,152.00	\$45,226.00	\$0.00	\$0.00	\$0.00	\$45,226.00	
4	4.2	Social-emotional learning	All	No			Specific Schools: Golden Hills Community School Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.3	Individual Counseling	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 7-12	Ongoing	\$152,000.00	\$18,004.00	\$170,004.00	\$0.00	\$0.00	\$0.00	\$170,004.00	
4	4.4	Trauma-responsive care and restorative practices	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Academy Grades 7-12									
4	4.5	Positive Behavior Interventions and Intervention Supports	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$12,500.00	\$0.00	\$0.00	\$0.00	\$12,500.00	\$12,500.00	
4	4.6	School Attendance Support	All	No			Specific Schools: Golden Hills Community School Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.7	Parental Support	All	No			All Schools Specific Schools: Golden Hills and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.8	Communication with families	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.9	Mental health screening	All	No			Specific Schools:	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Golden Hills Community School Grades 7-12									
4	4.10	Wellness Centers	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.11	Improve social-emotional and wellness supports for foster and homeless youth	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	.5
5	5.1	Service provision	All Foster Youth	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.2	Professional learning and technical assistance	All Foster Youth	No			All Schools Specific Schools: Golden Hills Community School and Evergree	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							n Academy Grades 7-12									
5	5.3	Increase FYEPT Membership	All Foster Youth	No			All Schools Specific Schools: Golden Hills Community School Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.4	Mental Health Support	All	No			All Schools Specific Schools: Golden Hills and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.5	Resources for Foster and Homeless students	Foster and Homeless Youth	No			All Schools Specific Schools: Golden Hills and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.6	Post-Secondary/ Vocational Planning Opportunities	All Foster and Homeless Youth	No			All Schools Specific Schools: Golden Hills and Evergreen Academy Grades 9-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.7	Post-Secondary /Vocational Panning Opportunities	Foster and Homeless Youth	No			All Schools Specific Schools:	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Golden Hills and Evergreen Academy Grades 9-12									
5	5.8	Post Secondary/Vocational Planning Opportunities	Foster and Homeless Youth	No			Specific Schools: Golden Hills and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$10,390,215.00	585,997.00	5.640%	0.971%	6.611%	\$626,597.00	0.650%	6.681 %	Total:	\$626,597.00
								LEA-wide Total:	\$195,925.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$430,672.00

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	1.3	Edgenuity Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	\$20,281.00	
1	1.4	Instructional Program and Operational Leadership Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills and Evergreen Academy Grades 7-12	\$48,054.00	
1	1.7	Academic Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy	\$11,715.00	

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 (%)
						Grades 7-12		
1	1.11	English Language Development Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grade 7-12	\$0.00	.15
2	2.2	Support Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills and Evergreen Academy Grades 7-12	\$5,500.00	
2	2.4	Support student progress	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 7-12	\$192,781.00	
3	3.1	Career exploration instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	\$46,805.00	
3	3.3	Provide financial literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	\$11,647.00	
3	3.5	Work-based learning experience	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 10-12	\$62,387.00	
3	3.9	STEAM Classroom Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills and Evergreen	\$12,197.00	

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 (%)
						Academy Grades 7-12		
4	4.1	Trauma-informed practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	\$45,226.00	
4	4.3	Individual Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 7-12	\$170,004.00	
4	4.11	Improve social-emotional and wellness supports for foster and homeless youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 7-12	\$0.00	.5

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$985,156.00	\$1,047,318.00

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	Yes	\$0	\$0
1	1.2	Project-Based Learning and research	No	\$134,187	\$137,242
1	1.3	Increased use of instructional technology	Yes	\$45,046	\$46,303
1	1.4	Implementation of evidence-based practices	Yes	\$0	\$0
1	1.5	Provide English language development instruction	Yes	\$0	\$0
1	1.6	Provide instructional leadership	Yes	\$26,588	\$24,645
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	\$13,816	\$14,562
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	\$2,197
2	2.3	Provide transition services for Evergreen Academy students	No	\$161,875	\$183,965
2	2.4	Support student progress.	Yes	\$146,210	\$153,247
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	\$55,446	\$68,894
3	3.2	Offer a career technical education course.	No	\$138,683	\$154,494
3	3.3	Provide financial literacy instruction	Yes	\$13,861	\$16,459
3	3.4	Work-Ready! and Industry recognized Certifications.	No	\$0	\$0
3	3.5	Work-based learning experience.	Yes	\$63,362	\$65,821
3	3.6	Increase the number of Work-Based Learning Experiences.	No	\$0	\$0
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	\$172,317	\$173,489
4	4.4	Trauma-responsive care and restorative practices	No	\$0	\$0
4	4.5	Positive Behavior Interventions and Supports (PBIS)	No	\$8,265	\$6,000
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
4	4.11	Improves Social Emotional and Wellness Supports for Foster and Homeless Youth	Yes	\$0	\$0
5	5.1	Service provision	No	\$0.00	\$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	\$0.00	\$0
5	5.3	Membership of Foster Youth Education Planning Team (FYEPT)	No	\$0.00	\$0
5	5.4	Mental Health Support	No	\$0.00	\$0
5	5.5	Resources	No	\$0.00	\$0
5	5.6	Post-Secondary/Vocational Planning Opportunities	No	\$0.00	\$0
5	5.7	Post-Secondary/Vocational Planning Opportunities	No	\$0.00	\$0
5	5.8	Post-Secondary/Vocational Planning Opportunities	No	\$0.00	\$0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$590,970.00	\$481,300.00	\$499,480.00	(\$18,180.00)	1.200%	1.200%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Targeted professional learning	Yes	\$0.00	\$0.00	.15	.15
1	1.3	Increased use of instructional technology	Yes	\$45,046.00	\$46,303.00		
1	1.4	Implementation of evidence-based practices	Yes	\$0.00	\$0.00	.15	.15
1	1.5	Provide English language development instruction	Yes	\$0.00	\$0.00	.15	.15
1	1.6	Provide instructional leadership	Yes	\$26,588.00	\$25,645.00		
2	2.2	Support family engagement	Yes	\$5,500.00	\$2,197.00		
2	2.4	Support student progress.	Yes	\$146,210.00	\$153,247.00		
3	3.1	Career exploration instruction	Yes	\$17,822.00	\$26,233.00		
3	3.3	Provide financial literacy instruction	Yes	\$4,455.00	\$6,545.00		
3	3.5	Work-based learning experience.	Yes	\$63,362.00	\$65,821.00		
4	4.3	Individual counseling	Yes	\$172,317.00	\$173,489.00		
4	4.11	Improves Social Emotional and Wellness Supports for Foster and Homeless Youth	Yes	\$0.00	\$0.00	.75	.75

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$10,381,968.00	\$590,970.00	1.29%	6.982%	\$499,480.00	1.200%	6.011%	\$100,833.77	0.971%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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