



## LCFF Budget Overview for Parents

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

CDS Code: 49 10496 4930079

School Year: 2024-25

LEA contact information:

Angela Scardina

Director of Alternative Education-Student Support Services

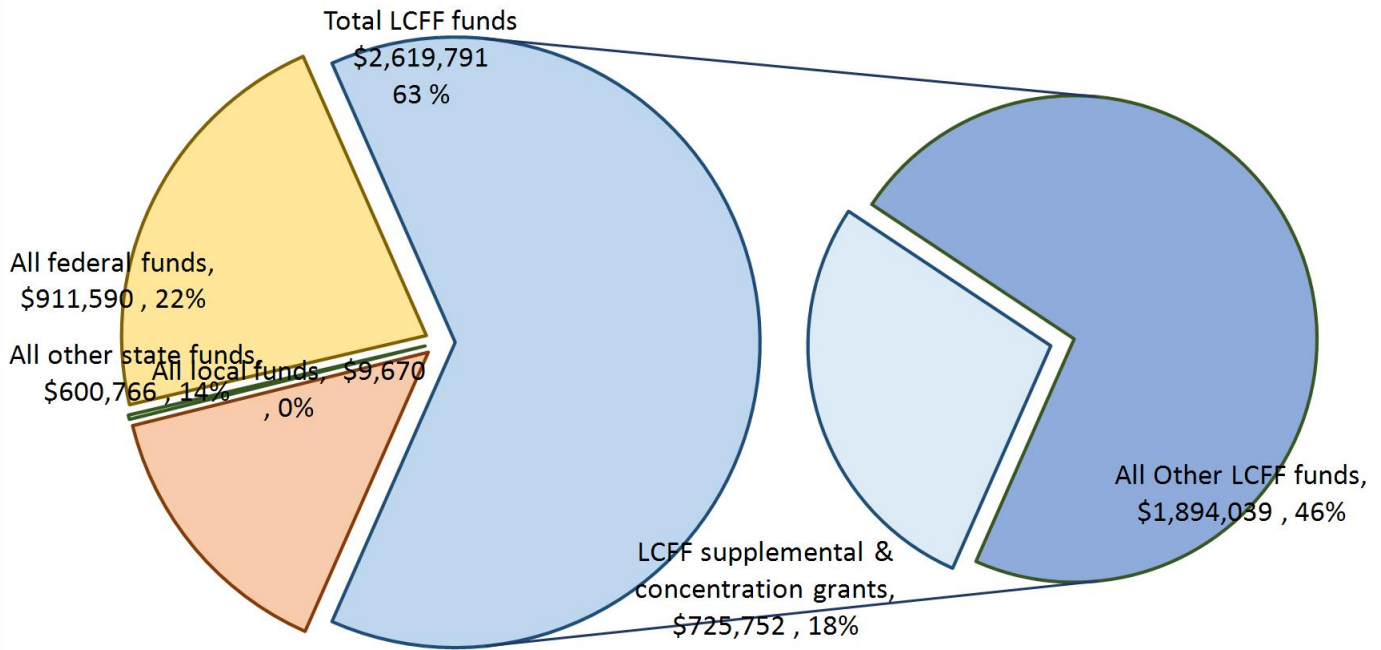
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

### Budget Overview for the 2024-25 School Year

# Projected Revenue by Fund Source

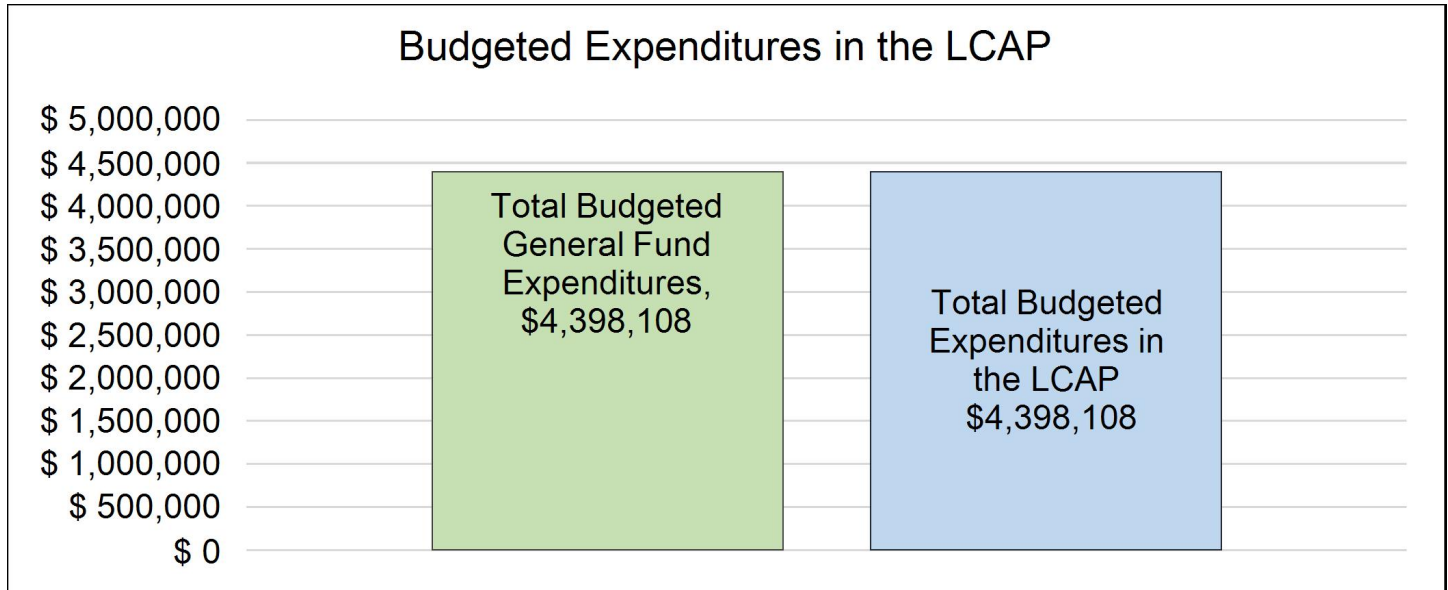


This chart shows the total general purpose revenue Sonoma County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sonoma County Office of Education is \$4,141,817, of which \$2,619,791 is Local Control Funding Formula (LCFF), \$600,766 is other state funds, \$9,670 is local funds, and \$911,590 is federal funds. Of the \$2,619,791 in LCFF Funds, \$725,752 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 Sonoma 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: Sonoma County Office of Education plans to spend \$4,398,108 for the 2024-25 school year. Of that amount, \$4,398,108 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

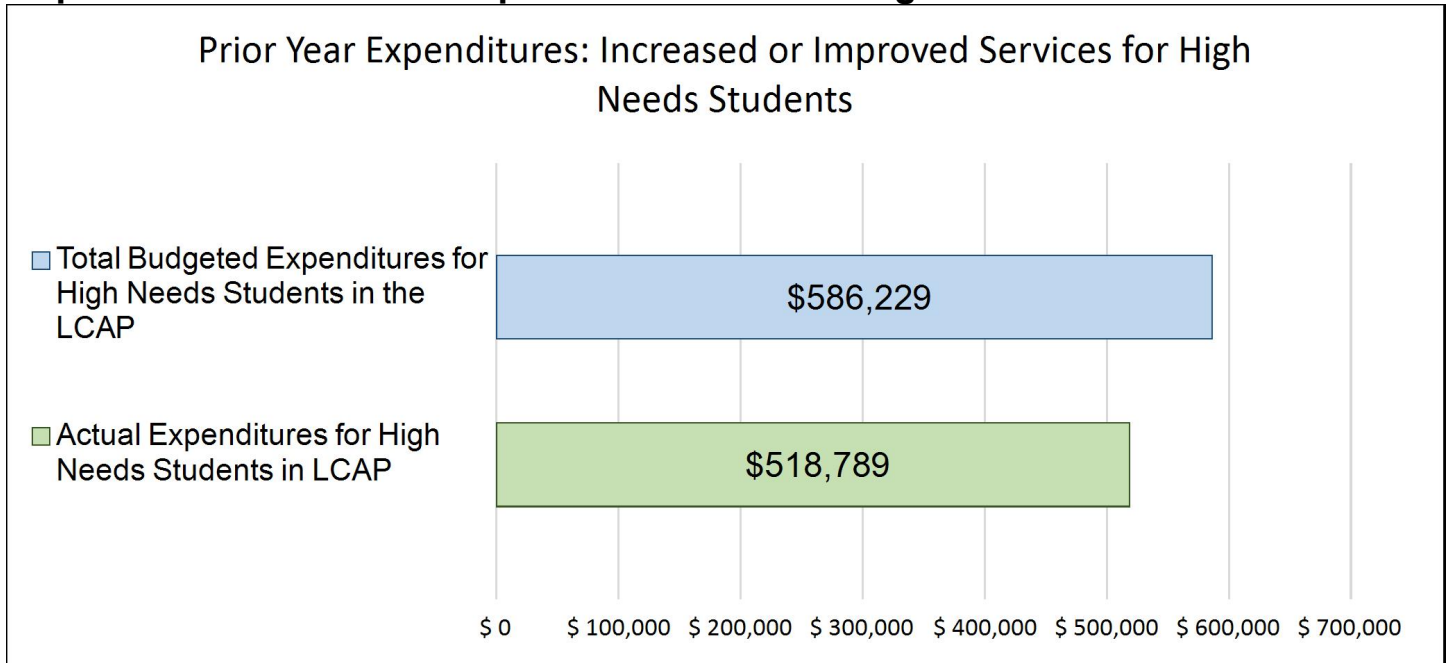
There are no General Fund Budget Expenditures for the school year that are not included in the Local Control and Accountability Plan.

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

In 2024-25, Sonoma County Office of Education is projecting it will receive \$725,752 based on the enrollment of foster youth, English learner, and low-income students. Sonoma County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Sonoma County Office of Education plans to spend \$817,741 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 Sonoma 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 Sonoma 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, Sonoma County Office of Education's LCAP budgeted \$586,229 for planned actions to increase or improve services for high needs students. Sonoma County Office of Education actually spent \$518,789 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-67,440 had the following impact on Sonoma County Office of Education's ability to increase or improve services for high needs students:

Other sources of funding (COVID relief) that were due to sunset were utilized to cover some of the cost of services. All actions and services were still provided.



## 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
Sonoma County Office of Education	Angela Scardina Director of Alternative Education-Student Support Services	ascardina@scoe.org (707) 522-3322

# Goals and Actions

## Goal

Goal #	Description
1	Goal 1: All students will make progress toward achieving CCSS grade level standards, including low income, English Learners, Foster Youth and students with disabilities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC/CAASPP ELA and Mathematics score reports	<p>Due to the impacts of COVID, CAASPP/SBAC was not administered in the 2019-20 school year and reports are not yet available for the 2020-21 school year.</p> <p>2019-20In the 2018-19 school year 4.6 % of 7th and 8th grade Community School students met or exceeded standards in English Language Arts, as measured by the SBAC This represents a 4.6% increase. N=22 (14% of 7th and 8th grade Community</p>	<p>The CAASPP assessment scores have not yet been released for the 2021-22 school year.</p> <p>In the 2020-21 school year, data was suppressed, due to the fact that fewer than 10 students tested.</p>	<p>Smarter Balanced Summative Assessment (SBAC) data is not yet available for the 2022-23 school year.</p> <p>Community School: In the 2021-22 school year, data was suppressed for 7th and 8th grade students due to the fact that fewer than 11 students tested.</p> <p>As reported on Dataquest, in the 2021-22 school year, 5% of 11th grade Community School students met or</p>	<p>Community School: As reported on Dataquest, in the 2022-23 school year, 5.56% of 11th grade students met or exceeded the standard for ELA. This represents a .56% increase over prior year. N=18.</p> <p>27.78% nearly met the standard. This represents a 2.22 decrease over prior year.</p> <p>0% of 11th grade students met or exceeded standards for mathematics. N=16</p>	There will be a 30% (over baseline) increase of all long-term students tested meeting or exceeding standards in English Language Arts and math, as measured by the SBAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>School students tested nearly met standards).</p> <p>In the 2018-19 school year 4.8% of 11th grade Community School students met or exceeded standards in English Language Arts This represents a 1.2% decrease. N=21 (5% of 11th grade Community School students nearly met standards in English Language Arts).</p> <p>In the 2018-19 school year 4.4% of 7th and 8th grade Community School students met or exceeded standards in mathematics, as measured by the SBAC. This represents a 4.4% increase. N=23 (13% of 7th and 8th grade Community School students nearly met standards in mathematics).</p>		<p>exceeded the standard for ELA. 30% nearly met the standard. This represents a 0.2% increase. N=11 (30% of 11th grade Community School students tested nearly met standards).</p> <p>In the 2021-22 school year, data for mathematics was suppressed due to the fact that fewer than 11 students tested.</p> <p>Court School: In the 2021-22 school year, all data for Court School students was suppressed due to the fact that fewer than 11 students tested.</p>	<p>Data for both ELA and mathematics was suppressed for 7th and 8th grade students due to the fact that fewer than 11 students tested.</p> <p>Court School: In the 2022-23 school year, 0% of 11th grade students met the standard for ELA. 20% nearly met the standard. N=15.</p> <p>0% of 11th grade students met or exceeded standards for mathematics. N=11</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>In the 2018-19 school year no 11th grade Community School students met or exceeded standards in mathematics, as measured by the SBAC. This represents no change. N=19 (5% of 11th grade Community School students nearly met standards in mathematics).</p> <p>In the 2018-19 school year no 7th or 8th grade Court School students met or exceeded standards in English Language Arts. This represents no change.. N=2 (No 7th or 8th grade students nearly met standards).</p> <p>In the 2018-19 school year 11.8% of 11th grade Court School students met or exceeded standards in English Language</p>				



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Arts. This represents a 4.8% increase. N=17 (6% of 11th grade students nearly met standards).</p> <p>In the 2018-19 school year no 7th or 8th grade Court School students met or exceeded standards in mathematics, as measured by the SBAC. This represents no change. N=2 (No 7th or 8th grade Court School students tested nearly met standards).</p> <p>In the 2018-19 school year no 11th grade Court School students met or exceeded standards in mathematics This represents no change. N=15 (7% of 11th grade Court School students nearly met standards in mathematics).</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Scholastic Math Inventory (SMI) score reports</p> <p>Scholastic Reading Inventory (SRI) score reports</p> <p>2021-22: IXL diagnostic for Reading, Language Arts and Mathematics</p>	<p>2020-21: No students scored at or above proficiency level on the SMI</p> <p>26.7% of all students scored at or above proficiency level on the SRI. (This represents an 11.7% increase).</p> <p>When looking at long term students (those enrolled for at least 90 consecutive days) who scored at or above proficient, no students improved at least one grade level. N=7.</p> <p>When looking at all long term students, 13% improved at least one grade level. (This represents an 8% decrease over the previous year).</p> <p>22% of all 12th grade students tested achieved an SRI</p>	<p>21-22: IXL was introduced as a new diagnostic tool for this year. This will become new baseline for this metric</p> <p>Community School: Snapshot 1: 16 students completed the diagnostic in Q1. None tested at or above grade level for overall Math, ELA or Reading. One student tested a single grade level below for ELA and two tested a single grade below for Reading. All other students (14) tested two or more grade levels below grade level.</p> <p>Snapshot 2: N=31 At or above grade level for overall Math &amp; EL = 0</p>	<p>Community School: 40 students were identified as long-term during the 2022-23 school year (Enrolled from CBEDS to the first day in the SBAC assessment window). Of those, no students (0%) scored at or above grade level for overall Math, ELA or Reading in Snapshots 1, 2 &amp; 3.</p> <p>No 'cusp' students were identified - there were none that scored only one level below grade level/proficiency.</p> <p>Court School: 7 students were identified as long-term during the 2022-23 school year. (Enrolled from CBEDS to the first day in the SBAC assessment</p>	<p>Community School: 57 students were identified as long-term during the 2023-24 school year (Enrolled from CBEDS 10/4/23 to the first day in the SBAC assessment window 1/9/24). Of those, 2 students (3.5%) scored at or above grade level for overall ELA in Snapshot 1 &amp; 2.</p> <p>One 'cusp' student was identified - there was one student that scored only one level below grade level/proficiency in Math.</p> <p>Court School: 15 students were identified as long-term during the 2023-24 school year. (Enrolled from CBEDS to the first day in the SBAC assessment</p>	<p>There will be a 30% increase (over baseline) of long term students scoring at or above proficiency/grade level on the IXL Reading diagnostic.</p> <p>There will be a 30% increase (over baseline) of long term students scoring at or above proficiency/grade level on the IXL Language Arts diagnostic.</p> <p>There will be a 30% increase (over baseline) of long term students scoring at or above proficiency/grade level on the IXL Mathematics diagnostic.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>score of 1300 or above. (This represents a 14% increase over the previous year.the previous year).</p>	<p>One grade level below for ELA = 3  Two grade levels below for ELA = 3  At grade level for Reading = 3  One grade level below for Reading = 3  Two grade levels below for Reading = 3  One grade level below for Math = 0  Two grade levels below for Math = 0  All other students (14) tested two or more grade levels below grade level.</p> <p>Snapshot 3:  N=32</p> <p>At or above proficiency level for overall  Math = 0  At or above grade level for ELA = 1  One grade level below for ELA = 0  Two grade levels below for ELA = 4  At grade level for Reading = 1</p>	<p>window) Of those, no students (0%) scored at or above grade level for overall Math, ELA or Reading in Snapshots 1, 2 &amp; 3.</p> <p>'Cusp' students: one student scored one level below grade level/proficiency in Reading.</p>	<p>window) Of those, 1 students (6.7%) scored at or above grade level for overall ELA in Snapshots 1 &amp; 2.</p> <p>One 'cusp' student was identified - there was one student that scored only one level below grade level/proficiency in ELA.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>One grade level below for Reading = 1  Two grade levels below for Reading = 4  One grade level below for Math = 0  Two grade levels below for Math = 0  All other students tested (28) two or more grade levels below grade level.</p> <p>Court School:</p> <p>Snapshot 1:  13 students completed the diagnostic in Q1. None tested at or above proficiency level for overall Math, ELA or Reading. No students tested a single grade level below for Math and one tested a single grade below for both ELA and Reading. All other students (12) tested two or more grade levels below grade level.</p> <p>Snapshot 2:</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>N=16            At or above proficiency level for overall Math = 0            One grade level below for Math = 0            Above grade level for ELA = 1            At grade level for ELA = 1            One grade level below for ELA = 1            Above grade level for Reading = 2            One grade level below for Reading = 0            All other students (12) tested two or more grade levels below grade level.</p> <p>Snapshot 3:            N=16            At or above proficiency level for overall Math = 0            One grade level below for Math = 0            At grade level for ELA = 0            One grade level below for ELA = 0            Two grade levels below for ELA = 1</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>At grade level for Reading = 1            One grade level below for Reading = 0            All other students (15) tested two or more grade levels below grade level.</p> <p>For 22-23 we will begin to calculate long term (90+days) student improvement on IXL.</p>			
Teacher assignments as reported on SARC	<p>2019-20 SARC:</p> <p>Community:            Appropriately Assigned: 100%            Fully Credentialed: 100%            Without Full Credential: 0%            Vacant Positions: 0            Teachers of English Learners            Misassignments: 0</p> <p>Court:            Appropriately Assigned: 100%            Fully Credentialed: 100%</p>	All teachers (100%) continue to be appropriately assigned and fully credentialed.	All teachers (100%) continue to be appropriately assigned and fully credentialed.	All teachers (100%) continue to be appropriately assigned and fully credentialed.	<p>Community:            Appropriately Assigned: 100%            Fully Credentialed: 100%            Without Full Credential: 0%            Vacant Positions: 0            Teachers of English Learners            Misassignments: 0</p> <p>Court:            Appropriately Assigned: 100%            Fully Credentialed: 100%            Without Full Credential: 0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0				Vacant Positions: 0 Teachers of English Learners Misassignments: 0
CCSS aligned materials/resources	2020-21: Teachers expanded their use of alternatives to traditional textbooks, more fully utilizing other available resources (i.e., web resources, digital textbooks, etc.). With the impact of COVID-19 and the shift to distance learning, the need to utilize alternatives to traditional textbooks was increased.	Teachers continue to expand their use of alternatives to traditional textbooks by utilizing other resources and sharing these resources with each other. These resources are easily accessible in the Teacher Handbook, which teachers are able to access via the Google Drive.	Teacher Learning Community work this year included selection of NGSS-aligned Living Earth and Earth Science textbooks, which include a wide variety of digital resources, including virtual labs.  New course descriptions were written for both courses, which will be submitted for Board and A-G approval.  Teachers continue to expand their use of alternatives to traditional textbooks by utilizing other resources and sharing these resources with each other. These resources are easily	Teacher Learning Community work this year includes professional development related to the History-Social Science framework, culminating in the development of a curated primary source reader.  Inquiry-based learning is the pedagogical focus.  Teachers are supported in their efforts to continue to expand their use of alternatives to traditional textbooks by utilizing other resources and sharing these resources with each other. These resources are easily	Alternatives to traditional textbooks (i.e., web resources, digital textbooks, etc.) will be identified for all subject areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			accessible in the Teacher Handbook, which teachers are able to access via Google Drive.	accessible in the Teacher Handbook, which teachers are able to access via Google Drive.	
Professional Development participation/attendance logs	2020-21: 100% of teachers participated in professional development related to implementation of 21st century instructional strategies, including alternative methods of assessing student work and content mastery via department professional development.	All teachers continue to participate in professional development related to implementation of 21st century instructional strategies including alternative methods of assessing student work and content mastery via department professional development.  Current year areas of focus included continuous improvement work – setting goals by identifying what matters most in our school program and then identifying what is working well and what barriers exist to achieving goals. A team from the	All teachers continue to participate in professional development related to implementation of 21st century instructional strategies including alternative methods of assessing student work and content.  Current year areas of focus included selection of NGSS-aligned Living Earth and Earth Science textbooks and course descriptions and the continuous improvement work of setting goals through the lens of what matters most in our school program - identifying what is working well and what	All teachers continue to participate in professional development related to implementation of 21st century instructional strategies including alternative methods of assessing student work and content.  Current year areas of focus includes professional development related to the History-Social Science Framework and the continuous improvement work of setting goals through the lens of what matters most in our school program - identifying what is working well and what barriers exist to achieving goals.	100% of teachers will participate in professional development related to:  Strategies to engage students and families in addressing students' social-emotional health  The use of diagnostics and its practice in the classroom  Training on tools that measure student Lexile and math fluency growth  Strategies to support literacy and designated and integrated ELD  Culturally responsive teaching and learning



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>department participated in the Rooster Fellowship – professional development focused around student engagement and ensuring that both cognitive and social-emotional engagement are equitably available to all of our students. Another area of focus included a book study of Street Data, a book that guides a conversation around rebuilding our education system from the student up – building school systems around the qualities and potential that students bring and relying less on standardized test data. Staff has also participated in training in the use of a new diagnostic tool (IXL).</p>	<p>barriers exist to achieving goals.</p> <p>Building on last year’s book study of Street Data, we continue to identify meaningful data points that more accurately reflect who our students are and what strengths and potential they bring. Work includes designing a school system/program that draws on those strengths, while supporting students in areas in which they are experiencing challenges or difficulties.</p> <p>Staff has begun expanding their use of the IXL program beyond diagnostics into content area material.</p>	<p>We continue to work to identify meaningful data points that more accurately reflect who our students are and what strengths and potential they bring. Work includes designing a school system/program that draws on those strengths, while supporting students in areas in which they are experiencing challenges or difficulties.</p> <p>Staff continues to be supported in expanding their use of the IXL program beyond diagnostics into content area material.</p>	<p>Best practices to increase critical thinking skills for all students in curricular areas</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sufficiency of Instructional Materials Resolution	2020-21: All students had access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution.	All students had access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution in September 2021.	All students had access to their own copies of standards-aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution in September 2022.	All students had access to their own copies of standards-aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution in September 2023.	All students will have continued access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials
Percentage of students who have passed AP exam:  AP courses are not offered within the program but students have access to enrichment curriculum via junior college coursework.	In the Summer, Fall and Spring semesters of the 2020-21 school year 9 students enrolled in SRJC courses. Of the 9, 6 (66.6%) successfully completed at least one course. This represents 23.8% increase from the prior year.	AP courses are not offered (students have access to this coursework through the Santa Rosa Junior College).  A-G Completion Improvement Plan has been developed, which includes increasing access to A-G level coursework at SRJC and potential revision of courses to meet A-G requirements.  In the Fall semester of 2021-22, 1 student enrolled in SRJC	AP courses are not offered (students have access to this coursework through the Santa Rosa Junior College).  Our A-G Completion Improvement Plan includes the goal of increasing access to A-G level coursework at SRJC and revision of existing courses to meet A-G requirements (Living Earth and Earth Science courses were completed this year).	AP courses are not offered (students have access to this coursework through the Santa Rosa Junior College).  In the Fall semester of the 2023-2024 school year, no students enrolled in a class at the Santa Rosa Junior College.  In the Spring semester of the 2023-2024 school year, one student enrolled in a class at the Santa Rosa Junior College.	No data available for this metric.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>classes. One student completed at least one course.</p> <p>For the Spring semester of 2021-22, 4 students enrolled at SRJC and 3 registered in classes. All 3 completed at least one section of the course (GED preparation).</p> <p>In the Fall and Spring semesters of the 2021-22 school year, 5 students enrolled in SRJC courses. Of the 5, 3 (60%) successfully completed at least one section of one course. This represents a 6% decrease from the prior year.</p>	<p>In the Fall semester of this school year 2 students enrolled in classes at the Santa Rosa Junior College. Neither student passed their course.</p> <p>In the Spring semester of this school year, 1 student is enrolled in 2 short-term classes at SRJC.</p> <p>Two students are enrolled in classes for the Summer term.</p> <p>In the Fall semester of the 2022-23 school year, neither of the students enrolled in SRJC courses successfully completed. Information is not yet available for the Spring semester and Summer term.</p>		
Percentage of students who demonstrate preparedness on the	Typically, 11th grade students have the opportunity to participate in EAP by	The Smarter Balanced Summative Assessment scores have not yet been	The Smarter Balanced Summative Assessment (SBAC) data is not yet	Aggregate results for the Early Assessment Program (EAP) are not yet available.	30% of long-term students will demonstrate preparedness on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Early Assessment Program:</p> <p>All 11th grade students participate in EAP by virtue of completing the Smarter Balanced Summative Assessments for English language arts/literacy and mathematics.</p>	<p>virtue of completing the Smarter Balanced Summative Assessments for English language arts/literacy and mathematics. However, due to the impact of COVID-19, the administration of these assessments was suspended for the 2019-20 school year. Results are not yet available for the 2020-21 school year.</p>	<p>released for the 2021-22 school year.</p> <p>In the 2020-21 school year, data was suppressed, due to the fact that fewer than 10 students tested.</p>	<p>available for the 2022-23 school year.</p>		<p>Early Assessment Program.</p>
<p>New metric: Student response to the YouthTruth survey question:</p> <p>My teachers give me assignments that help me to better understand the subject.</p>	<p>New baseline 2021-22:</p> <p>When surveyed, 71% of students agreed or strongly agreed that their teachers give them assignments that help them to better understand the subject.</p>	<p>New metric</p>	<p>2022-23:</p> <p>When surveyed, 64% of students agreed or strongly agreed that their teachers give them assignments that help them to better understand the subject. This represents a 7% decrease over prior year.</p>	<p>2023-24:</p> <p>When surveyed, 67% of students agreed or strongly agreed that their teachers give them assignments that help them to better understand the subject. This represents a 3% increase over prior year.</p>	<p>Increase by 6% annually the students percent positive response to the YouthTruth question 'My teachers give me assignments that help me to better understand the subject.'</p> <p>71% in 2022 77% in 2023 84% in 2024</p>
<p>New metric: YouthTruth academic challenge summary</p>	<p>New baseline 2021-22:</p>	<p>New metric</p>	<p>2022-23:</p>	<p>2023-24:</p>	<p>The mean score for the academic challenge summary</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measure (this summary measure describes the degree to which students feel they are challenged by their coursework and teachers).	YouthTruth academic challenge summary measure (the degree to which students feel they are challenged by their coursework and teachers). 3.75 mean out of 5.0 (48th percentile nationally).		YouthTruth academic challenge summary measure (the degree to which students feel they are challenged by their coursework and teachers) 3.75 mean out of 5 (79th percentile nationally). This represents no change in mean, but an increase in percentile ranking over prior year.	YouthTruth academic challenge summary measure (the degree to which students feel they are challenged by their coursework and teachers) 3.61 mean out of 5 (56th percentile nationally). This represents a .14 decrease over prior year.	measure (the degree to which students feel they are challenged by their coursework and teachers) will increase to 4.38 out of 5.  3.76 in 2022 4.07 in 2023 4.38 in 2024
<p>New metric: Teacher response to the the YouthTruth survey questions:</p> <p>My professional development over the last year has proved me with teaching strategies to better meet my students' needs.</p> <p>My professional development over the last year has provided me with content support.</p>	<p>New baseline 2021-22:</p> <p>When surveyed, 50% of staff agree or strongly agree that their professional development over the last year has provided them with teaching strategies to better meet their students' needs.</p> <p>When surveyed, 50% of staff agree or strongly agree that their professional development over the</p>	New metric	<p>2022-23:</p> <p>When surveyed, 100% of staff agree or strongly agree that their professional development over the last year has provided them with teaching strategies to better meet their students' needs. This represents a 50% increase over prior year.</p> <p>When surveyed, 83% of staff agree or strongly agree that</p>	<p>2023-24:</p> <p>When surveyed, 20% of staff agree or strongly agree that their professional development over the last year has provided them with teaching strategies to better meet their students' needs. This represents an 80% decrease from the prior year.</p> <p>When surveyed, 30% of staff agree or strongly agree that</p>	<p>When surveyed, 75% of staff will agree or strongly agree that their professional development over the last year has provided them with teaching strategies to better meet their students' needs.</p> <p>When surveyed, 75% of staff agree or strongly agree that their professional development over the last year has provided them with content support.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	last year has provided them with content support.		their professional development over the last year has provided them with content support. This represents a 33% increase over prior year.	their professional development over the last year has provided them with content support. This represents a 53% decrease from the prior year.	

## 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 following actions were implemented to make progress toward achievement of the goal of having all II students make progress toward achieving CCSS grade level standards, including low income, English Learners, Foster Youth and students with disabilities. There were no substantive differences in planned actions and actual implementation of those actions.

Fully credentialed administrators and teachers who are fully credentialed in the subject areas and for all pupils they are serving,, including English learner, low income and students with disabilities were provided. (1.1).

Professional learning and support for school staff was offered, including: (1.2)

- Culturally responsive teaching and learning, specifically Anti-Racism and Universal Design for Learning
- The use of diagnostics and its practice in the classroom
- Instructional coaching to support best first ELD instruction
- Strategies to support literacy and designated and integrated ELD
- Best practices to increase critical thinking skills for all students in curricular areas via the pedagogical shifts called for in the CA History/Social Studies Framework
- Selection of standards-aligned online curriculum and print textbooks as part of the training in the new content/topics and pedagogical shifts required in the CA History/Social Studies Framework

Work related to providing students multiple pathways to demonstrate learning and understanding in Project-Based Learning (PBL) or Work-Based Learning (WBL) formats continued. (1.3)

Resource Specialist teacher, School Psychologist, School Nurse and Speech-Language Pathologist services were provided. (1.4)

State standard/CA History Social Studies Framework-aligned instructional materials were purchased, and included alternatives to traditional textbooks(i.e., web resources, digital textbooks, etc.). Agreements are in place for ongoing textbook adoption and course description updates. Discussion continued related to the need to continue to identify alternatives to traditional hard-copy textbooks and/or print materials. further consideration of purchasing hard-copy textbooks and/or print materials. Technology resources were kept current and in good working order. ELD standards aligned instructional and support materials were purchased, as needed. (1.5)

Staffing for support services and programming was provided, including: intensive intervention teachers, academic support staff, behavior specialist services, school nurse services, speech-language pathologist services, social-emotional counseling, restorative resources services, community service case worker, and life skills curriculum. (1.6)

#### Take-Aways/Challenges:

Due to fluctuations in enrollment, we often do not have a large enough N size to receive data from standardized tests. However, we realize that work still needs to be done to ensure that students are adequately prepared to take the SBAC assessments and that teachers are familiar with and utilizing all aspects of the test system (i.e., Practice Tests, Interim Assessments, Digital Library, etc.). Teachers will continue to be trained in administration of the test and classroom practice will be monitored to ensure implementation/utilization of test tools and resources. Work will continue in the 2024-25 school year related to the development and implementation of a balanced assessment system (diagnostic, formative, interim and summative). The IXL program was again utilized as a diagnostic tool for reading, language arts and mathematics. Next steps will include working with the vendor in curating meaningful data from these assessments. Participation incentives resulted in increased engagement from students in the IXL assessment and progress monitoring processes. Teachers will continue to be supported in more fully utilizing the program (beyond the diagnostic snapshots) with the students. Especially in the absence of standardized assessments, work needs to continue to ensure that local assessments are administered in a manner that leads to authentic test results. This includes the test setting/environment, frequency of administration and being mindful of test administration practices and timelines.

There continues to be a need for academic intensive intervention services, social-emotional supports and counseling and enrichment activities for all students. Teacher direct instruction and support services will continue to be prioritized for students who exhibit learning loss. We will continue to prioritize providing a high-quality instructional program by following best practices in the areas of: curriculum selection and instructional delivery models; assessment practices and policies, including local and statewide assessments; services for special populations, including students with disabilities, socioeconomically disadvantaged students, English learners, homeless and foster youth; access and use of instructional technology and expanded learning opportunities. The services of intensive intervention teachers continued this year. We will continue to examine our service delivery model and the types and level of support that students receive to determine how to increase effectiveness in this area.(1.2, 1.3, 1.6)

Due to the nearly exclusive focus on staff professional development related to adoption/implementation of the CA History/Social Studies Framework, we saw a dip in favorability in staff's response to the YouthTruth question "My professional development over the last year has proved me with teaching strategies to better meet my students' needs." (100 percent positive in 2023, 20 percent positive in 2024; 80

percentage points decrease). In addition to the focus on best practices in Math instruction in the coming year, we plan to integrate professional development refreshers for all staff related to Integrated ELD and trauma-responsive practices.

Student perception data around academic challenge (as reported via YouthTruth survey) was examined and revealed that there is still some work to be done related to increasing the relevance and utility value in learning. The 2024 YouthTruth academic challenge summary measure (the degree to which students feel they are challenged by their coursework and teachers) 3.61 mean out of 5 (56th percentile nationally). This represents a .14 decrease over the prior year.

**Successes:**

Successes were fewer in Goal 1 than in other goal areas, though not nonexistent.

With respect to the use of IXL in both community and court school, we saw increases in the number of students completing all three snapshot assessment. Additionally, due to the implementation of participation incentives, student persistence within the assessments increased, as did student engagement in the process of using IXL as a goal-setting and progress monitoring tool. Staff developed specific plans to use IXL to differentiate and augment core instruction, in addition to its use as a diagnostic tool. We will build on the momentum and progress we made this year in more clearly defining and adhering to processes and practices related to the use of IXL across the program.

Another bright spot over the past year was the ten session, yearlong focus on the adoption and implementation of the CA History/Social Studies Framework. Rigorous training in the new topics/content areas required, as well as experience and practice with the pedagogical shifts required (e.g. inquiry, civic engagement, literacy) transpired. Staff developed an initial draft of a primary source reader, and identified key areas of focus in the coming year related to the Capacities of a Literate Individual. Additionally, the adoption of the Houghton Mifflin Harcourt online learning platform and print textbooks for World History, US History, US Government, and Economics transpired. Summer work will include the opportunity for a small cohort of staff members to develop agreements related to curriculum scope and sequence and traditional and alternative assessments.

The services of intensive intervention teachers continued, and an additional support staff member was added to the team to prioritize support to Students With Disabilities, though she is also available to support all students. We continue to see positive student progress for many of the students who work with the intensive intervention teachers. Additionally, student engagement with these teachers remains high. Partnerships and contracts with community based organizations continue to be strong and provide additional support services to all students. Overall, our students and families feel very supported by our program - relative to both academics and social-emotional supports. (1.6)

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 and/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.

The program was able to continue to provide teachers that are fully credentialed in the subject areas and for the pupils they are teaching. Staffing for support services and programming including intensive intervention teachers, behavior specialist services, social-emotional/mental health counseling, and life skills curriculum continued. Professional development, focused largely on the CA History/Social Studies Framework was provided via instructional staff participation in department Learning Community meetings, which were guided in part by SCOE Teaching & Learning staff and outside agency consultants. Building on prior year's book study of Street Data, we continue to identify meaningful data points that more accurately reflect who our students are and what strengths and potential they bring. Work includes designing a school system/program that draws on those strengths, while supporting students in areas in which they are experiencing challenges or difficulties. While staff professional learning related to content support was prioritized, it came at the expense of access to professional learning related to meeting students' individual needs. (1.1, 1.2, 1.5).

The services of intensive intervention teachers continued. We continue to see positive student progress for many of the students who work with the intensive intervention teachers. Additionally, student engagement with these teachers remains high. We will continue to look at our service delivery model and the types and level of support that students receive to determine how to increase effectiveness in this area. (1.3)

Resource Specialist teacher, School Psychologist, School Nurse, Speech-Language Pathologist services, and two Mental Health Counseling Specialists provided support for students with disabilities. We continue to evaluate the effectiveness of various service delivery models in order to improve outcomes for this student population. (1.5)

Through the Learning Community meetings, conversations continued around CCSS curriculum planning, including the continued development and implementation of alternative methods of assessment. These alternative assessments allow students the opportunity to demonstrate their mastery of the curriculum beyond traditional 'paper/pencil' tests. (1.6, 1.9).

Teachers expanded their use of alternatives to traditional textbooks, more fully utilizing other available resources (i.e., web resources, digital textbooks, etc.). Steps taken this year include exploration of subject-specific digital curricular resources, selection of CA History/Social Studies Framework aligned textbooks for World History, US History, US Government, and Economics. (1.5)

New teacher desktops, classroom flat screen monitors, and additional student Chromebooks have been purchased in recent years. Technology maintenance and support is ongoing. (1.5)

Additional observations/reflections related to YouthTruth survey results: Student perception data around academic challenge (as reported via YouthTruth survey) was examined and revealed that there is still some work to be done related to increasing the relevance and utility value in learning. The 2024 YouthTruth academic challenge summary measure (the degree to which students feel they are challenged by their coursework and teachers) 3.61 mean out of 5 (56th percentile nationally). This represents a .14 decrease over the prior year. This data/information could possibly be a proxy measure to gauge mastery above and beyond/before SBAC. A focus on inquiry and civic engagement called for in the CA History/Social Studies Framework, infused with Engagement, Representation, Action & Expression inherent in the Universal Design for Learning (UDL) framework may increase relevance, and subsequently academic challenge & achievement, in the coming years.

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.

Upon reflection on prior practice, it was determined that there should be no substantive changes made to the planned goal, metrics, desired outcomes, or actions for the coming year. There is a desire to build on the successes experienced this year and increase efforts related to areas where we would like to see increased growth/positive outcome.

**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	Goal 2: Students will attend school because they feel engaged and connected to their learning

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	<p>In the 19-20 school year (through quarter 3 - prior to COVID), the Community School attendance rate in the seat time program was 75%. Attendance rates up to the time of the COVID-19 impact were trending up.</p> <p>20-21: Due to the impacts of COVID and distance learning, Community School attendance rates dropped to 53.7% by the end of the 20-21 school year.</p>	<p>In the 21-22 school year, the Community School attendance rate (through quarter 3,) in the seat time program was 54%.</p> <p>Cumulative attendance rate for the school year in the Community School seat time program was 56.4%. This represents a 2.7% increase over the prior year.</p>	<p>In the 22-23 school year, the Community School attendance rate (through quarter 3,) in the seat time program was 69%. This represents a 15% increase over prior year.</p> <p>Cumulative attendance rate for the school year in the Community School seat time program was 69%. This represents a 12.6% increase over the prior year.</p>	<p>In the 23-24 school year, the Community School attendance rate (through quarter 2) in the seat time program was 68.2%. This represents a 0.8% decrease over prior year.</p> <p>In the 23-24 school year, the Community School attendance rate (through quarter 3) in the seat time program was 66.3%. This represents a 2.7% decrease over prior year.</p>	Increase Community School attendance rate by 15% (over baseline). Target = 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate	<p>Community School chronic absenteeism rate, as reported on the 2019 Dashboard, was 56%. This represents a 6.5% decrease over the previous year. Data is only reported for students in grades K-8. This reflects data on 25 students.</p> <p>As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the CDE determined that the 2019–20 absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE did not process that data and they it was not made available for public release.</p>	<p>Community School chronic absenteeism rate for the 2020-21 school year, as reported in DataQuest was 87.3%. This reflects data on 55 students.</p> <p>Chronic absenteeism rate for the 2021-22 school year is not yet available.</p>	<p>Chronic absenteeism rate for the 2022-23 school year is not yet available.</p> <p>Community School chronic absenteeism rate for the 2021-22 school year, as reported in DataQuest was 82.4%. This reflects data on 56 (of 68) students and reflects a 4.9% decrease over prior year.</p>	<p>Community School chronic absenteeism rate for the 2022-23 school year, as reported in DataQuest was 77.2% This reflects data on 78 (of 101) students and represents a 5.2% decrease over prior year.</p>	<p>Decrease Community School chronic absenteeism rate by 15% (over baseline). Target = 41%</p>
DASS Graduation rate	Community School graduation rate was not reported on the	The graduation rate on the 2022 Dashboard is broken	The graduation rate for 2023 has not yet been reported.	The graduation rate on the 2023 Dashboard is broken	Increase Community School graduation rate by 30% (over

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>One-year graduation rate - available via the Dashboard Additional Report as a more accurate measure of the success of our program.</p>	<p>2019 Dashboard, due to the low N size. Using the DASS formula calculator, the rate was 35.5% (N=31). This represents a 6.9% increase over the prior year.</p> <p>Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard.</p> <p>Using the DASS formula calculator, the graduation rate for 2020-21 was 47.1% (N=17). this represents a 16.1% increase over the prior year.</p>	<p>down by students who graduated within four years of entering high school and students who graduated in their fifth year of high school (the remaining students considered not graduated).</p> <p>Community: 4 yr graduates = 14.3% 5 yr graduates = 21.4% Total graduation rate = 35.7%</p> <p>Court: 4 yr graduates = 46.2% 5 yr graduates = 0% Total graduation rate = 46.2%</p> <p>The DASS 1-Year graduation rate data are provided for informational purposes only for local educational agencies and schools that support at-promise students in alternative school settings. The</p>		<p>down by students who graduated within four years of entering high school and students who graduated in their fifth year of high school (the remaining students considered not graduated).</p> <p>Community: 4 yr graduates = 40% 5 yr graduates = 6.7% Total graduation rate = 46.7% This reflects data on 15 students and represents an 11% increase over year 1 data.</p> <p>Court: 4 yr graduates = 30.8% 5 yr graduates = 23.1% Total graduation rate = 53.8% This reflects data on 13 students and represents a 7.7% increase over year 1 data.</p>	<p>baseline). Target = 77.1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>rate reflects the percentage of grade twelve students who received a high school diploma (or an adult education diploma, completed a high school equivalency test, or earned the California High School Proficiency Examination (CHSPE) or Special Education Certificate of Completion) during the academic year.</p> <p>Community: DASS 1 yr graduation rate = 40%</p> <p>Court: DASS 1 yr graduation rate was not provided.</p>			
Credit acquisition data	2020-21: In the Community School Program 34% of students earned 10 or more credits in the first quarter, when enrolled for the entire quarter. This	<p>N= 9th-12th grade students enrolled the entire quarter.</p> <p>21-22 Community School Q1: In the Community School Program 43</p>	<p>N= 9th-12th grade students enrolled the entire quarter.</p> <p>22-23 Community School Q1: In the Community School Program 46</p>	23-24 Community School Q1: In the Community School Program 53 students were enrolled for all of Q1, 50 in grades 9-12. 15 of these students	<p>Increase by 30% (over baseline)the number of students (those enrolled for the entire quarter) earning 10 or more credits in the first and third quarters.</p> <p>Targets:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>represents a 12% increase N=68.</p> <p>In the Community School Program 27% of students earned 10 or more credits in the third quarter, when enrolled for the entire quarter. This represents a 9% increase N=56.</p> <p>Court School: Q1: Total enrollment = 39 (1 student was in 8th grade and did not earn credits). 8 students were enrolled for the entire quarter. 10 students 9th-12th (21%) earned 10 or more credits (both students enrolled for the full quarter and overall enrollment). N=38</p> <p>Q3: Total enrollment = 44 (3 students were in 8th grade or below and did not earn</p>	<p>students were enrolled throughout Q1. 30 students were enrolled for the entire quarter, all in 9th-12th grade. 5 students (16.7%) enrolled in the entire quarter earned 10 or more credits. N=30. This represents a 17.3% decrease over prior year.</p> <p>Q3: In the Community School Program 53 students were enrolled throughout Q3. 38 students were enrolled for the entire quarter, 3 students were in 8th grade and do not earn credits. 7 students (20%) enrolled in the entire quarter earned 10 or more credits. N=35. This represents a 7% decrease over prior year.</p> <p>Court School</p>	<p>students were enrolled for all of Q1, 42 in grades 9-12. 13 of these students (31%) earned 10 or more credits. N=42. This represents a 14.3% increase over prior year.</p> <p>Q3: In the Community School Program 76 students were enrolled for all of Q1. 49 students were enrolled for the entire quarter, 44 in grades 9-12. 14 of these students (31.8%) earned 10 or more credits. N=44. This represents a 11.8% increase over prior year.</p> <p>Court School Q1:</p>	<p>(30%) earned 10 or more credits. N=50. This represents a 1% decrease over prior year.</p> <p>Q3 In the Community School Program 50 students were enrolled for all of Q1, 45 in grades 9-12. 11 of these students (24.4%) earned 10 or more credits. N=45. This represents a 7.4% decrease over prior year.</p> <p>23-24 Court School Q1: In the Court School Program 15 students were enrolled for all of Q1, 15 in grades 9-12. 7 of these students (47%) earned 10 or more credits. N=15. This represents a 44% decrease over prior year.</p> <p>Q3:</p>	<p>Community Q1 = 60% Community Q3 = 57%</p> <p>Court Q1 = 51% Court Q3 = 52%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>credits). 3 students enrolled all of Q3</p> <p>9 students 9th-12th (22%) earned 10+ credits (both students enrolled for the full quarter and overall enrollment). N=41</p>	<p>Q1: In the Court School Program 41 students were enrolled throughout Q1. 2 students were in 8th grade and do not earn credits. 7 students were enrolled for the entire quarter. 5 students (71.4%) enrolled in the entire quarter earned 10 or more credits. N=7. This represents a 50.4% increase over prior year.</p> <p>Q3: In the Court School Program 55 students were enrolled throughout Q3. 4 students were in 7th or 8th grade and do not earn credits. 3 students were enrolled for the entire quarter. 2 students (66.7%) enrolled in the entire quarter earned 10 or more credits and one passed the GED.</p>	<p>In the Court School Program 60 students were enrolled for all of Q1. 11 students in grades 9-12 were enrolled for the entire quarter. 10 of these students (91%) earned 10 or more credits. N=11. This represents a 18.6% increase over prior year.</p> <p>Q3: In the Court School Program 84 students were enrolled for all of Q3. 12 students in grades 9-12 were enrolled for the entire quarter. 11 of these students (91.6%) earned 10 or more credits and one passed the GED. N=12 This represents a 24.9% increase over prior year.</p>	<p>In the Court School Program 18 students were enrolled for all of Q1, all in grades 9-12. 16 of these students (89%) earned 10 or more credits. N=18. This represents a 2.6% decrease over prior year.</p>	



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		N=3. This represents a 44.7% increase over prior year.			
Santa Rosa Junior College course enrollment and online (i.e., Odysseyware) course offerings	<p>All students continue to be provided access to a broad course of study. All students will continue to be supported in enrolling in junior college classes and/or A-G coursework.</p> <p>In the Summer, Fall and Spring semesters of the 2020-21 school year 9 students enrolled in SRJC courses. Of the 9, 6 (66.6%) successfully completed at least one course. This represents 23.8% increase from the prior year.</p>	<p>In the Fall semester of 2021-22, 1 student enrolled in SRJC classes. One student completed at least one course.</p> <p>In the Spring semester of 2021-22, 4 students enrolled at SRJC and 3 registered in classes. All 3 completed at least one section of the course (GED preparation).</p> <p>In the Fall and Spring semesters of the 2021-22 school year 5 students enrolled in SRJC courses. Of the 5, 3 (60%) successfully completed at least one section of one course. This represents a 6%</p>	<p>In the Fall semester of the 2022-2023 school year, 2 students enrolled in a class at the Santa Rosa Junior College. Neither student passed the course.</p> <p>In the Spring semester of the 2022-23 school year, one student is enrolled in 2 (short term) classes.</p> <p>One student has enrolled in two classes for the summer term.</p> <p>We are partnering with SRJC and Probation on a Rising Scholars grant application, with the goal of increasing dual enrollment for incarcerated students, former incarcerated students and students</p>	<p>In the Fall semester of the 2023-2024 school year, no students enrolled in a class at the Santa Rosa Junior College.</p> <p>In the upcoming Spring semester of the 2023-24 school year, 4 students are currently enrolled in a class at the Santa Rosa Junior College and 13 more students are expected to enroll.</p> <p>We are currently exploring Imagine Learning, an online credit recovery program that offers grade-level, standards-aligned content in ELA, math, science, and social studies.</p>	<p>Increase by 30% the number of students successfully completing SRJC coursework.</p> <p>Target = 53.8%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		decrease from the prior year.	<p>who have experienced the juvenile justice system.</p> <p>SRJC has developed a career training/pre-apprenticeship program in partnership with Golden Gate Transit. We are in conversation with SRJC related to a potential career training pathway for alternative education students county-wide.</p>		
CTE course offerings/site bell schedules	<p>Students in the Community School program continue to be provided access to CTE coursework. 10 students were enrolled in CTE courses in the 2019-20 school year. 9 of the 10 (90%) earned course credit.</p> <p>Fall - 5% of students completed 5 credits of Culinary Arts (N=59)</p>	<p>21-22: 12 students (unduplicated) were enrolled in CTE courses in the 2021-22 school year. 10 of the 12 (83.3) earned course credit. This represents a 6.7% decrease over prior year.</p> <p>Fall semester = 10 students enrolled in Culinary Arts, of the 10, 6 received credit,</p>	<p>22-23: 19 students (unduplicated) were enrolled in CTE courses in the 2022-23 school year. 17 of the 19 (89.4) earned course credit. This represents a 6.1% increase over prior year.</p> <p>Fall semester: 9 students were enrolled in Culinary Arts, all 9 received</p>	<p>23-24: 15 students (unduplicated) were enrolled in CTE courses in the Fall Semester. 12 of the 15 (80%) earned course credit. This represents a 9.4% decrease over prior year. 4 students (26.6%) earned 5 or more credits.</p>	<p>Increase by 30% the number of students earning full semester credit (5 credits) for CTE classes.</p> <p>Target: Fall = 35% Spring = 30%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Spring - 0% of students completed 5 credits of Culinary Arts (N=50)</p> <p>Due to the impact of COVID-19, these classes were not held during the fourth quarter of the 2019-20 school year or during the 2020-21 school year.</p>	<p>ranging from 1.5 - 3 credits. No students earned 5 credits. This represents a 5% decrease over prior year.</p> <p>Spring semester = 4 students enrolled in Culinary Arts, all 4 received credit, ranging from .5 - 1.5 credits. No students earned 5 credits. This represents no change over prior year.</p>	<p>credit, ranging from 1-3 credits. No students earned 5 credits. This represents no change over prior year.</p> <p>Spring semester: 10 students were enrolled in Culinary Arts, 8 received credit, ranging from .5 - 2 credits. No students earned 5 credits. This represents no change.</p>		
Student district readmit rate.	<p>In the Fall of 2019, 60.6% of students met criteria and were readmitted to district (N=30). This is new baseline data.</p> <p>In the Spring of 2020, 85.7% of students met criteria and were readmitted to district (N=21). This is new baseline data.</p> <p>Due to the impact of COVID-19, these</p>	<p>In the Fall of 2021, 30 students who had served their term of expulsion were eligible for review for district readmission. Of the 30, 15 self-report no longer having the desire to return to district; 2 students met criteria and were readmitted and 2 students completed graduation requirements. The remaining 11 students</p>	<p>In the Fall of 2022, 35 students had served their term of expulsion and were eligible for review for district readmission.</p> <p>Of the 35, 12 self-reported no longer having the desire to return to district; 1 student had their expulsion reversed, and 2 students completed</p>	<p>At the end of the Fall 2023 semester, 30 students had served their term of expulsion and were eligible for review for district readmission.</p> <p>Of the 30, 5 self-reported no longer having the desire to return to district;</p> <p>12 students met criteria and were readmitted. This</p>	<p>Increase Fall readmission rates by 15% over baseline. Target = 75.6%</p> <p>Increase Spring readmission rates by 6% over baseline. Target = 91.7%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	rates will next be reported for the 2021-22 school year.	<p>did not meet eligibility criteria to be considered for readmission to district.</p> <p>Spring 2022 readmit data is not yet available.</p> <p>Data collection for this metric will be revised to include data on students who meet criteria but choose not to return to district. This will become new baseline data.</p>	<p>graduation/GED requirements.</p> <p>7 students met criteria and were readmitted. This represents a 35% readmit rate, and increase of 20% over prior year.</p> <p>Data for the Spring semester is still being evaluated. Preliminary data indicates that:</p> <p>In the Spring of 2023, 41 students had served their term of expulsion. 25 packets were submitted for consideration for readmission. 9 of those are confirmed to be readmitted and most are still pending board meetings.</p>	<p>represents a 48% readmit rate, and an increase of 13% over prior year.</p> <p>Two students met readmit criteria before the semester ended.</p>	
Middle school drop out rate- the percentage of pupils in grades 7 or 8 who stop coming to school	<p>20/21 CALPADS report 1.12: Community: 0% (0 students)</p> <p>Court:</p>	Dropout rates for the 2021-22 school year are not yet available.	<p>Dropout rates for the 2022-23 school year are not yet available.</p> <p>21-22 CALPADS report 1.12:</p>	<p>22-23 CALPADS report 1.12: Community: 0% (0 students)</p> <p>Court:</p>	Maintain rate of 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and who do not enroll in another school.	0% (0 students)		Community: 0% (0 students)  Court: 0% (0 students)	0% (0 students)	
High school drop out rate- the percentage of pupils in grades 9 - 12 who stop coming to school and who do not enroll in another school.	20/21 CALPADS report 15.1: Community: 91.3% (21 students)  Court: 68.42% (13 students)	Dropout rates for the 2021-22 school year are not yet available.	Dropout rates for the 2022-23 school year are not yet available.  21-22 CALPADS report 15.1: Community: 91.3% (21 students)  Court: 68.42% (13 students)	22-23 CALPADS report 15.1: Community: 50% (7 of 14 students)  Court: 40% (4 out of 10 students)	Decrease high school drop out rates in the Community School program by 30% over baseline. Target = 61.3%  Decrease high school drop out rates in the Court School program by 20% over baseline. Target = 48.2%
New metric:  Student response to the YouthTruth survey question: How many of your teachers connect what you're learning in the class with your life outside of school.	New baseline 2021-22:  When responding to the YouthTruth survey question, How many of your teachers connect what you're learning. in the class with your life outside of school, 34% of students agreed or strongly agreed.	New metric	2022-23:  When responding to the YouthTruth survey question, How many of your teachers connect what you're learning. in the class with your life outside of school, 31% of students agreed or strongly agreed. This represents a 3% decrease over prior year.	2023-24:  When responding to the YouthTruth survey question, How many of your teachers connect what you're learning. in the class with your life outside of school, 36% of students agreed or strongly agreed. This represents a 5% increase over prior year.	Increase by 10% annually student percent positive response to the survey question, How many of your teachers connect what you're learning. in the class with your life outside of school,  34% in 2022 44% in 2023 54% in 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>New metric:</p> <p>YouthTruth engagement summary measure (this summary measure describes the degree to which student perceive themselves as engaged with their school and their education.</p>	<p>New baseline 2021-22:</p> <p>YouthTruth engagement summary measure (this summary measure describes the degree to which student perceive themselves as engaged with their school and their education. 3.33 mean out of 5.0 (12th percent nationally).</p>	New metric	<p>2022-23:</p> <p>YouthTruth engagement summary measure (this summary measure describes the degree to which students perceive themselves as engaged with their school and their education. 3.5 mean out of 5.0 (55th percent nationally). This represents a .2 increase over prior year.</p>	<p>2023-24:</p> <p>YouthTruth engagement summary measure (this summary measure describes the degree to which students perceive themselves as engaged with their school and their education. 3.53 mean out of 5.0 (61st percent nationally). This represents a .03 increase over prior year.</p>	<p>Increase by 10% annually the mean YouthTruth engagement summary measure (this summary measure describes the degree to which student perceive themselves as engaged with their school and their education.</p> <p>3.33 in 2022 3.66 in 2023 4.03 in 2024</p>
<p>New metric:</p> <p>Student response to the YouthTruth survey question: Have you ever seriously considered dropping out of high school?</p>	<p>New baseline 2021-22:</p> <p>When responding to the YouthTruth survey question, Have you ever seriously considered dropping out of high school?, 34% overall said yes</p> <p>Top four reasons cited for considering</p>	New metric	<p>2022-23:</p> <p>When responding to the YouthTruth survey question, Have you ever seriously considered dropping out of high school?, 26% overall said yes. (Compared with 20% for a typical YT school and 20% for a typical So Co school). This reflects an 8%</p>	<p>2023-24:</p> <p>When responding to the YouthTruth survey question, Have you ever seriously considered dropping out of high school?, 31% overall said yes. (Compared with 20% for a typical YT school and 18% for a typical So Co school). This reflects an 5%</p>	<p>Decrease by 9% annually student response to the YouthTruth survey question: Have you ever seriously considered dropping out of high school?</p> <p>34% in 2022 27% in 2023 17% in 2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>dropping out of high school:</p> <p>(1) I didn't see how the work I was doing would help me in life. (75% of students who said yes they had considered dropping out cited this as a reason)</p> <p>(2) I had fallen behind and felt like I couldn't catch up. (67% of students who said yes they had considered dropping out cited this as a reason)</p> <p>(3) I had personal problems at home. (67% of students who said yes they had considered dropping out cited this as a reason)</p> <p>(4) I needed to work and make money instead of spending most of my day in school. (58% of students who said yes they had considered</p>		<p>decrease over prior year.</p> <p>Top four reasons cited for considering dropping out of high school:</p> <p>(1) I didn't see how the work I was doing would help me in life. (50% of students who said yes they had considered dropping out cited this as a reason - compared with 60% for a typical YT school and 64% for a typical So Co school). This represents a 25% decrease over prior year.</p> <p>(2) I had fallen behind and felt like I couldn't catch up. (67% of students who said yes they had considered dropping out cited this as a reason - compared with 55% for a typical YT school and 60% for a typical So Co school). This</p>	<p>increase over prior year.</p> <p>Top four reasons cited for considering dropping out of high school:</p> <p>(1) I needed to work and make money instead of spending most of my day in school. (76% of students who said yes they had considered dropping out cited this as a reason - compared with 33% for a typical YT school and 40% for a typical So Co school). This represents a 9% increase over the prior year.</p> <p>(2) I had fallen behind and felt like I couldn't catch up. (65% of students who said yes they had considered dropping out cited this as a reason - compared with 58% for a typical YT school and 64% for a typical</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	dropping out cited this as a reason)		<p>represents no change from prior year.</p> <p>(3) I had personal problems at home. (27% of students who said yes they had considered dropping out cited this as a reason - no comparison to typical YT or So Co schools available). This represents a 40% decrease over prior year.</p> <p>(4) I needed to work and make money instead of spending most of my day in school. (67% of students who said yes they had considered dropping out cited this as a reason - compared with 32% for a typical YT school and 40% for a typical So Co school). This represents a 9% increase over prior year.</p>	<p>So Co school). This represents a 2% decrease from the prior year.</p> <p>(3) I failed state or standardized tests. (41% of students who said yes they had considered dropping out cited this as a reason - compared with 19% for a typical YT school and 22% for a typical So Co school). This represents a 14% increase over the prior year, and this reason was not in the top four in prior years.</p> <p>(4) I had personal problems at home. (41% of students who said yes they had considered dropping out cited this as a reason - compared with 38% for a typical YT school and 38% for a typical So Co school). This represents a 14%</p>	



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				increase from the prior year.	
<p>New metric:</p> <p>Student response to the YouthTruth survey question related to students experiencing high-quality career technical education and/or work-based learning.</p>	<p>New baseline:</p> <p>When responding to the YouthTruth survey, 44% of students said they had experienced high-quality career technical and/or work-based learning.</p>	<p>New metric</p>	<p>2022-23:</p> <p>When responding to the YouthTruth survey, 36% of students said they had experienced high-quality career technical and/or work-based learning. This represents an 8% decrease over prior year.</p>	<p>2023-24:</p> <p>When responding to the YouthTruth survey, 61% of students said they had experienced high-quality career technical and/or work-based learning. This represents a 25% increase over prior year.</p>	<p>Increase by 10% annually, student percent positive response to the YouthTruth related to students experiencing high-quality career technical education and/or work-based learning.</p> <p>38% in 2022 48% in 2023 58% in 2024</p>

## Goal Analysis

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

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

The following actions were implemented to make progress toward achievement of the goal of having students attend school because they feel engaged and connected to their learning. There were no substantive differences in planned actions and actual implementation of those actions.

Personnel and materials for Career Technical Education, opportunities for career exploration, education and work-based learning were offered. Following the loss of a staff member, the Career Ed Coordinator position was reimagined and expanded into a Work-Based Learning Coordinator position, serving court and community schools. The "Learn by Doing" program was again offered at Amarosa Academy, offering students expanded opportunities for 'hands-on' learning. In 2023-24, a fourth Learn By Doing wheel—Making Wellness (county high school mental health curriculum infused with Maker education—was added, made possible by funding from a Kaiser Permanente Community Benefit grant. (2.1)

Student attendance and behavior incentives in the Community School program were provided. Partnership with Keeping Kids in School for targeted truancy intervention continued. Relatable guest speakers in which students can “see” themselves - who provided success stories and served role models made presentations to students. (2.2)

Following the loss of a staff member, the Career Ed Coordinator position was reimagined and expanded into a Work-Based Learning Coordinator position, serving court and community schools. Life skills curriculum to compliment the work of the Work-Based Learning Coordinator was offered through a contract with a community-based organization. (2.3).

Social-emotional counseling services continued to be provided through contract with SCOE's Behavioral Health department. We increased these services in the 2023-24 school year, adding the equivalent of 0.4 FTE to include increased mental health counseling specialist staff to provide increased wellness programming and activities. (2.4)

Restorative dialogues and conferences continued through a contract with Restorative Resources. (2.5)

The teen parent program continued to be operated, including onsite childcare and parenting education. (2.6)

Public transit was offered free of charge to Sonoma County students in the 2023-24 school year. (2.7)

#### Take-Aways/Challenges:

One very valuable tool we had access to again this year was the YouthTruth survey. Student and parent/family responses to the YouthTruth survey revealed a need to work to increase relevance and engagement in core instruction, and to continue to grow our CTE and work-based learning offerings. (2.1)

#### Attendance Rates:

Although gains in attendance rate were made in the 2018-19 school year and were trending even higher in the 2019-20 school year (through the third quarter) student attendance rates in the Community School program continue to be below desired levels. We experienced slight gains in attendance again this year but much work still needs to be done to reach pre-pandemic rates. Evaluation of attendance incentives is ongoing and will be measured for impact. Collaboration with outside agencies and programs (i.e, Keeping Kids in School) has had some positive impact. We will continue to expand the case management model to more students to help improve attendance rates. It is expected that as attendance rates increase, the chronic absenteeism rate will decrease. We will continue to implement actions and services to increase student engagement in curricular and co-curricular activities, with the belief that increased student engagement will lead to increased attendance rates. In family, student, and community partner feedback, transportation continues to be cited as a barrier to attendance. (2.1)

#### SRJC Dual Enrollment:

Enrollment of students in SRJC classes continues to ebb and flow. We did not reach our three-year goal of increasing enrollment by 30%. Another learning is that we not only want to track enrollment but also persistence in SRJC classes, since in the 2023-24 school year many more students initially enrolled, but ultimately withdrew from the Counseling course. Continued partnership with SRJC to determine the right

courses and early college credit structure for our student population, and the work of the Work-Based Learning Coordinator to tap into the countywide effort for early college credit are next steps.

#### Credit Acquisition:

Unlike last year, this year we experienced declines in student credit acquisition in both the Community and Court School programs. We notice that students are being referred to our community school program with more credit deficiency than in past years, making it difficult mathematically for them to graduate on time. Additionally, the rate at which students are earning credits is lower than in previous years, and strategies of continued incentives and efforts toward student goal-setting and progress monitoring have been identified.

#### Successes:

CTE & WBL: When responding to the YouthTruth survey, 61% of students said they had experienced high-quality career technical education and/or work-based learning. This represents a 25% increase over prior year. The efforts of our new Work-Based Learning Coordinator are clearly resulting in promising growth, and continued opportunities for students to experience work-based learning activities across the continuum will continue in future years.

#### Graduation Rate:

Calculating an accurate graduation rate has been an ongoing concern for Juvenile Court and Community School programs. Schools using the Dashboard for Alternative School Status (DASS) had been previously allowed to use the one-year cohort graduation rate (calculation is based on students who have been enrolled for at least 90 days). On July 27, 2022, the US Department of Education declined California's waiver request that would allow for the continued use of modified methods for calculating the Academic and Graduation Rate Indicators. As a result of this waiver denial, the 2022 Dashboard was the first Dashboard without any modified methods applied to state indicators and all Dashboard Alternative School Status (DASS) schools have been treated the same as all other schools on the Dashboard. Nevertheless, the 2023 graduation rate at court and community school increased from the prior year, though student responses to the YouthTruth survey indicated a slightly higher percentage of students indicating they have considered dropping out of high school.

Partnerships: Partnerships and contracts with community based organizations continue to be strong and provide additional support services to all students. As reported on the YouthTruth survey, our students and families feel very supported by our program overall - relative to both academics and social-emotional supports. (2.3, 2.5)

We are experiencing some success with offering more robust GED preparation and testing support. This provides the opportunity to continue to serve students who may have otherwise dropped out.

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 and/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.

Career Technical Education (CTE) course offerings continue to have a positive impact on student engagement, as evidenced by student YouthTruth survey response. Students who said they have experienced high quality CTE and/or work-based learning reported significantly higher levels of engagement, academic challenge, relationships, college & career readiness and emotional & mental health than their peers. When responding to the 2024 YouthTruth survey, 61% of students said they had experienced high-quality career technical education and/or work-based learning. This represents a 25% increase over prior year, though we will still work to increase the number of students experiencing CTE and work-based learning as an instructional strategy. Through the WASC process, there is a recommendation to explore ways to increase the number of CTE course offerings. (2.1)

The Work-Based Learning Coordinator has provided a wide variety of 'value added' activities and experiences for students including: off-campus job shadows, junior college (SRJC) and other training venue visits, WBL industry challenges, and on campus events and/or presentations. Ongoing evaluation and monitoring will help to insure that offerings are high interest and relevant to our student population. As we plan for the 2024-25 school year, we plan to offer expanded work-based learning opportunities for our students. (2.1)

Community School attendance rates decreased this year after a slight increase following the dip during distance learning. We will continue to review and revise incentives and interventions to maximize impact and provide intensive supports to students as they recover from multiple years of trauma. The Keeping Kids in School program has had positive impact with some of the students identified for intervention. Additionally, KKIS staff partners with staff at Amarosa to enhance the attendance incentive program. We continued to fund a full-time KKIS case manager to continue increased supports to students and families experiencing school attendance issues. Students in the Community School program continue to be provided with incentives for positive behavior. (via the "Behavior Buck" program) - students respond positively to the incentives. (2.2)

Collaboration with The Center for provision of a life skills class seems to be well received by students and will continue to be monitored to insure that offerings are high interest and relevant to our student population. (2.3)

This year we were once again able to hire the equivalent of 1.2 FTE Mental Health Counseling Specialists through SCOE's Behavioral Health department. These two staff members worked well with our student population and services are well received by students. Students are particularly receptive to the Wellness Center at Amarosa Academy. A Tier 1 Wellness Wednesdays program was added this year at Amarosa Academy. We are looking to sustain wellness programming and activities for students in the 2024-25 school year. (2.4)

Restorative dialogue groups have been very well received by students this school year. We will continue to work to insure that they are having a meaningful impact on student outcomes. Restorative conferences for students returning to district (when held) have been highly successful. (2.7)

Services to teen parents and high quality childcare have a positive impact on outcomes for some students and their children. We continue to collaborate with Teen Parent Connections to develop strategies to better support this student population. Weekly parenting classes were once again offered. (2.6)

Additional reflections from this year's YouthTruth survey related to this goal:

YouthTruth engagement summary measure (this summary measure describes the degree to which students perceive themselves as engaged with their school and their education. 3.53 mean out of 5.0 (61st percent nationally). This represents a .03 increase over prior year, and is the closest proxy to a relevant, responsive education.

#### Drop-Out

When students were asked the question, 'Have you ever seriously considered dropping out of high school?' 35% overall said yes (this reflects a 5% increase over prior year)

Top four reasons cited for considering dropping out of high school

(1) I needed to work and make money instead of spending most of my day in school. (76% of students who said yes they had considered dropping out cited this as a reason - compared with 33% for a typical YT school and 40% for a typical So Co school). This represents a 9% increase over the prior year.

(2) I had fallen behind and felt like I couldn't catch up. (65% of students who said yes they had considered dropping out cited this as a reason - compared with 58% for a typical YT school and 64% for a typical So Co school). This represents a 2% decrease from the prior year.

(3) I failed state or standardized tests. (41% of students who said yes they had considered dropping out cited this as a reason - compared with 19% for a typical YT school and 22% for a typical So Co school). This represents a 14% increase over the prior year, and this reason was not in the top four in prior years.

(4) I had personal problems at home. (41% of students who said yes they had considered dropping out cited this as a reason - compared with 38% for a typical YT school and 38% for a typical So Co school). This represents a 14% increase from the prior year.

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.

Upon reflection on prior practice, it was determined that there should be no substantive changes made to the planned goal, metrics, desired outcomes, or actions for the coming year. There is a desire to build on the successes experienced this year and increase efforts related to areas where we would like to see increased growth/positive outcome.

**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	Goal 3: Students need to feel safe and secure with themselves and the school environment in order to be successful in school

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate calculation	As reported on the 2019 DASS (Dashboard Alternative School Status) the Community School suspension rate 9.8%. This represents a 26.1% decrease from the prior year. N=153 (which represents cumulative enrollment).	Community School suspension rate for 21-22 is 3.8% (3 suspensions). This represents a 6% decrease from 2019. N=80 (which represents cumulative enrollment).	Community School suspension rate for the 2022-23 school year is 9.2% (11 suspensions). This represents a 5.4% increase from last year and a 0.6% decrease from 2019. N=120 (which represents cumulative enrollment).	Community School suspension rate for Fall 2023-24 semester 2.2% (2 suspensions). This represents a 7% decrease from last year and a 7.6% decrease from 2019. N=88 (which represents cumulative enrollment through Dec 21).	Reduce Community School suspension rate by 6% (over baseline). Target = 3.8%
YouthTruth Survey	Students participated in the YouthTruth survey in January of 2021. Key measures in this survey include Engagement, Academic Challenge, Relationships, Culture	Students participated in the YouthTruth survey in January of 2022 (82% response rate). Key measures in this survey include Engagement, Academic Challenge,	Students participated in the YouthTruth survey in January of 2023 (100% response rate). Key measures in this survey include Engagement, Academic Challenge,	Students participated in the YouthTruth survey in January of 2024 (95% response rate). Key measures in this survey include Engagement, Academic Challenge,	As measured by YouthTruth survey:  Increase by 9% annually the number of students reporting favorable relationships

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>and Belonging &amp; Peer Collaboration.</p> <p>54% of students report favorable relationships with adults at their school. This represents the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5.</p> <p>25% of students report favorable engagement with their school. This represents the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5.</p> <p>50% of students report a favorable culture at their school. This represents the percentage of respondents whose average rating across the questions in the</p>	<p>Relationships, Culture and Belonging &amp; Peer Collaboration.</p> <p>60% of students report favorable relationships with adults at their school. This represents a 6% increase from prior year.</p> <p>45% of students report favorable engagement with their school. This represents an 20% increase over prior year.</p> <p>50% of students report a favorable culture at their school. There is no change from the prior year.</p> <p>No students reported favorable academic challenge at their school. There is no change from the prior year.</p> <p>48% of students reported favorable</p>	<p>Relationships, Culture and Belonging &amp; Peer Collaboration. This represents an 18% increase over prior year.</p> <p>45% of students report favorable relationships with adults at their school. This represents a 15% decrease from prior year.</p> <p>52% of students report favorable engagement with their school. This represents an 7% increase over prior year.</p> <p>41% of students report a favorable culture at their school. This represents a 9% decrease over prior year.</p> <p>55% of students reported favorable academic challenge at their school.</p>	<p>Relationships, Culture and Belonging &amp; Peer Collaboration. This represents a 5% decrease over prior year.</p> <p>44% of students report favorable relationships with adults at their school. This represents a 1% decrease from prior year.</p> <p>47% of students report favorable engagement with their school. This represents a 5% decrease over prior year.</p> <p>34% of students report a favorable culture at their school. This represents a 5% decrease from the prior year.</p> <p>47% of student reported favorable academic challenge at their school. This represents an 8%</p>	<p>with adults at their school. 62% in 2022 69% in 2023 78% in 2024</p> <p>Increase by 10% annually the number of students reporting favorable engagement with their school. 35% in 2022 45% in 2023 55% in 2024</p> <p>Increase by 8% annually the number of students reporting a favorable culture at their school. 58% in 2022 66% in 2023 75% in 2024</p> <p>Increase by 7% the number of students reporting academic challenge at their school (compared with 8% for a typical YouthTruth school). 67% in 2022 74% in 2023 81% in 2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>theme was greater than 3.5 out of 5.</p> <p>60% of students reported favorable academic challenge at their school. This represents the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5.</p> <p>48% of students reported favorable college &amp; career readiness at their school. This represents the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5.</p>	college & career readiness at their school. There is no change from the prior year.	46% of students reported favorable college & career readiness at their school. This represents a 2% decrease from the prior year.	<p>decrease from the prior year.</p> <p>40% of students reported favorable college &amp; career readiness at their school. This represents a 6% decrease from the prior year.</p>	Increase by 10% annually the number of students reporting favorable college & career readiness at their school. 48% in 2022 58% in 2023 68% in 2024
Facility Inspection Tool (FIT) report	In the 2019-20 school year 100% of facilities were reported in good repair, as reported on the FIT.	In the 2020-21 school year 100% of facilities were reported in good repair, as reported on the FIT. The report has not yet been	In the 2022-23 school year 100% of facilities were reported in good repair, as reported on the FIT.	In the 2023-24 school year 100% of facilities were reported in good repair, as reported on the FIT.	100% of facilities will be reported in good repair, as reported on the FIT.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		completed for the 2021-22 school year.			
Expulsion NA: Expulsion is not applicable to our program.	Metric not applicable to our program.	Metric not applicable to our program.	Metric not applicable to our program.	Metric not applicable to our program.	Metric not applicable to our program.
New metric in 21-22: Student response to the YouthTruth survey question: Discipline in this school is fair.	New baseline 2021-22: When responding to the YouthTruth survey question: Discipline in this school is fair, 59% of students agreed or strongly agreed.	See new baseline data.	2022-23: When responding to the YouthTruth survey question: Discipline in this school is fair, 46% of students agreed or strongly agreed. This represents a 13% decrease over prior year.	2023-24: When responding to the YouthTruth survey question: Discipline in this school is fair, 52% of students agreed or strongly agreed. This represents a 6% increase over prior year.	Increase by 10% percent annually student percent positive response to the YouthTruth survey question: Discipline in this school is fair.  59% in 2022 69% in 2023 79% in 2024
New metric in 21-22: Student response to the YouthTruth survey question: I feel safe from harm at school.	New baseline 2021-22: 76% of students reported feeling safe from harm at school, (agree or strongly agree) based on YouthTruth survey response.	See new baseline data.	2022-23: 70% of students reported feeling safe from harm at school, (agree or strongly agree) based on YouthTruth survey response. This represents a 5% decrease over prior year.	2023-24: 70% of students reported feeling safe from harm at school, (agree or strongly agree) based on YouthTruth survey response. There is no change from the prior year.	Increase by 6% annually student percent positive response to the YouthTruth survey question: Discipline in this school is fair.  76% in 2022 82% in 2023 88% in 2024

# 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 following actions were implemented to make progress toward achievement of the goal of supporting students in feeling safe and secure with themselves and the school environment in order to be successful in school. There were no substantive differences in planned actions and actual implementation of those actions. Collaboration with community partners was implemented through continuation of existing contracts with community based organizations and agencies. Expansion of contracts to include a community service graduation requirement is still a lofty goal we would like to pursue in the future. Community service activities continued this year after being reinstated in 2022-23 following the COVID-19 pandemic. (3.1)

Healthy relationships between adults and students were promoted and fostered by continuing to expand on school/community building events. In-person events resumed and grew in number this year after being suspended during the COVID-19 pandemic. Examples of such events held in 2023-24 include: a family appreciation and LCAP engagement event, a year-end awards assembly, and the Making Wellness Exhibition of Learning at Amarosa Academy. (3.2)

Academic counseling focused on a case management system was provided. Intensive support was provided for credit-deficient students. Efforts to better track students post-program progress including success at a school they return to or success after graduation continued and was re-evaluated this year. Transition planning services in Court School, to include post-release support were provided. (3.3)

Culturally appropriate structure and support that include provision of bilingual services was provided. Conversation with agencies related to parent/family engagement strategies were ongoing. (3.4)

Social-emotional counseling services to students and families was provided, to include Wellness Center services at one of the community school sites. (3.5)

Safe school facilities were provided by continuing to maintain school facilities in good repair, in collaboration with SCOE's Maintenance, Facilities and Operations Department. (3.6)

Restorative justice principles through contract with Restorative Resources were implemented, to include weekly restorative dialogue sessions with students at the community school sites. (3.7)

Take-Aways/Challenges:

Collaboration with community partners was implemented through continuation of existing contracts with community based organizations and agencies. Expansion of contracts to include a community service graduation requirement was further explored - additional steps toward implementation still need to be taken. (3.1)

Suspension Rate:

We have seen a significant decline in our suspension rate in recent years, as we intensified our efforts around building stronger relationships, engagement and school community. The Community School suspension rate for the 2023-24 Fall Semester was 2.2% (2 suspensions), though Spring Semester 2024 suspensions increased at both Community School campuses. We will increase efforts to provide the support students need to engage in positive decision making.

Successes:

Collaboration with Community Partners:

Partnerships and contracts with community based organizations continue to be strong and provide additional support services to all students. As reported in the YouthTruth survey, our students and families overall feel very supported by our program - relative to both academics and social-emotional supports. (3.1)

2024 YouthTruth Student Survey Data:

Two School Culture & Climate-related YouthTruth questions aligned with Goal 3 held at high levels from previous years or increased slightly. When responding to the YouthTruth survey question: Discipline in this school is fair, 52% of students agreed or strongly agreed. This represents a 6% increase over prior year. 70% of students reported feeling safe from harm at school (agree or strongly agree), based on YouthTruth survey response. There is no change from the prior year. As the two greatest levers for culture change, we will continue dialogue with students to ensure discipline is just and feelings of psychological and physical safety are prioritized.

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 and/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.

The impact of services provided by community-based organizations on student outcomes will continue to be monitored. Overall, services seem to have a positive impact, particularly as it relates to school-community building. Additionally, the services the community-based organizations provide assist students in meeting requirements for readmission to district. Life skills and parenting classes continued in person this year, as did restorative dialogue circles. (3.1)

Healthy relationships between adults and students is promoted via school/community building events. Teacher professional development has helped to strengthen healthy relationships between adults and students. Parent outreach continues, using a variety of modalities including phone calls, email, Zoom meetings, parent survey, website updates, individual learning plan conferences, family appreciation and awards assembly events. (3.2)

Academic counseling services are provided to all students in the program. The academic counselor assists students with the development of academic and graduation plans and assist with addressing barriers to positive school outcomes. Student relationships are strong and this service provides much needed support and guidance to students. (3.3)

Culturally appropriate structure and support that include provision of bilingual services was provided . Dialogue related to expansion of agency contracts to include work with parents/families is ongoing Parent/family engagement is a component of the Keeping Kids in School (KKIS) program - resources were again allocated to fund a full-time case manager this year. Current counseling services are thought to be contributing to increased student engagement and sense of connectedness, as evidenced by YouthTruth survey results.

Mental health/social-emotional counseling services were provided and counselors were able to establish and maintain positive relationships with students. Counseling services assist students with addressing barriers to school success and provide support in dealing with personal issues that might impact their ability to be fully 'present' at school. We again contracted with SCOE's Behavioral Health Department for a 1.2 FTE equivalent mental health counseling specialists this school year (3.5)

The department continues to have a good working relationship with the SCOE Maintenance Department. Facilities are consistently maintained in good repair. Deferred maintenance projects will continue in the Summer of 2023. (3.6)

Restorative dialogue groups have been very well received by students this year. We will continue to work to insure that they are having a meaningful impact on outcomes (3.7).

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.

Upon reflection on prior practice, it was determined that there should be no substantive changes made to the planned goal, metrics, desired outcomes, or actions for the coming year. There is a desire to build on the successes experienced this year and increase efforts related to areas where we would like to see increased growth/positive outcome.

**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	Goal 4: All English learners will progress in their development of English language proficiency, as measured by students progress on the ELPAC and reclassification rates.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of EL pupils who make progress toward English proficiency as measured by the ELPAC.	<p>For the 2020-21 school year in order to protect student privacy, data was suppressed because 10 or fewer students tested.</p> <p>2019–20 results are not available due to the suspension of testing as a result of the novel coronavirus disease 2019 (COVID-19).</p> <p>ELPAC results from the 2018-19 administration, as reported on DataQuest, are as</p>	<p>Community The summative ELPAC was administered to 61.5% (8 of 13) of English learners. Scores are as follows:</p> <p>Level 1 – 12.5%</p> <p>Level 2 – 37.5%</p> <p>Level 3 – 37.5%</p> <p>Level 4 – 12.5%</p> <p>16.6% percent (1 student) of long-term students (6 total long-term) moved from Level 3 to Level 4</p>	<p>Community: Preliminary reports indicate that in the 2022-23 school year there were 23 students eligible to take the summative ELPAC assessment. 91.3% of students completed the assessment. Full score reports are not yet available.</p> <p>Court: Preliminary reports indicate that in the 2022-23 school year there were 14 students eligible to take the summative ELPAC assessment.</p>	<p>Community: In the 2022-23 school year there were 20 students eligible to take the summative ELPAC assessment. 90% of students (18/20) completed the assessment.</p> <p>Level 1 – 16.67%</p> <p>Level 2 – 33.33%</p> <p>Level 3 – 33.33%</p> <p>Level 4 – 16.67%</p> <p>20% percent (3 students) of long-term students (15 total long-term students)</p>	<p>Increase by 15% the numbers of long-term students moving from Level 3/Moderately Developed to Level 4/Well Developed on the ELPAC. Target: Community = 31.6%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>follows for Court School: 63.64% of students scored at Level 4/Well Developed, 27.27% scored at Level 3/Moderately Developed, 0% of students scored at Level 2/Somewhat Developed and 9.09% of students scored at Beginning Stage. This represents data on 11 students.</p> <p>ELPAC results from the 2018-19 administration, as reported on DataQuest, are as follows for Community School: 18.75% of students scored at Level 4/Well Developed, 50% scored at Level 3/Moderately Developed, 25% of students scored at Level 2/Somewhat Developed and 6.25% of students scored at Beginning Stage. This</p>	<p>Court The summative ELPAC was administered to 100% (2 of 2) of English learners. Scores are as follows:</p> <p>Level 3 – 50%</p> <p>Level 4 – 50%</p> <p>50% percent (1 student) of long-term students (2 total long-term) moved from Level 2 to Level 4. This student had scored at level 3 in prior years. 50% percent of long-term students (1 of 2) moved from Level 2 to Level 4</p>	<p>64% of students completed the assessment. Full score reports are not yet available.</p>	<p>achieved proficiency (Level 4).</p> <p>Court: In order to protect student privacy, data was suppressed because fewer than 11 students tested.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	represents data on 16 students.				
Percentage of English Learners who meet the SCOE standards to be redesignated as Fluent English Proficient.	<p>Per Dataquest, No (0) students were reclassified as fully English proficient in 2019-20. However, 2 students from the 2019-20 school year were reclassified during the extended window provided in the Fall of 2020. This represents 9% of all EL students. N=22</p> <p>In 2018-19, 5 students were reclassified as Fully English Proficient. N=21 The Dataquest calculated rate is 13.5%.</p>	One (1) Community School student was reclassified as fully English proficient during the 2021-22 school year. This represents 6.6% of all EL students. N=15	<p>Two (2) Community School and one (1) Court School students were reclassified as fully English proficient in the 2022-23 school year.</p> <p>Reclassification rates are not yet available.</p>	Three (16.6%) Community School students met standards to be redesignated as Fluent English Proficient..	Increase by 9% the number of Community School English Learners being reclassified as Fully English Proficient. Target = 22.5%
Training and professional development related to best practices in Designated and Integrated English Language Development programs.	New baseline: 100% of staff will participate in professional development related to Integrated and Designated ELD.	<p>100% of ELD staff have participated in professional development related to Integrated and Designated ELD.</p> <p>Consortium members were provided with a supplemental</p>	<p>100% of ELD staff have participated in professional development related to Integrated and Designated ELD.</p> <p>Consortium members were provided with a supplemental</p>	<p>ELD staff continues to participate in professional development related to Integrated and Designated ELD.</p> <p>Consortium members are provided with supplemental</p>	100% of staff will participate in professional development related to Integrated and Designated ELD.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		professional development series focused on integrated and designated ELD.	professional development series focused on integrated and designated ELD.	professional development focused on integrated and designated ELD.	

## 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 following actions were implemented to make progress toward achievement of the goal ensuring that all English learners will progress in their development of English language proficiency, as measured by student progress on the ELPAC assessment and reclassification rates. There were no substantive differences in planned actions and actual implementation of those actions.

An English Language Development (ELD) teacher was provided to provide English Language Development instruction and support, including administration of the ELPAC. (4.1)

Student progress toward EL proficiency was measured and monitored, through review of available data. The system for monitoring and reclassification of English Learner students was further refined (4.2)

Staff participated in training and professional development related to best practices in Designated and Integrated English Language Development programs. (4.3)

Staffing for an English Language Development (ELD) intensive intervention teacher continued to be allocated to provide additional instruction and support to EL students and to provide coaching to the ELD teacher.(4.4)

### Take-Aways/Challenges:

English learners continue to benefit from additional support to re balance and refocus on the task of learning and being productive in the school community with the goal to achieve the same rigorous grade-level academic language standards that are expected from all students within a reasonable period of time. To accomplish these goals, there is an identified need to continue building on our existing English Language Development (ELD) program to ensure that all English learners receive a comprehensive program of both designated and integrated English language development (ELD) instruction targeted to their proficiency level and appropriate academic instruction in a



language acquisition program. An identified area for growth in the coming year is to work to ensure core academic teachers experience continued professional learning related to integrated ELD.

Successes:

English Learners in the Alternative Education program report higher favorability of their school experience across key measures than their peers in the YouthTruth survey. We theorize this positive deviance is due to intensified, targeted supports, which we plan to sustain in the coming years.

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 and/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.

As a member of the Title III Consortium our team again worked with the Consortium lead over the course of the 2023-2024 school year. Together, we discussed, strategized and reflected on our English Language Development program and its effectiveness and worked to identify strategies to increase the English language proficiency of our ELs while ensuring that they meet academic standards. Staff engaged in activities designed to deepen their understanding of the language, concepts, and research supporting the ELD standards and, most importantly, how they are applied in instruction for English learners. The professional development that staff participated in contextualized and refined the understanding of integrated and designated ELD as explained in the ELA/ELD Framework and the way in which it comes to life in the classroom. It addressed meeting the unique needs of ELs by cultivating positive student identity and agency through language acquisition and academic achievement. The Consortium lead was also available throughout the school year for planning, coaching, and support. The support we received through the Consortium and in particular the Consortium lead, has helped us in further developing and strengthening our ELD program to improve progress and outcomes for our English Language Learners, including making progress toward English proficiency and meeting program standards to be reclassified as fully English proficient. ELD CCSS aligned instructional and support materials were purchased, as needed.

The Intensive Intervention ELD teacher continues to identify and source materials that will be high interest/high impact for our students. (4.1)

A system for monitoring and reclassification of English Learners was utilized. There were increased efforts to support 'cusp' students - those very near Level 4 proficiency. (4.2)

Comprehensive ELD services were provided. Although EL students are receiving increased services, we need to monitor the effectiveness of the program to insure best practices are being utilized and measurable student progress is being gained. Review and refinement of the ELD program is ongoing.(4.3)

In addition to the administration of the ELPAC, staff utilized other tools (IXL and formative assessments) to measure student progress toward English proficiency. (4.4)

Teacher professional development was available that included ELD/ELA/CCSS training. We will continue to monitor the impact staff professional development is having on student outcomes. An area for growth in the coming year is to ensure core academic teachers experience high-quality professional learning related to integrated ELD. (4.5)

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

Upon reflection on prior practice, there were no substantive 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.**

# Goals and Actions

## Goal

Goal #	Description
5	Goal 5: Employ a wide range of strategies to encourage parent involvement for all students. (including English Learners, low income, foster youth and students with disabilities).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey YouthTruth results	<p>Parents/guardians in the Community School program participated in a YouthTruth survey in January 2021 about their perceptions of the school program in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.</p> <p>The following lists areas in which parent average rating was greater than 3.5 out of 5.</p>	<p>Parents/guardians in the Community School program participated in a YouthTruth survey in January 2022 about their perceptions of the school program in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.</p> <p>The following lists areas in which parent average rating was greater than 3.5 out of 5.</p>	<p>Parents/guardians in the Community School program participated in a YouthTruth survey in January 2023 about their perceptions of the school program in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.</p> <p>The following lists areas in which parent average rating was greater than 3.5 out of 5.</p>	<p>Parents/guardians in the Community School program participated in a YouthTruth survey in January 2024 about their perceptions of the school program in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.</p> <p>The following lists areas in which parent average rating was greater than 3.5 out of 5.</p>	<p>Increase (over baseline) by 6% the number of parents report seeing themselves as a partner in their child's education.</p> <p>YouthTruth Survey: Engagement: There will be a 7% increase annually of families reporting feeling engaged in their school and empowered to influence decision making. 71% in 2022 78% in 2023 85% in 2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Engagement - this summary measure describes the degree to which families are engaged in their school and empowered to influence decision making: 67% (compared with 53% for a typical YouthTruth school)</p> <p>Relationships - this summary measure describes the degree to which families experience positive relationships in their school based on respect, care and approachability: 87% (compared with 76% for a typical YouthTruth school)</p> <p>Culture - this summary measure describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity: 73% (compared with 66%</p>	<p>Engagement - this summary measure describes the degree to which families are engaged in their school and empowered to influence decision making: 71% (compared with 49% for a typical YouthTruth school and 50% for a typical So Co school). This represents a 4% increase from prior year.</p> <p>Relationships - this summary measure describes the degree to which families experience positive relationships in their school based on respect, care and approachability: 83% (compared with 72% for a typical YouthTruth school and 74% for a typical So Co school). This represents a 4% decrease over prior year.</p>	<p>Engagement - this summary measure describes the degree to which families are engaged in their school and empowered to influence decision making: 70% (compared with 47% for a typical YouthTruth school and 51% for a typical So Co school). This represents a 1% decrease from prior year, although it is still higher than a typical YT or So Co school.</p> <p>Relationships - this summary measure describes the degree to which families experience positive relationships in their school based on respect, care and approachability: 83% (compared with 71% for a typical YouthTruth school and 75% for a typical So Co school). This</p>	<p>Engagement - this summary measure describes the degree to which families are engaged in their school and empowered to influence decision making: 86% (compared with 47% for a typical YouthTruth school and 53% for a typical So Co school). This represents a 16% increase over the prior year.</p> <p>Relationships - this summary measure describes the degree to which families experience positive relationships in their school based on respect, care and approachability: 95% (compared with 71% for a typical YouthTruth school and 76% for a typical So Co school). This represents a 12% increase over the prior year.</p>	<p>Relationships: There will be a 2% increase annually of families reporting experiencing positive relationships in their school based on respect, care and approachability. 89% in 2022 91% in 2023 93% in 2024</p> <p>Culture: There will be a 5% increase annually of families reporting they believe their school fosters shared goals, respect, fairness, and diversity. 78% in 2022 83% in 2023 88% in 2024</p> <p>Communication &amp; Feedback: There will be a 5% increase annually of families reporting that there are open and effective lines of communication between families and schools 76% in 2022</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>for a typical YouthTruth school)</p> <p>Communication &amp; Feedback - this summary measure describes the degree to which there are open and effective lines of communication between families and schools: 71% (compared with 63% for a typical YouthTruth school)</p> <p>Resources - this summary measure describes the degree to which families believe that their school deploys the necessary resources to support students: 69% (compared with 62% for a typical YouthTruth school)</p> <p>School Safety - this summary measure describes the degree to which families believe that their school is a safe place</p>	<p>Culture - this summary measure describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity: 86% (compared with 64% for a typical YouthTruth school and 66% for a typical So Co school). This represents a 13% increase over prior year.</p> <p>Communication &amp; Feedback - this summary measure describes the degree to which there are open and effective lines of communication between families and schools: 85% (compared with 56% for a typical YouthTruth school. This represents a 14% increase over prior year.</p>	<p>represents no change over prior year.</p> <p>Culture - this summary measure describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity: 73% (compared with 63% for a typical YouthTruth school and 66% for a typical So Co school). This represents a 13% decrease over prior year., although it is still higher than a typical YT or So Co school.</p> <p>Communication &amp; Feedback - this summary measure describes the degree to which there are open and effective lines of communication between families and schools: 80% (compared with 54% for a typical</p>	<p>Culture - this summary measure describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity: 89% (compared with 73% for a typical YouthTruth school and 86% for a typical So Co school). This represents a 16% increase over the prior year.</p> <p>Communication &amp; Feedback - this summary measure describes the degree to which there are open and effective lines of communication between families and schools: 82% (compared with 55% for a typical YouthTruth school and 57% for a typical So Co school). This represents a 2%</p>	<p>81% in 2023 85% in 2024</p> <p>Resources: There will be a 5% increase in families reporting they believe that their school deploys the necessary resources to support students. 74% in 2022 79% in 2023 84% in 2024</p> <p>School Safety: There will be a 6% increase annually of families reporting they believe that their school is a safe place for students. 71% in 2022 77% in 2023 84% in 2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>for students: 65% (compared with 52% for a typical YouthTruth school)</p>	<p>Resources - this summary measure describes the degree to which families believe that their school deploys the necessary resources to support students:74% (compared with 62% for a typical YouthTruth school and 64% for a typical So school). This represents 5% increase over prior year.</p> <p>School Safety - this summary measure describes the degree to which families believe that their school is a safe place for students: 76% (compared with 56% for a typical YouthTruth school and 57% for a typical So Co school). This represents a 11% increase over prior year.</p>	<p>YouthTruth school and 57% for a typical So Co school). This represents a 5% decrease over prior year, although it is still higher than a typical YT or So Co school.</p> <p>Resources - this summary measure describes the degree to which families believe that their school deploys the necessary resources to support students: 71% (compared with 60% for a typical YouthTruth school and 62% for a typical So school). This represents 3% decrease over prior year, although it is still higher than a typical YT or So Co school.</p> <p>School Safety - this summary measure describes the degree to which families believe that their school is a safe place for students: 61%</p>	<p>increase over the prior year.</p> <p>Resources - this summary measure describes the degree to which families believe that their school deploys the necessary resources to support students: 87% (compared with 61% for a typical YouthTruth school and 61% for a typical So school). This represents a 16% increase over the prior year.</p> <p>School Safety - this summary measure describes the degree to which families believe that their school is a safe place for students: 82% (compared with 53% for a typical YouthTruth school and 53% for a typical So Co school). This represents a 21% increase over the prior year.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(compared with 54% for a typical YouthTruth school and 57% for a typical So Co school). This represents a 15% decrease over prior year. although it is still higher than a typical YT or So Co school		
Sign in sheets and teacher report	<p>Due to the COVID-19 pandemic, conferences were not held in the Spring of 2019-20.</p> <p>In 2020-21 school year 65.9% of Community School parents attended the Community School Spring ILP conference, as measured through sign-in sheets and teacher report. N=47</p>	In the 2021-22 school year 55% of parents attended the Community School Spring ILP conference, as measured through sign-in sheets and teacher report. N=53. this represents a 10.9% percent decrease over prior year.	In the 2022-23 school year 75% of parents attended the Community School Spring ILP conference, as measured through sign-in sheets and teacher report. N=68 this represents a 20% percent increase over prior year.	In the 2023-24 school year 79% of parents attended the Community School Spring ILP conference, as measured through sign-in sheets and teacher report. N=62 this represents a 4% percent increase over prior year.	Increase by 30% the number of parents attending the Community School Spring ILP conference. Target = 95.9%
Efforts to seek parent input via survey.	In January of 2021, 53% (N=29) of Community School parents completed a survey soliciting parent input. This	In January of 2022, 57% (N=40) of Community School parents completed a survey soliciting parent input. This	In January of 2023, 83% (N=56) of Community School parents completed a survey soliciting parent input. This	In January of 2024, 86% (N=48) of Community School parents completed a survey soliciting parent input. This	Increase by 30% the number of Community School parents completed a survey soliciting

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	represents a 34.4% increase.	represents a 4% increase over prior year.	represents a 26% increase over prior year.	represents a 3% increase over prior year.	parent input. Target = 83%
New metric: Parent response to the YouthTruth survey question: My school sets high expectations for students.	Baseline 2021-22: When responding to the YouthTruth survey question, My school sets high expectations for students, 55% of families agreed or strongly agreed.	New metric	2022-23: When responding to the YouthTruth survey question, My school sets high expectations for students, 67% of families agreed or strongly agreed. This represents a 12% increase over prior year.	2023-24: When responding to the YouthTruth survey question, My school sets high expectations for students, 78% of families agreed or strongly agreed. This represents an 11% increase over prior year.	Increase by 10% annually the percent positive of parent response to the YouthTruth question, 'My school sets high expectations for students'.  55% in 2022 65% in 2023 75% in 2024

## 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 following actions were implemented to make progress toward achievement of the goal of employing a wide range of strategies to encourage parent involvement for all students. (including English Learners, low income, foster youth and students with disabilities). There were no substantive differences in planned actions and actual implementation of those actions.

Support staff was provided for truancy intervention, including bilingual parent outreach. Work with agencies to offer parent support and services continued. Parent/family engagement in programming was measured through parent survey, meeting records and/or agency report. (5.1)

Bilingual staff was provided to translate all materials/school communications, provide translation services at meetings and provide outreach to Spanish-speaking families . (5.2)

Take Aways/Challenges:



When parents engage as partners in their child's education, student success and positive outcomes increase. There is an identified need to build on recent successes with parent engagement events by continuing to monitor and evaluate methods of parent outreach, including continued work with agencies to offer parent support and services. This is especially important, given the influx of new families we are serving this school year.

#### Successes:

Methods of parent outreach continue to be monitored and evaluated. A case management approach seems to have a positive impact on outcomes. Collaboration and communication with outside agencies working with students and families continued. All outreach and services were implemented this school year. (5.1)

Parent engagement is a priority as we encourage parents to partner with us in educating their children. Parents/guardians in the Community School program participated in a YouthTruth survey in January 2024 about their perceptions of the school program in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.

The following lists areas in which parent average rating was greater than 3.5 out of 5. We saw positive increases in all key measures, and all percent positives were higher than typical YouthTruth and Sonoma County schools. In January of 2024, 86% (N=48) of Community School parents completed a survey soliciting parent input. This represents a 3% increase over prior year.

**Engagement** - this summary measure describes the degree to which families are engaged in their school and empowered to influence decision making: 86% (compared with 47% for a typical YouthTruth school and 53% for a typical So Co school). This represents a 16% increase over the prior year.

**Relationships** - this summary measure describes the degree to which families experience positive relationships in their school based on respect, care and approachability: 95% (compared with 71% for a typical YouthTruth school and 76% for a typical So Co school). This represents a 12% increase over the prior year.

**Culture** - this summary measure describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity: 89% (compared with 73% for a typical YouthTruth school and 86% for a typical So Co school). This represents a 16% increase over the prior year.

**Communication & Feedback** - this summary measure describes the degree to which there are open and effective lines of communication between families and schools: 82% (compared with 55% for a typical YouthTruth school and 57% for a typical So Co school). This represents a 2% increase over the prior year.

**Resources** - this summary measure describes the degree to which families believe that their school deploys the necessary resources to support students: 87% (compared with 61% for a typical YouthTruth school and 61% for a typical So school). This represents a 16% increase over the prior year.

School Safety - this summary measure describes the degree to which families believe that their school is a safe place for students: 82% (compared with 53% for a typical YouthTruth school and 53% for a typical So Co school). This represents a 21% increase over the prior year.

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

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

A case management approach seems to have a positive impact on outcomes. Collaboration and communication with outside agencies working with students and families continued. All outreach and services were fully in person this school year. (5.1)

Translation services (both oral and written) are meeting program needs and greatly enhance our ability to serve our Spanish-speaking families. (5.3)

Parent engagement is a priority as we encourage parents to partner with us in educating their children. Parents/guardians in the Community School program participated in a YouthTruth survey in January 2024 about their perceptions of the school program in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.

The following lists areas in which parent average rating was greater than 3.5 out of 5. We saw positive increases in all key measures, and all percent positives were higher than typical YouthTruth and Sonoma County schools. In January of 2024, 86% (N=48) of Community School parents completed a survey soliciting parent input. This represents a 3% increase over prior year.

Engagement - this summary measure describes the degree to which families are engaged in their school and empowered to influence decision making: 86% (compared with 47% for a typical YouthTruth school and 53% for a typical So Co school). This represents a 16% increase over the prior year.

Relationships - this summary measure describes the degree to which families experience positive relationships in their school based on respect, care and approachability: 95% (compared with 71% for a typical YouthTruth school and 76% for a typical So Co school). This represents a 12% increase over the prior year.

Culture - this summary measure describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity: 89% (compared with 73% for a typical YouthTruth school and 86% for a typical So Co school). This represents a 16% increase over the prior year.

Communication & Feedback - this summary measure describes the degree to which there are open and effective lines of communication between families and schools: 82% (compared with 55% for a typical YouthTruth school and 57% for a typical So Co school). This represents a 2% increase over the prior year.

Resources - this summary measure describes the degree to which families believe that their school deploys the necessary resources to support students: 87% (compared with 61% for a typical YouthTruth school and 61% for a typical So school). This represents a 16% increase over the prior year.

School Safety - this summary measure describes the degree to which families believe that their school is a safe place for students: 82% (compared with 53% for a typical YouthTruth school and 53% for a typical So Co school). This represents a 21% increase over the prior year.

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.

Upon reflection of prior practice, the planned goal, metrics, desired outcomes and actions will remain in place for the coming year. We will build on recent family engagement events (Family Appreciation-LCAP Engagement, Making Wellness Exhibition of Learning, Year-End Awards) as we plan for the 2024-25 school year.

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

# Goals and Actions

## Goal

Goal #	Description
6	Goal 6: Maintain countywide collaborative process for monitoring and updating/revising the plan to address educational services for expelled youth. Continue to provide equal educational opportunities and programming for all expelled youth enrolled in SCOE Alt Ed program.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Referral and enrollment data. Alternative Education/Student Services Administrators meeting agendas. Updated 922 Plan	In the 2020-21 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students.  922 Plan agreements were implemented.  Triennial review and update of the 922 Plan will occur in June 2021.	In the 2021-22 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students.  922 Plan agreements were implemented.	In the 2022-23 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students.  District readmit rate increased over prior year. Methods for capturing this data need to be refined.  922 Plan agreements were implemented.	In the 2023-24 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students.  District readmit rate increased over prior year. Methods for capturing this data need to be refined.  922 Plan agreements were implemented.  Triennial review and update of the 922 Plan will occur in June 2024.	Continue to provide services to 100% of qualifying expelled students.  Increase district readmit rate.  Complete triennial review and update of the Countywide Plan for Serving Expelled Youth (922 Plan) in Spring of 2027.

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

## Goal Analysis

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

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

The following actions were implemented to make progress toward achievement of the goal of maintaining a countywide collaborative process for monitoring and updating/revising the plan to address educational services for expelled youth and continuing to provide equal educational opportunities and programming for all expelled youth enrolled in SCOE Alt Ed program. There were no substantive differences in planned actions and actual implementation of those actions.

Implementation of county-wide 922 Plan was monitored. (6.1)

**Successes:**

There is strong collaboration between districts and SCOE related to implementation of the county-wide 922 Plan and provision of educational services for expelled students. There was increase this year in dialogue with districts about individual cases. More technical support was provided as new district student services staff came on board.

**Challenges:**

There is an ongoing need to monitor identified gaps in service to expelled students. Moving forward, SCOE hopes to further engage our district partners in dialogue related to how to look differently at the ways we provide alternative education services to our students (both while in district and in the SCOE Alternative Ed program).

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 and/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.

Provision of services for expelled students in evaluated throughout the school year, both through informal 1:1 conversations with district partners but also through formal quarterly convening of the Alternative Education/Student Services Administrator meetings. The collaborative culture that has been established and fostered around this assists in ensuring that the identified actions aid in making progress toward the goal.

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

Upon reflection of prior practice, no changes were made to the planned goal, metrics or actions for the coming year. A desired outcome related to increasing student readmission rate to district was added. An area of focus moving forward is to more deeply engage in dialogue with districts around providing services and supports to students situated furthest from opportunity. Student transportation to SCOE programs for expelled students continues to be a barrier cited by families and partner districts.

**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
7	Goal 7: The FYS Coordinator will continue to work with a variety of agencies to insure that appropriate services are provided to foster youth and that school, district, partner agencies, and Human Services personnel are informed about Foster Youth Education regulation and best practice for improving educational outcomes for foster youth.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation rate calculation	<p>Data is not yet available for the 2020-21 school year.</p> <p>For the 2019-20 school year there were 29 students identified as youth in foster care who were enrolled in grade 12. Two of the students in this group were students with Individual Education Plans on-track to complete certificates of completion and continue to 18-22 transition programs. Of the 27 students working towards a</p>	<p>Data from the Foster Focus database for 2020-21 school year reflects the following:</p> <p>A total of 21 students who were identified as Foster Youth were enrolled in Sonoma County schools for at least one day during the 20-21 school year.</p> <p>Of the total 21 students, 1 was enrolled during the 20-21 school year in an 18-22 transition program through their Individual Education Plan (IEP). The goal</p>	<p>Data from the Foster Focus database for 2021-22 school year reflects the following:</p> <p>27 total students were enrolled in grade 12 in any LEA in Sonoma County. Of these 27 students, 18 completed high school. This is a graduation rate of 66%. (Of the 18 graduates, 1 completed by passing the GED, and 3 earned certificates of completion.</p> <p>There were a total of</p>	<p>Data from the Foster Focus database for the 2022-23 school year reflects the following:</p> <p>21 total students were enrolled in grade 12 in Sonoma County LEAs (16 students were enrolled in public schools, and 5 were enrolled in non-public schools (NPS).</p> <p>Of these 21 students, 15 graduated (12 public, and 3 NPS) completed high school. This is a graduation rate of</p>	<p>By 2023-24 the goal is to have a cumulative increase of 3% (1% per school year) from the 2019-20 graduation rate of 81% to 84%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>high school diploma, 22 completed the requirements. This represents a graduation rate of 81%.</p>	<p>of this program is for the student to complete a certificate of completion, not a high school diploma.</p> <p>One student was enrolled as a 5th year senior during the 20-21 school year.</p> <p>One student was no longer enrolled in a school outside of Sonoma County when the 20-21 school year ended.</p> <p>Of the remaining 18 students, 13 students graduated through completing a high school diploma. This represents a graduation rate of 72%</p>	<p>15 youth in foster care who were enrolled in grade 12 in a school district in Sonoma County other than SCOE. Of the total 15 12th grade students, 10 graduated with a diploma and one with a certificate of completion, for a total of 11 graduates. This represents a graduation rate of 73%.</p> <ul style="list-style-type: none"> <li>• ----- -----</li> </ul> <p>SCOE LEA Data:</p> <p>A total of 68 students who were identified as Foster Youth were enrolled in the Sonoma County Office of Education LEA for at least one day during the 21-22 school year. The LEA is comprised of SCOE Special Education and Alternative Education Programs.</p> <p>Of the 68 total students, 13 were in</p>	<p>71.4%. Of the 15 graduates, 14 received a diploma and and 1 earned certificates of completion.</p> <p>SCOE LEA Data: A total of 72 students who were identified as Foster Youth were enrolled in the Sonoma County Office of Education (SCOE) LEA for at least one day during the 2022-23 school year.</p> <p>The LEA includes our Special Education and Alternative Education Programs.</p> <p>38 in the Sonoma County Court School, 8 Alt ed, 20 NPS, and 5 Special education students were identified as Foster Youth</p> <p>19 were in 12th grade; 7 graduated, for a rate of 37%</p>	



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>grade 12. Of these, 8 in the SCOE Nonpublic Schools Program, 2 in the SCOE Special Education Program, and 3 in SCOE Alternative Education Programs.</p> <ul style="list-style-type: none"> <li>• ----- -----</li> </ul> <p>Alternative Education Data:</p> <p>24 students who were identified as Foster Youth were enrolled in Sonoma County Office of Education Alternative Education Programs (Court School and Alternative Education) for at least one day during the 21-22 school year.</p> <p>Of the total 24 students, 3 were in grade 12 during the 21-22 school year. All three of these students have completed a the requirements for and</p>	<p>1 Special education was in grade 12 and they graduated with a diploma - 100% completion rate</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>been issued a high school diploma.</p> <p>One of the students returned for the 2022-23 school year and earned their diploma in spring of 2023.</p> <p>The graduation rate for Sonoma County Office of Education Alternative Education students identified as youth in foster care is 100%.</p> <ul style="list-style-type: none"> <li>• ----- -----</li> </ul> <p>Special Education Data:</p> <p>44 students who were identified as Foster Youth were enrolled in the Sonoma County Office of Education Special Education Programs for at least one day during the 21-22 school year.</p> <p>10 of these students were in grade 12. Of the 10 students who</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			were enrolled in SCOE Special Education programs, 6 graduated (1 by passing the GED, 2 by earning certificates of completion) This represents a graduation rate of 60%.		
Records transfer data.	Data is not yet available for the 2020-21 school year.  Data for 2019-20 reflects that, records were transferred within 48 hours 100% of the time.	Data for 2020-21 reflects that records were transferred within 48 hours 100% of the time.	Data for 2022 - 23 reflects that records were transferred within 48 hours 100% of the time.	Data for 2023-24 reflects that records were transferred within 48 hours 100% of the time.	In 2023-24 data will indicate that all records requests are processed within 48 hours.
Number of AB490 trainings provided  Student education and planning meetings attended  Multi-agency collaborative meetings attended	Data is not yet available for the 2020-21 school year.  During the 2019-20 school year, the FYSCP Coordinator engaged in specific activities noted below. Due to the unexpected shift to distance learning and work from home that	During the 2020-21 school year, the FYSCP Coordinator engaged the specific activities noted below. Many of these activities continued to be conducted in virtual format.  <ul style="list-style-type: none"> <li>• 22 AB 490 and FY Education</li> </ul>	During the 2022-23 school year, the FYSCP Coordinator engaged the specific activities noted below. Many of these activities continued to be conducted in virtual format.  <ul style="list-style-type: none"> <li>• 25 AB 490 and FY Education</li> </ul>	During the second half of the 2023-24 school year (from January, 2024):  <ul style="list-style-type: none"> <li>• 10 AB 490 Trainings were provided</li> <li>• FYSCP staff participated in 50</li> </ul>	For 2023-24, data collected regarding professional development, technical assistance, collaboration, and student support activities will reflect a 5% increase from the 2019-20 baseline data. Service delivery will meet or exceed:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Technical assistance provided to Human Services staff</p>	<p>took place in the spring, these activities were updated to virtual formats.</p> <ul style="list-style-type: none"> <li>• 15 AB 490 Trainings were provided</li> <li>• FYSCP staff participated in 136 Student Education and Planning Meetings</li> <li>• FYSCP staff participated in 112 multi-agency collaborative meetings</li> <li>• FYSCP staff provided 57 co-located and virtual office hours that provided technical assistance to HSD staff. The data</li> </ul>	<p>Training Sessions</p> <ul style="list-style-type: none"> <li>• 123 Student specific education and foster care placement planning meetings</li> <li>• 64 Multi-Agency Collaborative Meetings</li> <li>• Co-location Hours remained paused due to Covid-related restrictions still in place at SCHSD - FY&amp;C facilities and offices. This activity is anticipated to resume during the 2022-23 school year.</li> </ul>	<p>Training Sessions</p> <ul style="list-style-type: none"> <li>• 134 Student specific education and foster care placement planning meetings</li> <li>• 72 Multi-Agency Collaborative Meetings</li> <li>• Co-location Hours remained paused due to remote work options still in place at SCHSD - FY&amp;C facilities and offices. The FYSCP Coordinator has been speaking to SCHSD, FY&amp;C leadership in</li> </ul>	<p>Students specific education and foster care planning meetings</p> <ul style="list-style-type: none"> <li>• FYSCP staff participated in 33 multi-agency collaborative meetings</li> <li>• The co-location hours were paused in January, 2024, due a change in the FYSCP Coordinator. SCOE FYSCP continues to meet with SCHSD, FY&amp;C leadership and staff via online platforms, in-person, and</li> </ul>	<ul style="list-style-type: none"> <li>• 16 AB 490 Trainings</li> <li>• 142 Student Education and Planning Meetings</li> <li>• 118 Multi-Agency Collaborative Meetings</li> <li>• 60 co-located hours</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>provided for technical assistance to social workers is based upon the weekly amount of weekly co-location time during which the Coordinator is on-site at SCHSD and available to social workers in person. It does not reflect the "no wrong door" technical assistance that is available on-demand to social workers through phone and email access to the</p>		<p>order to resume in-person co-located time. This activity is anticipated to resume during the 2023-24 school year.</p>	<p>over the phone.</p>	

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

## 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.

For the 2023-24 school year, Sonoma County students averaged between 40-50 hours, accessing additional academic support provided virtually through Tutor Me.

The graduation rate increased 5.4% in the 2022-23 school year.

According to data Dataquest and the CDE, the percentage of K-12 foster youth who graduated overall in Sonoma County increased by 2.2%.

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 was not a material difference in the planned percentage of improved services and estimated actual percentage 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.

The specific actions are directly tied to the goal identified: That the FYS Coordinator will continue to work with a variety of agencies to ensure that appropriate services are provided to foster youth and that school, district, partner agencies, and Human Services personnel are informed about Foster Youth Education regulation and best practice for improving educational outcomes for foster youth.

There was a change in the person serving in the FYSCP Coordinator role. The decrease in the amount of hours spent in training sessions and multi-agency meetings reflects this change.

This change also necessitated the co-location hours being paused in January, 2024. SCOE FYSCP continues to maintain a partnership with and to meet with SCHSD, FY&C leadership, and other community organizations and agencies.

As a result of the specific actions taken during the 2023-24 school year, the appropriate support services were provided. The FYS outcome data reflects high levels of collaboration and student support which contributes to the 23-24 student academic performance data.

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.

To provide additional support in the coming years, the FYSCP is recruiting an additional staff member who is anticipated to start in Fall 2024. This person will be responsible for supporting students and families to sign-up for supports, tracking participation, creating incentives, and working with and educating students about post-secondary options.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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



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

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

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

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

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

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

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

California Department of Education  
November 2023



# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sonoma County Office of Education	Angela Scardina Director of Alternative Education-Student Support Services	ascardina@scoe.org (707) 522-3322

## 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.

Sonoma County covers over 1,500 square miles with an estimated 47,152 (as of April 30, 2024) residents. There are 40 separate school districts, nine separate cities and large unincorporated rural and semi-rural areas. Socioeconomic conditions within the county vary widely,

including a spectrum from wealthy winery owners and retired corporate millionaires to suburban families, migrant farm workers and Native American residents living on isolated reservations. Highway 101 serves as a corridor linking the north county communities to Santa Rosa, the county's primary urban area with an estimated population of 176,527 and the southernmost city of Petaluma.

Although the majority of the county's population (60.6%) is white, 39.4% of the county's population is made up of minorities, with Latinos representing 28.9% of the total. In the county schools, Latinos represent 50.5% of the total youth population and 54.4% of the total youth population is considered economically disadvantaged. Enrollment in Sonoma County schools had been steadily decreasing in recent years. In 2022-23, enrollment in Sonoma County schools was 64,357.

The Sonoma County Office of Education (SCOE) Alternative Education Program provides education for students (grades 7-12) who have had difficulty in the traditional school setting or in the community. Daily academic instruction is provided for students who are detained or referred by districts because of expulsion, who self-select, or who benefit from a program based on alternative instructional strategies. The program has two "schools": Court School and Community School. In the 2023-24 school year, the program served approximately 82 students daily and over 300 students annually from throughout the county.

The Community School Program provides an alternative learning environment for 12 to 18 year-old students in grades 7-12 who may be experiencing difficulties in a traditional school setting or who may be exhibiting negative behavior patterns in school or in the community. This program serves students who have been expelled from school, identified as habitually truant, placed on probation by the court, or otherwise referred by a school district, probation, or social service agency. The Community School program includes an Independent Study option and a Teen Parent Program. The emphasis of the Community School Program is to reestablish the educational direction of students and to provide them and/or transition them to a learning environment that meets their needs. Counseling and other support services are provided by program staff and community agencies. In the 2023-24 school year, 80% of SCOE Alternative Ed Community School students were identified as socioeconomically disadvantaged, including those students that are eligible for Free and Reduced Price Meals (49.2%). Additionally, 5.8% of students were identified as Foster Youth, 28.3% were identified as English Learners. The Community School program served 120 (unduplicated) students in the 2023-2024 school year. The Community School program receives Equity Multiplier funds, which provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent.

The Court School Program provides educational services to students who are incarcerated. The Juvenile Justice Center serves girls and boys, ages 12 to 18, who have been arrested and booked on criminal charges and are serving time or awaiting disposition by the court. In the 2023-24 school year, 100% of SCOE Court School students were identified as socioeconomically disadvantaged, including those students that are eligible for Free and Reduced Price Meals (100%). Additionally 12.5% of students were identified as Foster Youth and 21.5% of students were identified as English Learners. The Court School program served 193 students (unduplicated count) in the 2022-23 school year. The Court School program has served 222 students to date (5/24/2024) in the 2023-2024 school year. The Court School program receives Equity Multiplier funds, which provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent.

The Sonoma County Office of Education is utilizing our Juvenile Court and Community School Base Grant to continue to expand academic intensive intervention services, social-emotional supports, counseling and enrichment activities for all students. These funds will be utilized to

support the goals identified in our plan which includes increasing career technical education courses, increasing dual enrollment at the junior college expanding work-based learning opportunities, college and career counseling, transition counseling, mental health and wellness support services and increasing the number of students who complete high school graduation requirements. The Student Enrichment and Support Block Grant will ensure that our students have the opportunity to engage in a relevant and rigorous academic program, with embedded supports tailored to their unique needs. Funds will be leveraged to ensure that staff members engage in research based professional learning that ensures a rigorous, relevant and coherent standards based curriculum emphasizing student voice, choice and agency that serves to meet the needs of all of our students.

The SCOE Special Education Program provides educational services to students placed by their Local Education Agency/District of Special Education Accountability in SCOE Special Education classrooms. SCOE Special Education operates 26 classrooms located on district comprehensive campuses within Sonoma County. SCOE Special Education classrooms serve students ages 3 - 22. In the 2022-23 school year, 43 % of students were identified as socioeconomically disadvantaged; 1.4 % were identified as Foster Youth; 15.4 % were identified as English Learners; and, 1.9 % were identified as Homeless. All students placed in the SCOE Special Education Program are students identified with a disability eligible for special education services; 100 % of students are identified as a student with a disability. In 2022-2023, SCOE Special Education Program Classes served 214 students (unduplicated count).

#### Dashboard Performance Indicators:

Data obtained from the CA School Dashboard was used to identify SCOE (Sonoma County Alternative Education Programs, Sonoma County Court, and Sonoma County Special Education) as an LEA eligible for Technical Assistance/Differentiated Assistance. SCOE is eligible for its Socioeconomically Disadvantaged student group for College and Career (30 students identified) and Graduation Rate (34 students identified).

SCOE has been working with CDE and three other COE's (Humboldt, Solano and Alameda) to discuss the idea of forming a COE consortia for DA support. In the group's initial meeting, the following was reviewed/discussed:

Background of each COE (information of schools, what indicators/student groups identified for DA)

How could this work?

What are the needs of each COE?

What are the strengths of the collective?

Where and when to meet for an initial meeting?

## Reflections: Annual Performance

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

Review of the California School Dashboard and local data led to the following reflection on performance.

While no school or student group received a "red" on the Sonoma County Alternative Education Programs dashboard, upon reflection of the available data we notice the following:

In the Alternative Education Programs a slight increase was realized in the number of students scoring at proficiency/grade level in English Language Arts utilizing IXL. IXL's Diagnostic is a flexible tool that reveals exactly what students know and helps teachers/staff take actionable steps to foster growth at every level, while creating a personalized action plan for each student. Staff continues to be supported in expanding their use of the IXL program beyond diagnostics into content area material.

Teachers expanded their use of alternatives to traditional textbooks:

Teacher Learning Community work this year included professional development related to the History-Social Science framework, culminating in the development of a curated primary source reader, with Inquiry-based learning as the pedagogical focus. Teachers have been supported in their efforts to continue to expand their use of alternatives to traditional textbooks by utilizing other resources and sharing these resources with each other. These resources are easily accessible in the Teacher Handbook, which teachers are able to access via Google Drive.

Teacher professional development related to implementation of 21st century instructional strategies, including alternative methods of assessing student work and content mastery:

All teachers continue to participate in professional development related to implementation of 21st century instructional strategies including alternative methods of assessing student work and content. Current year areas of focus includes professional development related to the History-Social Science Framework and the continuous improvement work of setting goals through the lens of what matters most in our school program - identifying what is working well and what barriers exist to achieving goals. We continue to work to identify meaningful data points that more accurately reflect who our students are and what strengths and potential they bring. Work includes designing a school system/program that draws on those strengths, while supporting students in areas in which they are experiencing challenges or difficulties. The Special Education Program adopted the use of the Student Annual Needs Determination Inventory (SANDI) and provided teachers with professional development in classes for students with severe disabilities.

Community School attendance rates remain stubbornly below 70% (down from a high of 75% at the outset of the COVID-19 pandemic). Community School chronic absenteeism rate for the 2022-23 school year, as reported in DataQuest was 77.2% - this represents a 5.2% decrease over prior year. Special Education chronic absenteeism rate is 57.4 %.

While not at desired levels, the graduation rate in both Community School (11%) and Court School (7.7%) increased in 2023. The graduation rate in Special Education is 41.7 %.

Credit acquisition rates continue to be below desired levels - decreases were experienced in both the Community and Court School programs.

Student dual enrollment in Santa Rosa Junior College (SRJC) courses continues to be a challenge. With the addition of a full-time Work Based Learning Coordinator and the filling of the school counselor position (late in this school year) we can increase efforts to support students in enrolling in and successfully completing junior college classes and/or A-G coursework.

CTE course offerings: Although there was a decrease in numbers of students earning course credit, we saw an increase in the numbers of students earning full semester credit. Additionally 61% of students reported that they had experienced high quality CTE of work-based learning this year.

District readmit rates: We realized an increase in Fall district readmission rates.

Dropout rates in both Community and Court School decreased.

Suspension rate: We realized a decrease in the Community School suspension rate for the Fall semester.

ELPAC - We realized an increase in percent of students scoring at proficiency/Level 4: 20% percent achieved proficiency (Level 4). Increase in numbers of Community School students meeting standards to be redesignated as Fluent English Proficient..

Parent Engagement: In the 2023-24 school year 79% of parents attended the Community School Spring ILP conference, as measured through sign-in sheets and teacher report. N=62 this represents a 4% percent increase over prior year. 80% of parents attended the Court School Spring ILP conference. In January of 2024, 86% (N=48) of Community School parents completed a survey soliciting parent input. This represents a 3% increase over prior year.

The YouthTruth Survey was again administered to our staff, students and families in the Alternative Education Programs. The YouthTruth Survey is also given to students, and families in the Special Education Program; this data is reported to the placing LEA/DSEA. For the Alternative Education Programs, areas in which we saw an increase in favorable response include:

Students:

When surveyed, 67% of Community School students agreed or strongly agreed that their teachers give them assignments that help them to better understand the subject. This represents a 3% increase over prior year.  
43.8% of Court School students agreed or strongly agreed that their teachers give them assignments that help them to better understand the subject.

When responding to the YouthTruth survey question, How many of your teachers connect what you're learning. in the class with your life outside of school, 36% of students agreed or strongly agreed. This represents a 5% increase over prior year.

YouthTruth engagement summary measure (this summary measure describes the degree to which students perceive themselves as engaged with their school and their education. Community School: 3.53 mean out of 5.0 (61st percent nationally). This represents a .03 increase over prior year. Court School: 3.59 mean out of 5.0.

When responding to the YouthTruth survey, 61% of Community School students said they had experienced high-quality career technical and/or work-based learning. This represents a 25% increase over prior year.

When responding to the YouthTruth survey question: Discipline in this school is fair, 52% of Community School students agreed or strongly agreed. This represents a 6% increase over prior year.

## Parents/Families:

Parents/guardians in the Community School program participated in a YouthTruth survey in January 2023 about their perceptions of the school program in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.

The following lists areas in which parent average rating was greater than 3.5 out of 5.

**Engagement** - this summary measure describes the degree to which families are engaged in their school and empowered to influence decision making: 86% (compared with 47% for a typical YouthTruth school and 53% for a typical So Co school). This represents a 16% increase over the prior year.

**Relationships** - this summary measure describes the degree to which families experience positive relationships in their school based on respect, care and approachability: 95% (compared with 71% for a typical YouthTruth school and 76% for a typical So Co school). This represents a 12% increase over the prior year.

**Culture** - this summary measure describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity: 89% (compared with 73% for a typical YouthTruth school and 86% for a typical So Co school). This represents a 16% increase over the prior year.

**Communication & Feedback** - this summary measure describes the degree to which there are open and effective lines of communication between families and schools: 82% (compared with 55% for a typical YouthTruth school and 57% for a typical So Co school). This represents a 2% increase over the prior year.

**Resources** - this summary measure describes the degree to which families believe that their school deploys the necessary resources to support students: 87% (compared with 61% for a typical YouthTruth school and 61% for a typical So school). This represents a 16% increase over the prior year.

**School Safety** - this summary measure describes the degree to which families believe that their school is a safe place for students: 82% (compared with 53% for a typical YouthTruth school and 53% for a typical So Co school). This represents a 21% increase over the prior year.

When responding to the YouthTruth survey question, My school sets high expectations for students, 78% of families agreed or strongly agreed. This represents an 11% increase over prior year.

## Areas in which we saw a decrease in favorable response (Community School):

### Students:

YouthTruth academic challenge summary measure (the degree to which students feel they are challenged by their coursework and teachers) 3.61 mean out of 5 (56th percentile nationally). This represents a .14 decrease over prior year.

When responding to the YouthTruth survey question, Have you ever seriously considered dropping out of high school?, 31% overall said yes. (Compared with 20% for a typical YT school and 18% for a typical So Co school). This reflects an 5% increase over prior year.

44% of students report favorable relationships with adults at their school. This represents a 1% decrease from prior year.

47% of students report favorable engagement with their school. This represents a 5% decrease over prior year.

34% of students report a favorable culture at their school. This represents a 5% decrease from the prior year.

47% of student reported favorable academic challenge at their school. This represents an 8% decrease from the prior year.

40% of students reported favorable college & career readiness at their school. This represents a 6% decrease from the prior year.

Staff: When surveyed, 20% of staff agree or strongly agree that their professional development over the last year has provided them with teaching strategies to better meet their students' needs. This represents an 80% decrease from the prior year.

When surveyed, 30% of staff agree or strongly agree that their professional development over the last year has provided them with content support. This represents a 53% decrease from the prior year.

#### Other Challenges/Reflections:

There continues to be a need for academic intensive intervention services, social-emotional supports, counseling and enrichment activities for all students. Teacher direct instruction and support services continue to be prioritized for students who continue to struggle post-pandemic. We will continue to prioritize providing a high-quality instructional program by following best practices in the areas of: curriculum selection and instructional delivery models; assessment practices and policies, including local and statewide assessments; services to special populations, including students with disabilities, socioeconomically disadvantaged students, English Learners, homeless and foster youth; access and use of instructional technology and expanded learning opportunities.

English learners continue to benefit from additional support to re balance and refocus on the task of learning and being productive in the school community with the goal to achieve the same rigorous grade-level academic language standards that are expected from all students within a reasonable period of time. To accomplish these goals, we will continue building on our existing English Language Development (ELD) program to ensure that all English learners receive a comprehensive program of both designated and integrated English language development (ELD) instruction targeted to their proficiency level and appropriate academic instruction in a language acquisition program. We are being supported in this effort by SCOE's English Learner Specialist whom we consult with on a regular basis to review and make necessary modifications to both our Integrated and Designated ELD programs.

Due to our relatively small enrollment numbers, we often do not have a large enough N size to receive data from standardized tests. However, we realize that work still needs to be done to insure that students are adequately prepared to take the CAASPP/SBAC assessments and that teachers are familiar with and utilizing all aspects of the test system (i.e., Practice Tests, Interim Assessments, Digital Library, etc.). Teachers will continue to be trained in administration of the test and classroom practice will be monitored to insure implementation/utilization of test tools and resources. Work will continue in the 2024-25 school year related the development and implementation of a balanced assessment system (diagnostic, formative, interim and summative). The IXL program was again utilized this year as a diagnostic tool for reading, language arts and mathematics. Next steps include working with the vendor in curating meaningful data



from these assessments. Teachers will also continue to be supported in more fully utilizing the program (beyond the diagnostic snapshots) with the students.

Work will continue on utilizing data to determine student needs and the impact of actions on student success. This work will include continued professional learning in the use of diagnostics and its practice in the classroom and instructional best practices. In many cases we do not have a statistically significant N size for standardized assessments due to our small enrollment numbers. This necessitates that we identify and utilize the most meaningful data we have. Since our population is fairly transient we will increase our efforts around looking at data for our long-term students.

Attendance rates in the Community School program continue to be below desired levels. Work still needs to be done to reach pre-pandemic rates. Evaluation of attendance incentives is ongoing and will be measured for impact. Collaboration with outside agencies and programs (i.e., Keeping Kids in School) has had some positive impact. We will continue to expand the case management model to more students to help improve attendance rates. It is expected that as attendance rates increase, the chronic absenteeism rate will decrease. We will continue to implement actions and services to increase student engagement in curricular and co-curricular activities, with the belief that increased student engagement will lead to increased attendance rates. Transportation remains a barrier to student attendance, as evidence by YouthTruth survey and Family Engagement feedback.

Sonoma County Special Education had students in the lowest performance level on two state indicators on the 2023 Dashboard as follows:

ELA/Math:  
Hispanic  
Socioeconomically Disadvantaged  
Students with Disabilities

Suspension:  
Socioeconomically Disadvantaged

Specific action(s) addressing these student group(s) and/or school(s) and the identified state indicator(s) are included in the LCAP.

## Reflections: Technical Assistance

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

Data obtained from the CA School Dashboard was used to identify SCOE (Sonoma County Alternative Education Programs, Sonoma County Court, and Sonoma County Special Education) as an LEA eligible for Technical Assistance/Differentiated Assistance. SCOE is eligible for its Socioeconomically Disadvantaged student group for College and Career (30 students identified) and Graduation Rate (34 students identified).

SCOE has been working with CDE and three other COE's (Humboldt, Solano and Alameda) to discuss the idea of forming a COE consortia for DA support. In the group's initial meeting, the following was reviewed/discussed:

Background of each COE (information of schools, what indicators/student groups identified for DA)

How could this work?

What are the needs of each COE?

What are the strengths of the collective?

Where and when to meet for an initial meeting?

## 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.

No schools in the Alternative Education program or Special Education Program are identified as eligible for comprehensive support and improvement.

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

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

NA

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

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

NA

# 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
Families	<p>October 2023: Parents/families participated in Individual Learning Plan conferences.</p> <p>January 2024: Parents/families in the Community School program participated in a YouthTruth survey about their perceptions of the school program in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.</p> <p>April 2024: Parents/families participated in Individual Learning Plan conferences and a parent/family LCAP engagement event.</p>
Staff (Classified and certificated bargaining units)	<p>January 2024 Staff members were surveyed about their perceptions of the school program in terms of Culture, Engagement, Relationships, Professional Development &amp; Support, and School Safety.</p> <p>November, January, April: Staff participated in Learning Community LCAP data dive meetings.</p>
Students	<p>October 2023: Students participated in Individual Learning Plan conferences with school staff and their parents/families.</p> <p>January 2024: Students were surveyed about their perceptions of their school in terms of Engagement, Academic Challenge, Culture, Belonging &amp; Peer Collaboration, Relationships, and College &amp; Career</p>

Educational Partner(s)	Process for Engagement
	<p>Readiness. In addition, students provided feedback about Project-Based Learning, Emotional and Mental Health, and Drugs and Alcohol.</p> <p>April 2024: Students participated in Individual Learning Plan conferences with school staff and their parents/families.</p>
<p>Board members Probation partners, district partners, agency partners</p>	<p>August 2023 and January 2024: LCAP was a standing agenda item of the Instructional Services and Community Partnerships Board subcommittee.</p> <p>March: LCAP Mid-Year Monitoring Report presented to the Board.</p> <p>May 2024: Educational partners participated in an LCAP engagement meeting.</p>

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

The Alternative Education Program has engaged in significant and purposeful engagement of parents/families, students, staff, (classified and certificated bargaining units) and other educational partners, including those representing the student groups identified by LCFF. This engagement has influenced our comprehensive strategic planning, particularly as we work to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and our locally identified priorities. Engagement of educational partners is an ongoing, annual process. This engagement has included conversation related to the Equity Multiplier goal and the student data that was used to determine eligibility for receipt of funds. Due to our small population size we do not receive performance colors for most indicators. However, the large majority of our students qualify for Equity Multiplier funding, due to stability rates and socioeconomically disadvantaged status.

The draft LCAP goals, metrics and actions/services as well as progress on the annual update were shared with stakeholder groups for review and input. Students have been engaged in both formal and informal conversations and regularly share feedback about the program. Input from all stakeholders was solicited via anonymous survey and stakeholder/partner engagement convenings. As a result of feedback from the surveys and from the groups represented at the three stakeholder meetings (school district partners; community partners, parents/families, students, COE Board members; and bargaining units) changes to goals (including the new Equity Multiplier goal), services, actions and/or expenditures were considered based on the following input.

**FAMILY:**

The data from the YouthTruth Family Survey and LCAP family engagement meeting indicates overall satisfaction with various aspects of the community school program, including positive feedback on family engagement, friendly teachers and staff, academic support, and a safe

learning environment. However, there are areas identified for improvement such as better family engagement programs, more supportive administration, increased supplies and facilities, and stronger extracurricular programs. Additionally, there is a consensus on the importance of safety, high expectations for students, and regular feedback on student progress. Families desire clear communication, one-on-one conversations, and feedback delivered through various channels such as email, text, or in-person meetings. Overall, the data suggests a commitment to enhancing the educational experience for students and families.

January 2024 YouthTruth Community School Family Survey Quotations (free response comments in survey results)–

(Plus) My child just started at this new school and so far I've encountered wonderful staff who let me know how my child is doing, the activities to have my child participating in, and definitely the staff are great informers about anything and everything. It's a safe place for sure." – parent

(Delta) "I feel that children and parents in the school are in great need of tools on how to help children communicate their needs." – parent

#### STAFF:

The YouthTruth Staff Survey and LCAP staff engagement session elicited insightful feedback from staff members at Alternative Education Community School regarding various aspects of the program. Staff members highly praised the friendly and supportive administration, expressing gratitude for their approachability and responsiveness to staff needs. Additionally, many staff members felt empowered by their roles, recognizing the positive impact they have on students' lives. Respectful relationships between staff members and administrators were highlighted, emphasizing the supportive and caring environment fostered within the school. However, areas for improvement were identified, including the need for access to high-quality professional development, increased collaboration time, and clearer communication between administrators across school locations. Feedback on specific goals indicated both successes and challenges, with suggestions for enhancements such as implementing real-time diagnostic tools, offering more diverse professional development options, and increasing family engagement activities. These insights provide valuable direction for ongoing improvement efforts within the school community. In the YouthTruth Staff Survey, staff members had the opportunity to provide anonymous comments on their experiences. Staff members provided feedback on the program's strengths and areas for improvement and provided any additional comments they felt necessary.

January 2024 YouthTruth Staff Survey Quotations (free response comments in survey results)–

(Plus) "I feel that I help most of our students in their journey either to graduate or to return to their district school, and that makes me feel that my work is worthwhile." – support staff member

(Delta) "An area of improvement includes finding reachable academic goals and measuring them often." – instructional staff member

#### STUDENTS:

The YouthTruth Student Survey at Alternative Education Community School revealed both positive aspects and areas for improvement in various areas of student experience. Students expressed appreciation for the school's ability to inspire them academically and its supportive staff who care about their well-being. The emphasis on critical thinking and hands-on learning was highlighted as engaging and beneficial. However, concerns were raised about disrespectful behavior among students and the lack of academic challenge in some classes. Students also cited obstacles to learning such as tiredness and stress, as well as concerns about safety and peer dynamics. Overall, the feedback

provides valuable insights for enhancing the school's culture, academic rigor, and support systems to better meet the needs of its students.

January 2024 YouthTruth Student Survey Quotations (free response comments in survey results)–

(Plus) "I“In a couple ways my school Inspires me to do my best. They always try to encourage me to get work done and get more credits. Also the staff helps me when I'm stuck on school work even helps when I'm struggling outside of school they also check up on me and boost my courage to keep doing better in school. I really appreciate the staff and teachers here they have gotten me through my hardest times. This school made me change my life around." – 9th grade student

(Delta) “I wish we had more paperwork and help from our teacher i cant do group projects which is trash cause thats when i learn the most.” – 11th grade student

#### PARTNERS:

During the stakeholder engagement conversation, representatives from various organizations provided feedback on the Local Control and Accountability Plan (LCAP) metrics across different goals. Feedback highlighted both strengths and areas for improvement. Suggestions included enhancing support for students receiving special education services, incorporating hands-on learning opportunities, increasing funding for teacher grants to foster innovation, and promoting career exploration for students with untraditional goals. Additionally, stakeholders emphasized the importance of restorative practices, culturally relevant texts, and family engagement events. The feedback offers valuable insights for refining strategies to ensure equitable access to education and support for all students at SCOE Alternative Education's community and court schools.

The stakeholder process is ongoing, as the LCAP is one of the main drivers of the work of the department. Feedback is shared with and received from stakeholders on an ongoing basis during a variety of meetings during the school year. Outcomes are shared with stakeholders both formally and informally throughout the school year. The above actions and stakeholder engagement have led to an improved understanding of current needs, not only for our students/families and staff but our agency and district partners as well.

Based on reflection and partner engagement feedback, the following changes were made to metrics and/or actions and services:

We reviewed all YouthTruth metrics to ensure they are most relevant to and aligned with the LCAP goal. In determining targets/outcomes, the following was considered:

Audacious is halfway between baseline and perfection (where perfection is 5.0 mean and 100% percent positives). We looked at the highest performing school in each category, and essentially made that "perfection," since we know somebody has actually attained it. In almost every case, we made our outcome to put us in the 4th/uppermost quartile (75th -100th percentile) in the country, which we do think is still audacious but is also more achievable than the outcomes in the previous LCAP cycle.

#### Goal 1:

- Metric 1.2: IXL – measure growth vs mastery – measure jumps in grade vs (or in addition to) at/above grade level
- Action/Service 1.2 – specified differentiated professional development, in response to feedback from staff

Goal 2 (engagement):

- Metric 2.10: Added YouthTruth measure for relationships/connections between students and adults on campus and edited the metric language, baseline, and outcome information accordingly.
- Action 2.2: Added: Explore/identify funding sources to foster use of fresh approaches to motivate students' attendance and participation in their learning.
- Action 2.3 Added: ...to help students see the relevancy of education to broader options in careers and lifetime earning potential.

Goal 3 (safety/belonging):

- Metric 3.2: Narrowed the focus to the YT Belonging & Peer Collaboration Summary/Key Measure only, and edited the metric language, baseline, and outcome information accordingly.
- Action 3.2 Added: Additionally, seek opportunities for student voice and student governance related to school culture, including co-creating and maintaining agreements.

Goal 4:

Metric 4.1: changed to reflect ELPAC growth (progressing at least one level)

Metric 4.4: Cleaned up the metric language for the YT measure related to Belonging and Peer Collaboration, baseline, and outcome information to reflect the difference between EL and Non-EL experience, and our desire to close the gap. These are the only three questions where EL favorability is lower than their peers (in most cases they have higher favorability). Our theory is that as belonging in these three areas increases, so will academic progress and English Language mastery.

Metric 4.3: Expanded outcome to include all instructional staff.

Goal 5:

Metric 5.3: Updated to include Court ILP conferences.

Action 5.1 Emphasis on academic progress was added based on parent/family feedback: Continue to foster family engagement through bilingual outreach to include truancy intervention, student behavior and academic progress, and participation in school engagement events. Measure parent/family engagement in programming through parent survey, meeting records and/or agency report.

Goal 8:

Equity Multiplier Goal

Consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP and identification of the following Goals, Metrics and Actions/Services:

**Goal:**

SCOE Alternative Education will provide students, especially socioeconomically disadvantaged (SED) students, at Court and Community School intensified services and supports to increase academic achievement. Due to our small population size we do not receive performance colors for most indicators. However, the large majority of our students qualify for Equity Multiplier funding, due to stability rates and socioeconomically disadvantaged status. Over the 3-year cycle of this plan our targeted outcome is to increase graduation rates and credit acquisition by 30% and district readmit rates by 15% for all students, with priority for services given to our SED students. This goal includes an action(s) within the LCAP related to implementation of the work underway as part of technical assistance.

**Metrics:**

Graduation rate, credit acquisition and district readmit rate

**Actions/Services:**

Increase graduation rates in both the Court and Community School program by maintaining an Academic Counselor to assist students with developing academic and graduation plans.

Provide additional staffing to provide intensive academic support to all students with an added focus on low performing student groups (specifically socioeconomically disadvantaged subgroup).

Assist students in successfully transitioning into and out of the Court and Community School programs, which includes coordination with districts for students returning from expulsion and prompt record transfer for students leaving the Court School program.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Goal 1: All students will make progress toward achieving Common Core grade level standards, including low income, English Learners, Foster Youth and students with disabilities.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

Students attending the SCOE Alternative Education program typically have not experienced success in a traditional school setting for a multitude of reasons. This goal was prioritized because we believe it is our mission and responsibility to meet the needs of the students that enroll with us - academically as well as socially/emotionally, while providing differentiated levels of support to ensure their success. Students attending the SCOE Special Education Program classrooms receive services as determined by their Individual Education Program Plan. Due to the small numbers of students attending our Court and Community schools and the varied enrollment periods, relying solely on Dashboard data is not an effective tool for evaluating student academic performance. In consultation with our educational partners, local indicators and assessments were identified to inform this goal as were measurable, targeted outcomes. Measures related to teacher assignment, amount and quality of instructional materials and staff professional development were also identified. The strength and quality of our core program and services and our ability to effectively support and engage students will have a direct impact on student outcomes. Increasing student engagement in the classroom for all students, including low-income, English learners, foster youth and students with disabilities increases student achievement and decreases student off-task behavior. The students that attend our programs struggle academically and behaviorally and will benefit from research based instructional practices implemented with fidelity by fully credentialed teachers. Combining these strategies with a rigorous, relevant and coherent standards based curriculum emphasizing student voice, choice and agency serves to meet the needs of all students including low income, students with disabilities, English language learners, foster/homeless and adjudicated youth.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student performance on statewide standardized assessments: SBAC/CAASPP ELA	Community School: As reported on Dataquest, in the 2022-23 school year, 5.56%			There will be a 30% over baseline (10% annually) increase of long-	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Mathematics score reports (P4)	<p>of 11th grade students met or exceeded the standard for ELA. This represents a .56% increase over prior year (27.78% nearly met the standard). N=18</p> <p>0% of 11th grade students met or exceeded standards for mathematics. N=16</p> <p>Data for both ELA and mathematics was suppressed for 7th and 8th grade students due to the fact that fewer than 11 students tested.</p> <p>Court School: In the 2022-23 school year, 0% of 11th grade students met the standard for ELA (20% nearly met the standard). N=15.</p> <p>0% of 11th grade students met or exceeded standards for mathematics. N=11</p> <p>Special Education: In the 2022-2023 school year, 4.55 % met or</p>			term students tested meeting or exceeding standards in English Language Arts and Math, as measured by the SBAC.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>exceeded the standard for ELA. N=44</p> <p>4.76% met or exceeded the standards for Math. N=42</p>				
1.2	IXL diagnostic for Reading, Language Arts and Mathematics	<p>2023-24 Community School:</p> <p>Snapshot 1: N=49 (all students) At or above grade level for overall ELA = 2 (4%)</p> <p>Snapshot 2: N = 55 (all students) At or above proficiency/grade level for ELA = 1(1%)</p> <p>Over the course of the school year, 58 long-term students had at least two diagnostic scores. 7 students improved ELA scores by one grade. 4 students improved ELA scores by two grades. 7 students improved Math scores by one grade. 1 student improved Math scores by two grades.</p>			<p>There will be a 30% over baseline (10% annually) increase of long-term students scoring at or above proficiency/grade level on the IXL Reading, Language Arts, and Math assessments.</p> <p>There will be increases in students realizing 'jumps' in grade level as follows:</p> <p>Community: 10% annual increase in the percentage of students realizing one or more grade level 'jumps.' (2024-25) 30% of students jump one or more grade</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>One grade ELA jump: 12%</p> <p>Two grade ELA jump: 6%</p> <p>One grade math jump: 12%</p> <p>Two grade math jump: 1%</p> <p>Court School: Snapshot 1: N=39 (all students) At or above proficiency/grade level for overall ELA = 2.(5%)</p> <p>Snapshot 2: N = 38 (all students) At or above proficiency/grade level for ELA = 1 (2%)</p> <p>Over the course of the school year 15 Long term students had at least two diagnostic scores. 4 students improved ELA scores by one grade. 7 students improved Math scores by one grade.</p> <p>One grade ELA jump: 26%</p> <p>One grade math jump: 46%</p>			<p>levels in ELA and Math (2025-26) 40% of students jump one or more grade levels in ELA and Math (2026-27) 50% of students jump one or more grade levels in ELA and Math</p> <p>Court: 10% annual increase in the percentage of students realizing one or more grade level 'jumps.' (2024-25) 36% of students jump one or more grade levels in ELA and 56% of students jump one or more grade levels in Math (2025-26) 46% of students jump one or more grade levels in ELA and 66% of students jump one or more grade levels in Math</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(2026-27) 56% of students jump one or more grade levels in ELA and 76% of students jump one or more grade levels in Math	
1.3	Assignment of teachers who are fully/appropriately credentialed for the students they are teaching, as reported on the SARC (P1)	<p>2022-23 SARC:</p> <p>Community School: Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0</p> <p>Court School: Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0</p> <p>Special Education:</p>			<p>Community: Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0</p> <p>Court: Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Appropriately Assigned: 65.14 %</p> <p>Fully Credentialed: 62.11 %</p> <p>Without Full Credential: 23.17 %</p> <p>Vacant Positions: 0</p> <p>Teachers of English Learners</p> <p>Misassignments: 15.3 %</p>				
1.4	Implementation of state board adopted academic content and performance standards for all students to include Common Core aligned materials/resources (P2)	<p>2023-24: Teacher Learning Community work this year includes professional development related to the History-Social Science framework, culminating in the development of a curated primary source reader.</p> <p>Inquiry-based learning is the pedagogical focus.</p> <p>Teachers are supported in their efforts to continue to expand their use of alternatives to traditional textbooks by utilizing other resources and sharing these resources with each</p>			Alternatives to traditional textbooks (i.e., web resources, digital textbooks, etc.) will be identified for all subject areas.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>other. These resources are easily accessible in the Teacher Handbook, which teachers are able to access via Google Drive.</p>				
1.5	Teacher participation in professional development	<p>2023-24: All teachers continue to participate in professional development related to implementation of 21st century instructional strategies including alternative methods of assessing student work and content.</p> <p>Current year areas of focus include professional development related to the History-Social Science Framework and the continuous improvement work of setting goals through the lens of what matters most in our school program - identifying what is working well and what barriers exist to achieving goals.</p> <p>We continue to work to identify meaningful data</p>			<p>100% of teachers will participate in professional development related to:</p> <p>Strategies to engage students and families in addressing students' social-emotional health</p> <p>The use of diagnostics and its practice in the classroom</p> <p>Training on tools that measure student language arts, reading and math fluency growth</p> <p>Strategies to support literacy and designated and integrated ELD</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>points that more accurately reflect who our students are and what strengths and potential they bring. Work includes designing a school system/program that draws on those strengths, while supporting students in areas in which they are experiencing challenges or difficulties. Staff continues to be supported in expanding their use of the IXL program beyond diagnostics into content area material.</p>			<p>Culturally responsive teaching and learning</p> <p>Best practices to increase critical thinking skills for all students in curricular areas</p>	
1.6	Sufficiency of Instructional Materials Resolution (P1)	<p>2023-24: All students had access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution.</p>			<p>All students will have continued access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials</p>	
1.7	Percentage of students who have passed AP exam:	<p>AP courses are not offered (students have access to this coursework through the</p>			<p>Increase by 30% (10% annually), the numbers of students enrolling</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	AP courses are not offered within the program but students have access to enrichment curriculum via junior college coursework.	<p>Santa Rosa Junior College).</p> <p>In the Fall semester of the 2023-2024 school year, no students enrolled in a class at the Santa Rosa Junior College.</p> <p>In the Spring semester of the 2023-2024 school year, one student enrolled in a class at the Santa Rosa Junior College.</p>			in and successfully completing SRJC coursework.	
1.8	<p>Percentage of students who demonstrate preparedness on the Early Assessment Program: (P1)</p> <p>All 11th grade students participate in EAP by virtue of completing the Smarter Balanced Summative Assessments for English language arts/literacy and mathematics.</p>	Typically, 11th grade students have the opportunity to participate in EAP by virtue of completing the Smarter Balanced Summative Assessments for English language arts/literacy and mathematics.			Increase by 30% (10% annually) students who score at the "Standard Met" (Level 3) performance level on the Early Assessment Program (EAP).	
1.9	Student response to one YouthTruth survey key measure:	2023-24: YouthTruth academic challenge summary measure (the degree to which students feel they			The mean score for the academic challenge summary measure (the degree to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	YouthTruth academic challenge key measure (this summary measure describes the degree to which students feel they are challenged by their coursework and teachers).	are challenged by their coursework and teachers) 3.61 mean Community School and 3.37 mean Court School out of 5.0.			which students feel they are challenged by their coursework and teachers) will increase to 3.79 for Community School (.06 increase annually) and 3.79 for Court School (.14 increase annually).	
1.10	Staff response to two YouthTruth survey questions:  My professional development over the last year has proved me with teaching strategies to better meet my students' needs.  My professional development over the last year has provided me with content support.	2023-24: When surveyed, 20% of Community and Court School staff agree or strongly agree that their professional development over the last year has provided them with teaching strategies to better meet their students' needs.  When surveyed, 30% of Community and Court School staff agree or strongly agree that their professional development over the last year has provided them with content support.  Percent Positive = the total percentage of staff			When surveyed, 65% of Community and Court School staff (increase by 15% annually) will agree or strongly agree that their professional development over the last year has provided them with teaching strategies to better meet their students' needs.  When surveyed, 66% of Community and Court School staff (increase by 12% annually) will agree or strongly agree that their professional development over the last year has	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		who agree or strongly agree.			provided them with content support.	
1.11						

## 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	Staffing for Programs	<p>1.1 Provide teachers and administrators that are fully credentialed in the subject areas and for all pupils they are serving, including English learners low income and students with disabilities.</p> <p>Title I Part A Agency Budget            \$13, 248.90: 5% of Sonoma County Office of Education Director of Alternative Education Program salary            \$4,901.86 Indirect            \$37,026.59: Increased staffing for planned Title 1 Activities            Title I Part A Community Schools Budget            \$60,515.53: 40% Community Schools Intervention Specialist salary and benefits            \$110,421.14: Increased staffing for planned Title 1 Activities            \$16,666.32 Indirect            Title I Part A Court School Budget            \$113,957.80: Increased staffing for planned Title 1 Activities            \$11,110.86 Indirect</p>	\$2,067,251.00	No
1.2	Staff Professional Learning	<p>1.2 Based on staff and partner feedback, provide differentiated professional learning and support for school staff to include:</p> <ul style="list-style-type: none"> <li>• Strategies to engage students and families in addressing students' social-emotional health</li> <li>• Culturally responsive teaching and learning</li> <li>• The use of diagnostics and its practice in the classroom</li> <li>• Training on tools that measure student Lexile and math fluency growth</li> <li>• Instructional coaching to support best first instruction</li> </ul>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Coaching for implementation of ‘learning through interests’</li> <li>• Strategies to support literacy and designated and integrated ELD</li> <li>• Best practices to increase critical thinking skills for all students in curricular areas</li> <li>• Targeted professional development around content support and strategies to meet students’ needs.</li> </ul>		
<b>1.3</b>	Project-Based/Work-Based Learning	1.3 Continue to evolve the work that allow students multiple pathways to demonstrate learning and understanding through Project-Based Learning (PBL) or Work-Based Learning (WBL) formats.	\$0.00	No
<b>1.4</b>	Specialist Services	1.4 Provide Resource Specialist teacher, School Psychologist, School Nurse, Speech-Language Pathologist services.	\$506,645.00	No
<b>1.5</b>	CCSS & ELD Instructional Materials and technology	1.5 Continue selecton and purchase standards-aligned instructional materials as needed to include alternatives to traditional textbooks (i.e., web resources, digital textbooks, etc.) prior to further consideration of purchasing hard-copy textbooks and/or print materials. Keep technology resources current and in good working order. Purchase ELD standards-aligned instructional and support materials, as needed.	\$15,197.00	No
<b>1.6</b>	Support Staff and Services	1.6 Provide staffing for support services and programming including: intensive intervention teachers, academic support staff, community service case worker and truancy intervention case manager.	\$384,000.00	Yes
<b>1.7</b>	CCSS & ELD Curriculum and Instructional Materials (Special Education Program)	Supplement adopted curriculum and instructional materials of the district location with materials identified as aligned with CCSS and that will support student progress through their IEP. ELD standards-aligned instructional and support materials to be added as needed. Students working towards	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		high school graduation identified as SED and HI struggle with acquisition of ELA and Math skills at a rate commensurate to non-SWD.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Goal 2: Students will attend and make academic progress in school because they feel engaged and connected to their learning.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Student engagement and relationships are at the core of the work that we do. This goal was prioritized because we believe that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, promotes meaningful learning experiences and improves academic performance. Although attendance rates in our Community School program were trending up prior to distance learning, rates fell dramatically during distance learning and the subsequent return to in-person learning. We know that our student population historically struggles with school attendance - improving attendance rates is an ongoing priority for us. Utilizing a case management approach, we work to identify barriers to school attendance and provide targeted intervention to address those barriers. It is hoped that the work we do to increase student attendance rates will help to decrease our chronic absenteeism rates (66.7% as reported on the 2023 Dashboard). Increasing student engagement through relevant curriculum and research-based instructional practices in the classroom for all students, including low-income, English learners, foster youth and students with disabilities increases student engagement, achievement and outcomes, up to and including high school graduation. Additional measures used to gauge student engagement include credit acquisition rates, junior college dual enrollment/course completion, CTE course completion/credit acquisition, graduation rate and student response to the YouthTruth survey. Combining a variety of strategies and interventions with a rigorous, relevant coherent standards-based curriculum emphasizing student voice, choice and agency serves to meet the needs of all students including low-income, English learners, foster youth and students with disabilities

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rate (P5)	2023-24: In the 23-24 school year, the Community School attendance rate			Increase Community School attendance rate by 15% (5% annually)	





Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>purposes only for local educational agencies and schools that support at-promise students in alternative school settings.</p> <p>1 yr graduation rate = 44.4%            SED = 63.8%            Hispanic = 45.5%</p> <p>Court (all socioeconomically disadvantaged/SED):            4 yr graduates = 30.8%            5 yr graduates = 23.1%</p> <p>5 yr graduation rate = 53.8% (N=13)</p> <p>The DASS 1-Year graduation rate is offered for informational purposes only for local educational agencies and schools that support at-promise students in alternative school settings.</p> <p>1 yr graduation rate = 72.7% (all SED)</p>				
2.4	Credit acquisition data	2023-24: Community School: Q1:			Increase by 30% (10% annually) the number of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>50 students (grades 9-12) were enrolled for all of Q1, 30% earned 10 or more credits (this represents a 1% decrease over prior year).</p> <p>Q3 Community School: 50 students (grades 9-12) were enrolled for all of Q1. 24.4% earned 10 or more credits (this represents a 7.4% decrease over prior year).</p> <p>Court School Q1: 15 students (grades 9-12) were enrolled for all of Q1. 47% earned 10 or more credits (this represents a 44% decrease over prior year).</p> <p>Q3: 18 students (grades 9-12) were enrolled for all of Q1. 89% earned 10 or more credits (this represents a 2.6% decrease over prior year).</p>			students (those enrolled for the entire quarter) earning 10 or more credits in the first and third quarters.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Students have access to and are enrolled in a broad course of study to include Santa Rosa Junior College course enrollment/completion and credit recovery options. (P7)	<p>2023-24: All students continue to be provided access to a broad course of study. All students will continue to be supported in college/career readiness, as indicated in junior college and/or A-G coursework.</p> <p>In the Fall semester of the 2023-2024 school year, no students enrolled in a class at the Santa Rosa Junior College.</p> <p>In the Spring semester of the 2023-2024 school year, one student enrolled in a class at the Santa Rosa Junior College but did not complete the course.</p> <p>We continue to explore options for credit recovery that offer grade-level, standards-aligned content in ELA, math, science, and social studies.</p> <p>We have been engaged in conversation with</p>			Increase by 30% (10% annually) the number of students successfully completing SRJC coursework.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SRJC and Probation related to a Rising Scholars grant application, with the goal of increasing dual enrollment for incarcerated students, former incarcerated students and student who have experienced the juvenile justice system.				
2.6	Percentage of students who have successfully completed CTE courses that align with SBE approved CTE standards and frameworks. (P4)	23-24: Students in the Community School program continue to be provided access to CTE coursework. 15 students (unduplicated) were enrolled in CTE courses in the Fall Semester. 12 of the 15 (80%) earned course credit. This represents a 9.4% decrease over prior year. 4 students (26.6%) earned 5 or more credits.			<p>Increase by 30% (10% annually) the number of students enrolled in CTE courses</p> <p>Increase by 30% (10% annually) the number of students enrolled in CTE courses earning 5 semester credits.</p>	
2.7	Student district readmit rate.	2023-24 Community School: At the end of the Fall semester, 30 students had served their term of expulsion and were			<p>Increase Fall readmission rates by 15% (5% annually).</p> <p>Increase Spring readmission rates</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>eligible for review for district readmission.</p> <p>Of the 30, 5 self-reported no longer having the desire to return to district; 12 students met criteria and were readmitted. This represents a 48% readmit rate, and an increase of 13% over prior year.</p> <p>Additionally, two students met readmit criteria before the semester ended.</p> <p>Data for the Spring semester is not yet available.</p>			by 15% (5% annually).	
2.8	Middle school drop out rate- the percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school. (P5)	<p>22-23 CALPADS report 1.12: Community: 0% (0 students)</p> <p>Court: 0% (0 students)</p>			Maintain rate of 0%	
2.9	High school drop out rate- the percentage of pupils in grades 9 - 12 who stop coming to school and who do not	<p>22-23 CALPADS report 15.1: Community: 50% (7 of 14 students)</p> <p>Court:</p>			Decrease high school drop out rates in the Community School program by 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	enroll in another school. (P5)	40% (4 out of 10 students)			(10% annually) over baseline.  Decrease high school drop out rates in the Court School program by 20% over baseline.	
2.10	<p>Student favorability related to two YouthTruth survey key measures. (P6)</p> <p>(1) YouthTruth engagement key measure (this summary measure describes the degree to which student perceive themselves as engaged with their school and their education).</p> <p>(2) YouthTruth relationships key measure (this summary measure describes the degree to which students feel they receive support and personal attention from their teachers).</p>	<p>2023-24:</p> <p>YouthTruth engagement summary measure (the degree to which students perceive themselves as engaged with their school and their education) 3.53 mean Community School and 3.59 mean Court School out of 5.0.</p> <p>YouthTruth relationships summary measure (the degree to which students feel they receive support and personal attention from their teachers) 3.43 mean Community School and 3.12 mean Court School out of 5.0.</p>			<p>The mean score for the engagement summary measure (the degree to which students perceive themselves as engaged with their school and their education) will increase to 3.95 for Community School (.14 increase annually) and 3.95 for Court School (.12 increase annually).</p> <p>The mean score for the relationships summary measure (the degree to which students feel they receive support and personal attention</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					from their teachers) will increase to 3.64 for Community School (.07 increase annually) and 3.48 for Court School (.12 increase annually).	
2.11	Student response to the YouthTruth survey question: Have you ever seriously considered dropping out of high school? (P6)	2023-24: When responding to the YouthTruth survey question: Have you ever seriously considered dropping out of high school?, 31% of Community School and 60% of Court School students said yes. (Compared with 20% for a typical YT school and 18% for a typical So Co school).			When responding to the YouthTruth survey question: Have you ever seriously considered dropping out of high school?, 19% of Community School (4% decrease annually) and 30% of Court School (10% decrease annually) students will say yes.	
2.12	Student response to the YouthTruth survey question related to students experiencing high-quality career technical education and/or work-based learning in the past year.	2023-24: When responding to the YouthTruth survey, 61% of Community School students said they experienced high-quality career technical education and/or work-based learning in the past year.			When responding to the YouthTruth survey, 79% of Community School students (6% increase annually) will say they experienced high-quality career technical education and/or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					work-based learning in the past year.	
2.13						

## 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	Career Technical Education and Work-Based Learning personnel and materials	2.1 Provide personnel and materials for Career Technical Education, opportunities for career exploration, education and work-based learning as an instructional strategy in the core academic classroom (versus pull-out, supplemental opportunity). Continue to investigate options for adding CTE courses to the program.	\$196,557.00	Yes
2.2	Student attendance and behavior incentives	2.2 Provide student attendance and behavior incentives in the Community School program. Partner with Keeping Kids in School for targeted truancy intervention. Bring in guest speakers in which students can “see” themselves - who provide success stories, role models. Explore partnering with businesses for student incentives (i.e., lunch). Explore/identify funding sources to foster use of fresh approaches to motivate students' attendance and participation in their learning.	\$24,513.00	Yes
2.3	Life skills curriculum	2.3 Provide life skills curriculum to compliment the work of the Work-Based Learning Coordinator to help students see the relevancy of education to broader options in careers and lifetime earning potential.	\$19,756.00	Yes
2.4	Social-emotional counseling services	2.4 Maintain expanded social-emotional counseling services, which includes Increased mental health counseling specialist staff to allow for expansion of wellness activities and programming.	\$240,143.00	Yes
2.5	Restorative Resources Contract	2.5 Contract with Restorative Resources for restorative dialogues and conferences Consider expansion of program to include restorative practice in the classroom.	\$32,925.00	Yes
2.6	Teen Parent Program	2.6 Operate teen parent program, including onsite childcare and parenting education.	\$76,375.00	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Goal 3: Students need to feel safe and secure with themselves and the school environment in order to be successful in school	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was prioritized because we believe that student outcomes improve when they have access to challenging, relevant and engaging experiences at school. Students also need to know that the school environment is a safe, caring, culturally competent and responsive environment. An academically challenging yet supportive environment boosts both student learning and coping abilities. High-stress environments in which students feel chronically unsafe and uncared for make it physically and emotionally harder for them to learn and more likely for them to act out or drop out. Students learn better when they feel safe and we know that relationships with caring adults provides the foundation for that feeling of safety. In consultation with our educational partners, we identified multiple measures (both required measures and local measures) to gauge students' sense of safety at school, the traditional method being suspension rate. We had previously made significant strides in reducing our rate of off-campus suspensions but have seen an uptick in incidents resulting in off-campus suspensions (8.3% suspension rate, as reported on the 2023 Dashboard) . Being mindful of and building on the work that led to that improvement will help to maintain those gains. Student voice and choice is key to understanding how students feel about school climate and culture - we will continue to utilize the survey tools we have to monitor this. Recent survey results indicate student highest rated themes as relationships and engagement. We feel that building strong relationships is an area of strength for us but realize that the work needs to be ongoing to maintain the progress we have made in this area. We will continue to measure, evaluate, monitor and provide the necessary interventions and supports to meet the needs of all students including low income, students with special needs, English language learners, foster/homeless and adjudicated youth to provide the with a school environment that they perceive as safe and secure. Through the actions described below, we hope to increase students sense and report of feeling high levels of school connectedness, caring relationships with adults in school, high expectations from adults at school and meaningful participation in school. We would also like to see increased numbers of students reporting engagement, culture and academic rigor and college & career readiness as being what they like most about their school, When students perceive the school environment as safe, caring, culturally competent and responsive, outcomes (decreased suspension rate, increased attendance rates, decreased dropout rates, increased graduation rates, etc.) will improve.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension rate calculation (P6)	As reported on the 2023 DASS (Dashboard Alternative School Status) the Community School suspension rate was 8.3%.  (Dashboard Special Education School Status) The Special Education Suspension rate was 7.5 %.			Reduce Community School suspension rate by 6% (2% annually).	
3.2	Facility Inspection Tool (FIT) report (P1)	In the 2023-24 school year 100% of facilities were reported in good repair, as reported on the FIT.			100% of facilities will be reported in good repair, as reported on the FIT.	
3.3	Expulsion NA: Expulsion is not applicable to our program.	Metric not applicable to our program.			Metric not applicable to our program.	
3.4	Student favorability related to one YouthTruth survey key measure. (P6)  YouthTruth Belonging & Peer Collaboration summary measure (this summary measure describes the degree to which students feel welcome at their school and have collaborative	2023-24:  YouthTruth Belonging & Peer Collaboration summary measure (the degree to which students feel welcome at their school and have collaborative relationships with their classmates) 3.17 out of 5.0 mean Community School.			The mean score for the Belonging & Peer Collaboration summary measure (the degree to which students feel welcome at their school and have collaborative relationships with their classmates) will increase to 3.47 for Community School	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	relationships with their classmates).	This is not a metric in the custom Court School YouthTruth survey.			(.10 increase annually).	
3.5	Student response to the YouthTruth survey question: Discipline in this school is fair. (P6)	<p>2023-24: When responding to the YouthTruth survey question: Discipline in this school is fair, 52% of Community School students agreed or strongly agreed.</p> <p>Percent Positive = the total percentage of students who agree or strongly agree.</p> <p>This is not a metric in the custom Court School YouthTruth survey.</p>			When responding to the YouthTruth survey question: Discipline in this school is fair, 76% of Community School students (8% increase annually) will agree or strongly agree.	
3.6	Student response to the YouthTruth survey question: I feel safe during school. (P6)	<p>2023-24: When responding to the YouthTruth survey question: I feel safe during school, 70% of Community School students agreed or strongly agreed.</p> <p>Percent Positive = the total percentage of students who agree or strongly agree.</p>			When responding to the YouthTruth survey question: I feel safe during school, 85% of Community School students (5% increase annually) will agree or strongly agree.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		This is not a metric in the custom Court School YouthTruth survey.				

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Collaboration with Community Partners	3.1 Create intentional collaboration with community partners by continuing existing contracts with community based organizations and agencies. Consider expansion of contracts to include community service graduation requirement.	\$19,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Relationship Building	3.2 Promote and establish healthy relationships between adults and students in order to expand on school/community-building events. Additionally, seek opportunities for student voice and student governance related to school culture, including co-creating and maintaining agreements.	\$0.00	Yes
3.3	Academic Counseling	3.3 Provide increased academic counseling focused on a case management system. Provide intensive support for credit-deficient students, including access to online credit recovery options. Utilize system for tracking students post program progress including success at a school they return to or success after graduation. Provide transition planning services in Court School, to include post-release support.	\$0.00	Yes
3.4	Culturally Appropriate Structure and Support	3.4 Provide culturally appropriate structure and support that include provision of bilingual services. Continue conversation with agencies related to student and family engagement strategies.	\$0.00	Yes
3.5	Social-Emotional Counseling	3.5 Provide social-emotional counseling services to students and families. Work to expand wellness programming and activities at Amarosa Academy.	\$0.00	Yes
3.6	Facilities	3.6 Provide safe school facilities by continuing to maintain school facilities in good repair.	\$193,482.00	No
3.7	Restorative Practice	3.7 Utilize restorative justice principles through contract with Restorative Resources. Continue conversation regarding possible expansion of program to include restorative practice in the alternative education and court school classrooms. Restorative justice program will be pushed into the Special Education classrooms, specific to reducing suspension rates for our socioeconomically disadvantaged subgroup..	\$0.00	Yes





# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Goal 4: Within the three year span of this plan, all English learners will progress in their development of English language proficiency, as measured by student progress on the ELPAC and reclassification rates.	Focus Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

SCOE Alternative Education is committed to serving all students in our school community and ensuring successful support during their educational experience. Serving our English Learner students (ELs) has been identified as a continued area of focused attention, specifically, further developing systems of support for students to make progress toward English proficiency and meet program standards to be reclassified as fully English proficient. In addition to helping our ELs acquire academic literacy, we are preparing them to navigate college, the job market and to become global citizens. A Multi-Tiered Systems of Supports (MTSS) model is used with English Learners to identify student instructional needs, continually monitor student progress, and provide evidence-based interventions. The progress of English Learners is monitored and includes review of students who are Long Term English Learners or who are at “at risk” of becoming Long Term English Learners. In consultation with our educational partners, this goal was identified for continued focused attention based on review of Dashboard assessment and reclassification data (fewer than 50% of students progressed at least one level on the ELPAC and fewer than 25% of students met standards to be redesignated as Fluent English Proficient) as well as the academic progress of our English Language Learners and parent feedback.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of EL pupils who make progress toward English proficiency as measured by the ELPAC. (P4)	As reported on the 2023 Dashboard:  Community School: 47% of ELs progressed at least one ELPI level (making progress			Increase by 15% (5% increase annually) the percentage of ELs progressing at least one ELPI level (making	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>toward English language proficiency)</p> <p>29.4% of ELs maintained ELPI Levels 1, 2L, 3H, 3L, 3H</p> <p>23.5% of ELs decreased at least one ELPI Level</p> <p>Court School: In order to protect student privacy, data was suppressed because fewer than 11 students tested.</p>			progress toward English language proficiency).	
4.2	Percentage of English Learners who meet the SCOE standards to be redesignated as Fluent English Proficient. (P4)	<p>Community School: As reported on the 2023 Dashboard, no ELs maintained ELPI Level 4.</p> <p>As reported on Dataquest, 16.67% of students scored at Level 4 (Well Developed) on the ELPAC summative assessment.</p> <p>Court School: In order to protect student privacy, data was suppressed</p>			Increase by 9% (3% increase annually) the number of Community School English Learners being reclassified as Fully English Proficient.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		because fewer than 11 students tested.				
4.3	Training and professional development related to best practices in Designated and Integrated English Language Development (ELD) and other programs and services that will enable English Learners to access Common Core and ELD standards. (P2)	<p>ELD staff continues to participate in professional development related to Integrated and Designated ELD and other programs and services that will enable English Learners to access Common Core and ELD standards.</p> <p>Consortium members are provided with supplemental professional development focused on integrated and designated ELD.</p>			<p>100% of ELD staff will participate in professional development related to Integrated and Designated ELD and other programs and services that will enable English Learners to access Common Core and ELD standards.</p> <p>100% of instructional staff will participate in professional development related to Integrated ELD in the core academic classroom.</p>	
4.4	English Language Learner dis-aggregation of three YouthTruth questions in the Belonging & Peer Collaboration key measure (this summary measure describes the degree to which students	<p>2023-24:</p> <p>Community School student favorability in the following three YouthTruth questions.</p> <p>(1) Most students are friendly to me.</p>			In the results of the January 2027 YouthTruth Community School Student survey, there will be no more than a 5% difference between Non-English	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	feel welcome at their school and have collaborative relationships with their classmates). (P6)	<p>60% Agree or Strongly Agree, Non-English Language Learner 27% Agree or Strongly Agree, English Language Learner [33% difference between student groups]</p> <p>(2) I can usually be myself around other students. 68% Agree or Strongly Agree, Non-English Language Learner 55% Agree or Strongly Agree, English Language Learner [13% difference between student groups]</p> <p>(3) During this school year, have other students bullied or harassed you? 9% Yes, Non-English Language Learner 25% Yes, English Language Learner [16% difference between student groups]</p> <p>This is not a metric in the custom Court</p>			<p>Language Learner and English Language Learner favorability in the following three YouthTruth questions.</p> <p>(1) Most students are friendly to me. [approximately 9% annual decrease in difference between student group responses]</p> <p>(2) I can usually be myself around other students. [approximately 3% annual decrease in difference between student group responses]</p> <p>(3) During this school year, have other students bullied or harassed you? [approximately 4% annual decrease in difference between student group responses]</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School YouthTruth survey.				

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	English Language Development Instruction	4.1 Provide English Language Development (ELD) teacher to provide English Language Development instruction and support, including administration of the ELPAC.	\$0.00	No
4.2	Student progress toward English language proficiency.	4.2 Measure and monitor student progress toward EL proficiency. Continue to strengthen system for monitoring and reclassification of English Learner students. Increase use of ELPAC interim assessments.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>4.3</b>	Staff professional development related to English Language Development.	4.3 Continue to provide access to relevant training and professional development related to best practices in Designated and Integrated English Language Development programs.	\$0.00	No
<b>4.4</b>	English Language Development Intensive Intervention and Support	4.4 Continue to provide English Language Development (ELD) intensive intervention teacher to provide additional instruction and support to EL students and provide coaching to ELD teacher.	\$0.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Goal 5: Employ a wide range of strategies to encourage parent involvement for all students. (including English Learners, low income, foster youth and students with disabilities).	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

The Sonoma COE Alternative Education Program recognizes the value of partnership with parents and uses multiple approaches to engage with parents, including: individual parent contact and meetings, student recognition events and parent engagement events. Parents are recognized as an important partner and are treated as such by the entire school team. Parent voice and perspective is critically important - interview as well as parent survey are used during stakeholder/partner engagement events to gain additional parent perspective. Increasing parent engagement continues to be a goal and priority for the program, particularly since so many of our students transition in and out of the program during the school year. Through the distance learning experience and recent WASC accreditation process we have had increased success with reaching parents on an individual level. We recognize the opportunity to continue to build on these successes to further increase parent engagement and support of their child's education. Methods of parent outreach continue to be monitored and evaluated, as do supports and resources offered to parents/families. Better understanding parent perspective and engaging them as partner's will increase our ability to effectively meet the needs of all students including low income, students with special needs, English language learners, foster/homeless and adjudicated youth.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Efforts to seek parent input via survey. (P3)	2023-24: In January of 2024, 86% (N=48) of Community School parents participated in the annual YouthTruth survey.			95% (3% increase annually) of Community School parents will participate in the annual YouthTruth survey.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The YouthTruth family survey is not administered in the Court School program.			Explore implementing a custom Court School Family YouthTruth survey to seek parent input in the key measures included in the custom Court School student survey.	
5.2	Parent Survey YouthTruth results (P6)	<p>2023-24: Parents/guardians in the Community School program participated in a YouthTruth survey in January 2024 about their perceptions of the school program in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.</p> <p>The following lists areas in which parent average rating was greater than 3.5 out of 5.</p> <p>Engagement - this summary measure describes the degree to which families are engaged in their school</p>			<p>Increase (over baseline) by 6% the number of parents report seeing themselves as a partner in their child's education.</p> <p>YouthTruth Survey:</p> <p>Engagement: There will be a 7% increase annually of families reporting feeling engaged in their school and empowered to influence decision making.</p> <p>Relationships: There will be a 2%</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>and empowered to influence decision making: 86% (compared with 47% for a typical YouthTruth school and 53% for a typical So Co school). This represents a 16% increase over the prior year.</p> <p>Relationships - this summary measure describes the degree to which families experience positive relationships in their school based on respect, care and approachability: 95% (compared with 71% for a typical YouthTruth school and 76% for a typical So Co school). This represents a 12% increase over the prior year.</p> <p>Culture - this summary measure describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity: 89% (compared with 73% for a typical YouthTruth</p>			<p>increase annually of families reporting experiencing positive relationships in their school based on respect, care and approachability.</p> <p>Culture: There will be a 5% increase annually of families reporting they believe their school fosters shared goals, respect, fairness, and diversity.</p> <p>Communication &amp; Feedback: There will be a 5% increase annually of families reporting that there are open and effective lines of communication between families and schools</p> <p>Resources: There will be a 5% increase in families reporting they</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>school and 86% for a typical So Co school). This represents a 16% increase over the prior year.</p> <p>Communication &amp; Feedback - this summary measure describes the degree to which there are open and effective lines of communication between families and schools: 82% (compared with 55% for a typical YouthTruth school and 57% for a typical So Co school). This represents a 2% increase over the prior year.</p> <p>Resources - this summary measure describes the degree to which families believe that their school deploys the necessary resources to support students: 87% (compared with 61% for a typical YouthTruth school and 61% for a typical So school). This represents a 16%</p>			<p>believe that their school deploys the necessary resources to support students.</p> <p>School Safety: There will be a 6% increase annually of families reporting they believe that their school is a safe place for students.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>increase over the prior year.</p> <p>School Safety - this summary measure describes the degree to which families believe that their school is a safe place for students: 82% (compared with 53% for a typical YouthTruth school and 53% for a typical So Co school). This represents a 21% increase over the prior year.</p>				
5.3	Parent attendance at Individual Learning Plan (ILP) conferences/Community School parent engagement event. (P3)	<p>2023-24: In the 2023-24 school year 79% of parents attended the Community School Spring ILP conference, as measured through sign-in sheets and teacher report.</p> <p>In the 2023-24 school year 80% of parents attended the Court School Spring ILP conference, as measured through sign-in sheets and teacher report.</p>			Increase by 15% (5% annually) the number of parents attending the Spring ILP conferences.	

# 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	Parent Outreach & Engagement	5.1 Continue to foster family engagement through bilingual outreach to include truancy intervention, student behavior and academic progress, and participation in school engagement events. Measure parent/family engagement in programming through parent survey, meeting records and/or agency report.	\$0.00	No
5.2	Translation Services	5.2 Provide bilingual staff to translate all materials/school communications, provide translation services at meetings and provide outreach to Spanish-speaking families. DTS translation services for LCAP and parent related materials.	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	Goal 6: Maintain countywide collaborative process for monitoring and updating/revising the plan to address educational services for expelled youth. Continue to provide equal educational opportunities and programming for all expelled youth enrolled in SCOE Alt Ed program.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is an identified need and agreement for continuing a countywide collaborative process for addressing educational services for expelled youth. The Countywide Plan for Serving Expelled Youth (922 Plan) provides the formal vehicle for this collaboration - stakeholder feedback in the triennial review and update of this plan ensures that systems are in place to serve these youth and that identified gaps in service can be addressed. Tracking measurable data, such as referral and enrollment figures/rates will provide a means for tracking how effective the systems in place are for ensuring that expelled students are appropriately served in a timely manner. The program/COE uses the quarterly Alternative Education/Student Services Administrators meeting to ensure that dialogue related to meeting the needs of expelled students (including the process for referral/enrollment and district readmit) is ongoing with our district partners.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Community School referral and enrollment data.  Alternative Education/Student Services Administrators meeting agendas.  Updated 922 Plan	2023-24: In the 2023-24 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students.			Continue to provide services to 100% of qualifying expelled students.  Quarterly meetings of Alternative Education/Student Services Administrators.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(P9)	<p>Alternative Education/Student Services Administrators meetings are held quarterly.</p> <p>Triennial review and update of the 922 Plan will occur in June 2024 through a collaborative process with local districts.</p>			Complete triennial review and update of the Countywide Plan for Serving Expelled Youth (922 Plan) in Spring of 2027.	

## 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
<b>6.1</b>	922 Plan	6.1 Monitor implementation of county-wide 922 Plan. Conduct triennial review and update.	\$0.00	No
<b>6.2</b>	Referral and Enrollment	6.2 Develop/utilize a process for tracking expulsion referral and enrollment.	\$0.00	
<b>6.3</b>	Collaboration and Coordination of Services for Expelled Students	Continue to convene quarterly meetings of district Alternative Education/Student Services administrators to foster collaboration, coordination and sharing of best/promising practices.	\$0.00	

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
7	Goal 7: The FYS Coordinator will continue to work with a variety of agencies to ensure that appropriate services are provided to foster youth and that school, district, partner agencies, and Human Services personnel are informed about Foster Youth Education regulation and best practice for improving educational outcomes for foster youth.	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.

This goal was developed in consultation with educational partners in order to provide cohesive education-related support services to foster youth. Review of historical data indicates that as a sub-group, youth in foster care experience more frequent school placement changes and greater impact on academic progress and graduation rates than the general student population.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Graduation rate calculation	<p>Data from the Foster Focus database for the 2022-23 school year reflects the following:</p> <p>21 total students were enrolled in grade 12 in Sonoma County LEAs (16 students were enrolled in public schools, and 5 were enrolled in non-public schools (NPS).</p> <p>Of these 21 students, 15</p>			By 2026-27 the goal is to have a cumulative increase of 3% (1% per school year) from the 2022-23 graduation rate of 71% to 74%.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>graduated/completed high school (12 public, and 3 NPS). This is a graduation rate of 71.4%. Of the 15 graduates, 14 received a diploma, 1 earned a certificate of completion.</p> <p>SCOE LEA Data: A total of 72 students who were identified as Foster Youth were enrolled in the Sonoma County Office of Education (SCOE) LEA for at least one day during the 2022-23 school year.</p> <p>The LEA includes our Special Education and Alternative Education Programs.</p> <p>38 in the Sonoma County Court School, 8 Alt ed, 20 NPS, and 5 Special education students were identified as Foster Youth</p> <p>19 were in 12th grade; 7 graduated, for a rate of 37%</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1 Special education was in grade 12 and they graduated with a diploma - 100% completion rate				
7.2	Records transfer data. (P10)	Data for 2023-24 reflects that records were transferred within 48 hours 100% of the time.			In 2026-27 data will indicate that all records requests are processed within 48 hours.	
7.3	<p>Number of AB490 trainings provided</p> <p>Student education and planning meetings attended</p> <p>Multi-agency collaborative meetings attended</p> <p>Technical assistance provided to Human Services staff</p> <p>(P10)</p>	<p>During the second half of the 2023-24 school year (from January, 2024):</p> <ul style="list-style-type: none"> <li>10 AB 490 Trainings were provided</li> <li>FYSCP staff participated in 50 Students specific education and foster care planning meetings</li> <li>FYSCP staff participated in 33 multi-agency</li> </ul>			<p>For 2026-27, data collected regarding professional development, technical assistance, collaboration, and student support activities will reflect a 5% increase from the 2023-24 baseline data. Service delivery will meet or exceed:</p> <ul style="list-style-type: none"> <li>20 AB 490 Trainings</li> <li>150 Student Education and</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>collaborative meetings</p> <ul style="list-style-type: none"> <li>The co-location hours were paused in January 2024, due to a change in staffing of the FYSCP Coordinator. SCOE FYSCP continues to meet with and provide technical assistance to Sonoma County Human Services Department Family Youth &amp; Children (SCHSD FY&amp;C) leadership and staff via online platforms, in-person, and over the phone.</li> </ul>			<p>Planning Meetings</p> <ul style="list-style-type: none"> <li>120 Multi-Agency Collaborative Meetings</li> </ul>	

# 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
7.1	Foster Youth services	<p>7.1 If funded, continue to provide FYS Coordinator services, tutoring services, school supplies and professional development materials</p> <p>The Foster Youth Services Coordinator will work with Human Services to:</p> <ul style="list-style-type: none"> <li>Minimize changes in school placement</li> <li>Support provide educational status and progress of FY to child welfare agencies</li> <li>Respond to requests from the juvenile court for information/work with the juvenile court to ensure the delivery and coordination of necessary educational services</li> </ul>	\$564,910.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Establish a mechanism for efficient and quick transfer of health and education records to schools</p> <p>Minimize the effects of school placement changes through training and communication with Human Services and Juvenile Court</p> <p>Support adherence to AB 490, and immediate enrollment of foster youth through providing training and support to school/district staff, education rights holders foster parents, and Human Services</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
8	SCOE Alternative Education will provide students, especially socioeconomically disadvantaged (SED) students, at Court and Community School intensified services and supports to increase academic achievement. Due to our small population size we do not receive performance colors for most indicators. However, the large majority of our students qualify for Equity Multiplier funding, due to stability rates and socioeconomically disadvantaged status. Over the 3-year cycle of this plan our targeted outcome is to increase graduation rates and credit acquisition by 30% and district readmit rates by 15% for all students, with priority for services given to our SED students. This goal includes an action(s) within the LCAP related to implementation of the work underway as part of technical assistance.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The SCOE Alternative Education program is required to have an Equity Multiplier goal due to the funds received for both our Court and Community Schools . Our family and partner engagement included conversation related to the Equity Multiplier goal and the student data that was used to determine eligibility for receipt of funds (stability rates and SED status). Due to our small population size we do not receive performance colors for most indicators. However, the large majority of our students qualify for Equity Multiplier funding, due to stability rates and socioeconomically disadvantaged status. Intensified services, supports and differentiated instruction are needed to increase the academic achievement (specifically graduation rate, credit acquisition and district readmission rates) of our SED students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Graduation Rate (P5)	The graduation rate on the 2023 Dashboard is broken down by students who graduated within four years of entering high school and students who graduated in their fifth			Increase Community and Court and School graduation rates by 30% (10% annually).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>year of high school (the remaining students considered not graduated).</p> <p>Community: 4 yr graduate = 40% SED = 41.7%</p> <p>5 yr graduate = 6.7% SED = 8.3%</p> <p>5 yr graduation rate = 46.7% (N=15). SED = 50%</p> <p>The DASS 1-Year graduation rate is offered for informational purposes only for local educational agencies and schools that support at-promise students in alternative school settings.</p> <p>1 yr graduation rate = 44.4% SED = 63.8% Hispanic = 45.5%</p> <p>Court (all socioeconomically disadvantaged/SED): 4 yr graduates = 30.8% 5 yr graduates = 23.1%</p>			<p>Related to Differentiated Assistance work, increase Community and Court School graduation rates for Socioeconomically Disadvantaged (SED) student groups by 30% (10% annually).</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>5 yr graduation rate = 53.8% (N=13)</p> <p>The DASS 1-Year graduation rate is offered for informational purposes only for local educational agencies and schools that support at-promise students in alternative school settings.</p> <p>1 yr graduation rate = 72.7% (all SED)</p>				
8.2	Credit Acquisition Data	<p>2023-24:</p> <p>Community School: Q1: 38 SED students (grades 9-12) were enrolled for all of Q1, 28.9% (11 students) earned 10 or more credits.</p> <p>Q3 Community School: 36 SED students (grades 9-12) were enrolled for all of Q1. 28.7% (10 students) earned 10 or more credits.</p> <p>Court School Q1:</p>			Increase by 30% (10% annually) the number of SED students (those enrolled for the entire quarter) earning 10 or more credits in the first and third quarters.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All 15 students (grades 9-12) who were enrolled for all of Q1 qualify as SED. 47% earned 10 or more credits.</p> <p>Q3: All 18 students (grades 9-12) who were enrolled for all of Q1 qualify as SED. 89% earned 10 or more credits.</p>				
8.3	Student District Readmit Rate	<p>2023-24: During the 23-24 school year, 31 SED students had served their term of expulsion and were eligible for review for district readmission.</p> <p>Of the 31, 2 self-reported no longer having the desire to return to district;</p> <p>20 SED students met criteria and were readmitted. This represents a 64.5% readmit rate.</p> <p>7 SED students are pending a re admittance decision</p> <p>Court School:</p>			<p>Increase Fall readmission rates for SED students by 15% (5% annually).</p> <p>Increase Spring readmission rates for SED students by 15% (5% annually).</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		This metric does not apply to Court School.				
8.4	Record Transfer for Court School Students	All students' educational records, including IEPs and 504 plans will be transferred to the student's new school within 72 hours of release from the juvenile hall. Baseline will be established in the 2024-25 school year.			100% of students' educational records, including IEPs and 504 plans will be transferred to the student's new school within 72 hours of release from the juvenile hall.	

## 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
8.1	Graduation Rate	SCOE Alternative Ed will increase graduation rates in both the Court and Community School program supported, in part, by maintaining an Academic Counselor to assist students with developing academic and graduation plans. As part of our differentiated assistance work, this will include increased support for our socioeconomically disadvantaged (SED) student groups.	\$0.00	Yes
8.2	Credit acquisition and credit recovery supports.	SCOE Alternative Ed will provide additional staffing to provide intensive academic support to all students with an added focus on low performing student groups (specifically socioeconomically disadvantaged subgroup).	\$334,706.00	Yes
8.3	Guidance Support and Record Transfer for Court School Students	SCOE Alternative Ed will assist students in successfully transitioning into and out of the Court and Community School programs, which includes coordination with districts for students returning from expulsion and prompt record transfer for students leaving the Court School program.	\$0.00	Yes

# 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
\$603,232	\$0

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.685%	1.433%	\$327,838.72	4.118%

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
1.6	<p><b>Action:</b> Support Staff and Services</p> <p><b>Need:</b> Students in our program typically have not experienced success in a traditional school setting for a multitude of reasons. Our work includes meeting the needs of the students that enroll with us - academically as well as socially/emotionally, while providing</p>	Provision of targeted, robust support services will support all students (LEA-wide) both socially/emotionally and academically. All students, ( including unduplicated student groups) receiving appropriate support will have improved outcomes.	Credit acquisition SBAC/ELPAC scores IXL scores Attendance rates

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>differentiated levels of support to ensure their success.</p> <p><b>Scope:</b> LEA-wide</p>		
2.1	<p><b>Action:</b> Career Technical Education and Work-Based Learning personnel and materials</p> <p><b>Need:</b> Students benefit from rich work-based learning opportunities. There is a strong positive correlation between students participation in CTE coursework and engagement in school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Work-based learning opportunities will help to engage all students (which includes unduplicated student groups) in the school program, will support them in accessing supports and services and will improve overall outcomes. This action is provided on an LEA-wide basis to provide these WBL opportunities to students across the program.</p>	<p>CTE course completion rates</p> <p>Attendance rates of students participating in CTE/WBL</p> <p>Student response to YouthTruth questions related to engagement and relationships</p> <p>Student response to YouthTruth question related to experiencing high-quality CTE/WBL</p>
2.2	<p><b>Action:</b> Student attendance and behavior incentives</p> <p><b>Need:</b> Utilizing a case management approach, we need to work to identify barriers to school attendance and provide targeted intervention to address those barriers.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Students report being motivated by attendance and behavior incentives. Additionally, the services provided by Keeping Kids in School provides targeted truancy intervention and services. These services are available to all students, including unduplicated student groups. These action is provided on a school-wide basis in the Community School program - students in our Court School program do not face the same barriers to school attendance.</p>	<p>Student attendance rates.</p> <p>District readmit rate (meeting attendance criteria).</p> <p>YouthTruth engagement summary measure (this summary measure describes the degree to which student perceive themselves as engaged</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
			with their school and their education).
2.3	<p><b>Action:</b> Life skills curriculum</p> <p><b>Need:</b> Students who are more engaged in school have increased positive outcomes.</p> <p><b>Scope:</b> Schoolwide</p>	<p>There is a positive correlation between student experience with high quality career technical education and/or work-based learning experiences and student engagement. The Life Skills class will help all students (which includes unduplicated student groups) connect what they're learning in school to life outside of school. This action is currently being offered at a specific site/classroom in our Community School program, so is a schoolwide action. Students at our other sites have access to other programming.</p>	<p>YouthTruth engagement summary measure (this summary measure describes the degree to which student perceive themselves as engaged with their school and their education).</p> <p>Student response to the YouthTruth survey question related to students experiencing high-quality career technical education and/or work-based learning in the past year.</p> <p>Student response to the YouthTruth survey question: How many of your teachers connect what you're learning in class with your life outside of school?</p>
2.4	<p><b>Action:</b> Social-emotional counseling services</p> <p><b>Need:</b> Students need to be supported in having their social-emotional/mental health needs met in</p>	<p>Increased mental health support and access to an on site Wellness Center and wellness activities will provide all students (which includes unduplicated student groups) with additional supports and services. This action is provided on an LEA-wide basis with the belief that all students in our</p>	<p>YouthTruth engagement summary measure (this summary measure describes the degree to which student perceive themselves as engaged</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>order to be fully 'present' and engaged with school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>program have a need for and can benefit from increased mental health support.</p>	<p>with their school and their education).</p>
<p><b>2.5</b></p>	<p><b>Action:</b> Restorative Resources Contract</p> <p><b>Need:</b> Many students are required to participate in restorative dialogue circles as part of their district readmit criteria. Additionally, students report positively about their experience in circle and their ability to more openly share their thoughts and feelings.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Select students (which includes unduplicated student groups) are required to participate in restorative dialogue circles as part of their expulsion rehabilitation plan. Through these circles students have the opportunity to reflect on past actions, take accountability for their actions and get support in identifying ways to improve decision making moving forward. This action is provided on a schoolwide basis only to Community School students as part of their expulsion rehabilitation plan.</p>	<p>District readmit rates (meeting restorative participation requirement).</p> <p>YouthTruth engagement summary measure (this summary measure describes the degree to which student perceive themselves as engaged with their school and their education).</p>
<p><b>2.6</b></p>	<p><b>Action:</b> Teen Parent Program</p> <p><b>Need:</b> Pregnant and parenting teens need targeted support in school so they can effectively access their education.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Onsite childcare, parenting classes and case management will help to support all teen parents, including unduplicated student groups. This action is provided on a schoolwide basis at the Community School site where our Teen Parent Program is located.</p>	<p>Attendance rates Credit acquisition/academic progress Graduation rate</p>
<p><b>3.1</b></p>	<p><b>Action:</b> Collaboration with Community Partners</p>	<p>Partner agencies provide critical support services to all students and families, including unduplicated student groups. This action is provided on a</p>	<p>Student favorable report on the YouthTruth survey related to: Engagement,</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><b>Need:</b> Providing a resource-rich, supportive program is a key component of addressing student needs and barriers to a positive school experience and outcomes.</p> <p><b>Scope:</b> Schoolwide</p>	<p>schoolwide basis in our Community School program to help support students who are working on addressing the requirements of their expulsion rehabilitation plan.</p>	<p>Academic Challenge, Relationships, Culture and Belonging &amp; Peer Collaboration.</p> <p>Suspension rates.</p> <p>District readmit rates.</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Relationship Building</p> <p><b>Need:</b> Positive relationships with adults at school lays the foundation for positive students engagement, performance and outcomes in school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>All students (which includes unduplicated student groups) benefit from positive adult relationships at school. This action is provided on an LEA-wide basis, as it is our belief that all students benefit from and will show improved outcomes if they have positive adult relationships at school.</p>	<p>Student favorable report on the YouthTruth survey related to: Engagement, Academic Challenge, Relationships, Culture and Belonging &amp; Peer Collaboration.</p> <p>Suspension rates.</p> <p>District readmit rates.</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Academic Counseling</p> <p><b>Need:</b> Students need targeted academic support and guidance to meet academic goals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Targeted counseling and guidance will support all students (including unduplicated student groups) in meeting academic goals. This action is provided on an LEA-wide basis as all students need the targeted supports and services the academic counselor provides to make progress toward their academic goals.</p>	<p>Credit acquisition</p> <p>District readmit rates</p> <p>Graduation rates</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Culturally Appropriate Structure and Support</p>	<p>Parent outreach and communication is enhanced when services are provided in their native language. Parents report appreciating this type of</p>	<p>Parent engagement metrics</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><b>Need:</b> Provision of culturally appropriate structure and support includes meeting the needs of our English Language Learners and Spanish speaking families.</p> <p><b>Scope:</b> LEA-wide</p>	<p>outreach and support. This action is provided on an LEA-wide basis as parent outreach and support is key to the success of our students program-wide.</p>	<p>Parent positive response on YouthTruth survey</p>
<p><b>3.5</b></p>	<p><b>Action:</b> Social-Emotional Counseling</p> <p><b>Need:</b> Student outcomes improve when they have access to challenging, relevant and engaging experiences at school. Students also need to know that the school environment is a safe, caring, culturally competent and responsive environment.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provision of social-emotional counseling will help to address all students (including unduplicated student groups) mental health and wellness in an effort to address barriers to positive school outcomes. This action is provided on an LEA-wide basis as social-emotional counseling services are needed to support all of our students program-wide.</p>	<p>Student response to the YouthTruth survey question: I feel safe during school.</p> <p>Suspension rates.</p> <p>District readmit rates (completion of counseling requirement).</p>
<p><b>3.7</b></p>	<p><b>Action:</b> Restorative Practice</p> <p><b>Need:</b> Many students are required to participate in restorative dialogue circles as part of their district readmit criteria. Additionally, students report positively about their experience in circle and their ability to more openly share their thoughts and feelings.</p>	<p>Select students (which includes unduplicated student groups) are required to participate in restorative dialogue circles as part of their expulsion rehabilitation plan. Through these circles students have the opportunity to reflect on past actions, take accountability for their actions and get support in identifying ways to improve decision making moving forward. This action is provided on a schoolwide basis only to Community School students as part of their expulsion rehabilitation plan.</p>	<p>District readmit rates (meeting restorative participation requirement).</p> <p>YouthTruth engagement summary measure (this summary measure describes the degree to which student perceive themselves as engaged with their school and their education).</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><b>Scope:</b> Schoolwide</p>		
<p><b>8.1</b></p>	<p><b>Action:</b> Graduation Rate</p> <p><b>Need:</b> Students need targeted academic support and guidance to meet academic goals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Services of an academic counselor will assist all students (including unduplicated student groups) with academic goal setting, development of graduation plans and regular progress follow-up. This action is provided on an LEA-wide basis, as increasing graduation rates is an identified need for students across the program.</p>	<p>Graduation Rate</p>
<p><b>8.2</b></p>	<p><b>Action:</b> Credit acquisition and credit recovery supports.</p> <p><b>Need:</b> Low performing identified subgroups need additional intensive services in order to improve academic achievement and positive outcomes.</p> <p><b>Scope:</b> LEA-wide</p>	<p>All students (including unduplicated student groups) can benefit from additional academic support and intervention - identified subgroups will be prioritized for these services. This action is provided on an LEA-wide basis, as increasing credit acquisition is an identified need for students across the program.</p>	<p>Graduation Rate</p> <p>Credit Acquisition</p> <p>District Readmission Rate</p>
<p><b>8.3</b></p>	<p><b>Action:</b> Guidance Support and Record Transfer for Court School Students</p> <p><b>Need:</b> Students need targeted academic support and guidance to meet academic goals.</p>	<p>Services of an academic counselor will assist all students (including unduplicated student groups) with academic goal setting, development of graduation plans, regular progress follow-up and district readmission. This action is provided on an LEA-wide basis as all students need the targeted supports and services the academic counselor provides to make progress toward their academic</p>	<p>Graduation Rate</p> <p>Credit Acquisition</p> <p>District Readmission Rate</p> <p>Records Transfer Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide	goals. The academic also tracks post-program outcomes for all students throughout the program.	

### Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>4.4</b>	<p><b>Action:</b> English Language Development Intensive Intervention and Support</p> <p><b>Need:</b> Serving our English Learner students (ELs) has been identified as a continued area of focused attention, specifically, further developing systems of support for students to make progress toward English proficiency and meet program standards to be reclassified as fully English proficient.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	In addition to helping our ELs acquire academic literacy, we are preparing them to navigate college, the job market and to become global citizens.	<p>Percentage of EL pupils who make progress toward English proficiency as measured by the ELPAC.</p> <p>Percentage of English Learners who meet the SCOE standards to be redesignated as Fluent English Proficient.</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.

In addition to the basic services that the Sonoma County Office of Education (SCOE) provides to all students, SCOE provides additional services and supports that are principally directed towards the needs of unduplicated pupils in order to increase or improve services by at

least 4.008% - relative to services provided to all students and in proportion to the supplemental and concentration grant funds provided by the LCFF. These services are marked in the LCAP as contributing to increased or improved services and are described above.

Using the calculation provided by the state, SCOE has calculated that it will receive \$725,752 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). services. It should be noted that 100% of SCOE Court School pupils and 80% (in the 23-24 school year) of SCOE Community School pupils are unduplicated pupils. Although the programs identified above as contributing to increased or improved services are principally directed towards the needs of our unduplicated pupils, the remaining percentage of students have similar needs and our goals for these students are the same. Therefore, the majority of the services marked as contributing to increased or improved services are available for all students, are being provided to all students in the SCOE program (school or LEA-wide) and upgrade the entire educational program (either school or LEA-wide).

In addition to the LEA-wide actions described in Prompt 1, we will provide the following actions on a limited basis to meet our required percentage to increase or improve services:

Review of data indicates a continued need to support students toward attaining English language proficiency and increased reclassification rates. Parent input indicates support for academic tutoring/intensive intervention. English learners continue to benefit from additional support to re-balance and refocus on the task of learning and being productive in the school community with the goal to achieve the same rigorous grade-level academic language standards that are expected from all students within a reasonable period of time. To accomplish these goals, review of the data led to an identified need to continue building on our existing English Language Development (ELD) program to ensure that all English learners receive a comprehensive program of both designated and integrated English language development (ELD) instruction targeted to their proficiency level and appropriate academic instruction in a language acquisition program.

Action 4.4 is principally directed toward our unduplicated student population (English Language Learners) to ensure that the necessary academic supports and staffing are in place to meet their wide range of needs and ensure they will make progress toward English language proficiency. Teacher coaching to strengthen instructional practice is critical to providing an academic program that our English Language Learners can successfully access. We will also intensify efforts and expand services to our English Language Learners utilizing intensive intervention staff to support and accelerate their progress toward English language proficiency.

SCOE's total required percentage to increase or improve services is 3.149%. The planned quantitative increase in services is 3.892%, as demonstrated by the budgeted LCFF expenditures of \$897,078. This will work towards reducing our current estimated LCFF Carryover percentage from prior year of 0.859%

The planned qualitative improvement in services includes the ELD intensive intervention program and consists of one ELD intensive intervention teacher. This teacher works specifically with our English Learners to provide individualized intensive academic intervention support and services to improve their progress with English language development and achievement of grade level academic language standards.

The Special Education Program classrooms are a fee for service model in which LEAs/DSEAs pay a flat fee for implementation of the students' offers of FAPE.

### **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.

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 of foster youth, English learners, and low-income students as follows:

Goal 4, Action 4.4: English Language Development intensive intervention teacher

Goal 2, Action 2.4: Increase in mental health counseling specialist services

Goal 3, Action 3.3: Increase in FTE of academic counselor

Goal 1, Action 1.6: Addition of two academic support staff

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		5:82
Staff-to-student ratio of certificated staff providing direct services to students		15:82

# 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	22,470,423	603,232	2.685%	1.433%	4.118%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,096,389.00	\$1,115,031.00	\$24,512.00	\$440,283.00	\$4,676,215.00	\$3,602,631.00	\$1,073,584.00

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	Staffing for Programs	All	No			All Schools		\$1,925,564.00	\$141,687.00	\$1,699,402.00	\$0.00	\$0.00	\$367,849.00	\$2,067,251.00	
1	1.2	Staff Professional Learning	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.3	Project-Based/Work-Based Learning	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.4	Specialist Services	Students with Disabilities	No			All Schools		\$327,008.00	\$179,637.00	\$292,709.00	\$213,936.00	\$0.00	\$0.00	\$506,645.00	
1	1.5	CCSS & ELD Instructional Materials and technology	All	No			All Schools		\$0.00	\$15,197.00	\$13,718.00	\$1,479.00	\$0.00	\$0.00	\$15,197.00	
1	1.6	Support Staff and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$297,887.00	\$86,113.00	\$384,000.00				\$384,000.00	
1	1.7	CCSS & ELD Curriculum and Instructional Materials (Special Education Program)	Students with Disabilities HI, SED	No			Specific Schools: Special Education Program classrooms, county operated		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.1	Career Technical Education and Work-Based Learning personnel and materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$175,451.00	\$21,106.00	\$196,557.00	\$0.00	\$0.00	\$0.00	\$196,557.00	
2	2.2	Student attendance and behavior incentives	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Communi		\$0.00	\$24,513.00	\$1.00	\$0.00	\$24,512.00	\$0.00	\$24,513.00	

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
						Low Income	ty School									
2	2.3	Life skills curriculum	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community School-Headwaters		\$1.00	\$19,755.00	\$1.00	\$0.00	\$0.00	\$19,755.00	\$19,756.00	
2	2.4	Social-emotional counseling services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$218,809.00	\$21,334.00	\$240,143.00	\$0.00	\$0.00	\$0.00	\$240,143.00	
2	2.5	Restorative Resources Contract	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community School		\$0.00	\$32,925.00	\$0.00	\$0.00	\$0.00	\$32,925.00	\$32,925.00	
2	2.6	Teen Parent Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community School - Amaroosa		\$69,590.00	\$6,785.00	\$76,375.00	\$0.00	\$0.00	\$0.00	\$76,375.00	
3	3.1	Collaboration with Community Partners	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community School		\$0.00	\$19,755.00	\$1.00	\$0.00	\$0.00	\$19,754.00	\$19,755.00	
3	3.2	Relationship Building	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.3	Academic Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	Culturally Appropriate Structure and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.5	Social-Emotional Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	Facilities	All	No			Specific Schools: Communi		\$0.00	\$193,482.00	\$193,482.00	\$0.00	\$0.00	\$0.00	\$193,482.00	

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
							ty School									
3	3.7	Restorative Practice	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Community School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.1	English Language Development Instruction	English Language Learners	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.2	Student progress toward English language proficiency.	English Language Learners	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.3	Staff professional development related to English Language Development.	English Language Learners	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.4	English Language Development Intensive Intervention and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.1	Parent Outreach & Engagement	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.2	Translation Services	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.1	922 Plan	All Expelled youth	No			Specific Schools: Community School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.2	Referral and Enrollment							\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.3	Collaboration and Coordination of Services for Expelled Students							\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
7	7.1	Foster Youth services	Foster Youth	No			Specific Schools: County-wide		\$309,790.00	\$255,120.00	\$0.00	\$564,910.00	\$0.00	\$0.00	\$564,910.00	
8	8.1	Graduation Rate	Low Income	Yes	LEA-wide	Low Income	All Schools		\$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
8	8.2	Credit acquisition and credit recovery supports.	Low Income	Yes	LEA-wide	Low Income	All Schools		\$278,531.00	\$56,175.00	\$0.00	\$334,706.00	\$0.00	\$0.00	\$334,706.00	
8	8.3	Guidance Support and Record Transfer for Court School Students	Low Income	Yes	LEA-wide	Low Income	All Schools		\$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
22,470,423	603,232	2.685%	1.433%	4.118%	\$897,078.00	0.000%	3.992 %	<b>Total:</b>	\$897,078.00
								<b>LEA-wide Total:</b>	\$820,700.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$76,378.00

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	1.6	Support Staff and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$384,000.00	
2	2.1	Career Technical Education and Work-Based Learning personnel and materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$196,557.00	
2	2.2	Student attendance and behavior incentives	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School	\$1.00	
2	2.3	Life skills curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School- Headwaters	\$1.00	
2	2.4	Social-emotional counseling services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$240,143.00	
2	2.5	Restorative Resources Contract	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School	\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Teen Parent Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School - Amarosa	\$76,375.00	
3	3.1	Collaboration with Community Partners	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School	\$1.00	
3	3.2	Relationship Building	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.3	Academic Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.4	Culturally Appropriate Structure and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.5	Social-Emotional Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.7	Restorative Practice	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Community School	\$0.00	
4	4.4	English Language Development Intensive Intervention and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	
8	8.1	Graduation Rate	Yes	LEA-wide	Low Income	All Schools	\$0.00	
8	8.2	Credit acquisition and credit recovery supports.	Yes	LEA-wide	Low Income	All Schools	\$0.00	
8	8.3	Guidance Support and Record Transfer for Court School Students	Yes	LEA-wide	Low Income	All Schools	\$0.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$4,667,006.98	\$4,565,704.80

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	Staffing for Programs	No	\$2,180,939.00	2324805.01
1	1.2	Professional Learning	No	\$0.00	0
1	1.3	Project-Based/Work-Based Learning	No	\$0.00	0
1	1.4	Specialist Services	No	\$320,466.00	208673.76
1	1.5	CCSS & ELD Instructional Materials and technology	No	\$50,000.00	59663
1	1.6	Support Staff and Services	Yes	\$321,379.00	217620.56
2	2.1	Career Technical Education personnel and materials	Yes	\$29,366.00	20645.89
2	2.2	Student attendance and behavior incentives	Yes	\$15,000.00	12579
2	2.3	Life skills curriculum	Yes	\$19,751.00	18000
2	2.4	Social-emotional counseling services	Yes	\$217,194.00	217194
2	2.5	Restorative Resources Contract	Yes	\$30,000.00	25000

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	2.6	Teen Parent Program	Yes	\$68,103.98	65112.88
3	3.1	Collaboration with Community Partners	Yes	\$20,000.00	25000
3	3.2	Relationship Building	Yes	\$0.00	0
3	3.3	Academic Counseling	Yes	\$0.00	0
3	3.4	Culturally Appropriate Structure and Support	Yes	\$0.00	0
3	3.5	Social-Emotional Counseling	Yes	\$0.00	0
3	3.6	Facilities	No	\$114,535.00	76930.70
3	3.7	Restorative Practice	Yes	\$0.00	0
4	4.1	English Language Development Instruction	No	\$0.00	0
4	4.2	Student progress toward English language proficiency.	No	\$0.00	0
4	4.3	Staff professional development related to English Language Development.	No	\$0.00	0
4	4.4	English Language Development Intensive Intervention and Support	Yes	\$0.00	0
5	5.1	Truancy Intervention and Parent Outreach	Yes	\$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	Translation Services	Yes	\$4,168.00	0
6	6.1	922 Plan	No	\$0.00	0
7	7.1	Foster Youth services	Yes	\$1,276,105.00	1294480

# 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)
715290	\$586,229.00	\$387,451.28	\$198,777.72	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Support Staff and Services	Yes	\$321,379.00	86697.89		
2	2.1	Career Technical Education personnel and materials	Yes	\$9,000.00	18886.97		
2	2.2	Student attendance and behavior incentives	Yes	\$1.00	1		
2	2.3	Life skills curriculum	Yes	\$1.00	18000		
2	2.4	Social-emotional counseling services	Yes	\$217,194.00	143752.54		
2	2.5	Restorative Resources Contract	Yes	\$30,000.00	30000		
2	2.6	Teen Parent Program	Yes	\$8,653.00	65112.88		
3	3.1	Collaboration with Community Partners	Yes	\$1.00	25000		
3	3.2	Relationship Building	Yes	\$0.00			
3	3.3	Academic Counseling	Yes	\$0.00			
3	3.4	Culturally Appropriate Structure and Support	Yes	\$0.00			
3	3.5	Social-Emotional Counseling	Yes	\$0.00			
3	3.7	Restorative Practice	Yes	\$0.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	English Language Development Intensive Intervention and Support	Yes	\$0.00			
5	5.1	Truancy Intervention and Parent Outreach	Yes	\$0.00			
5	5.2	Translation Services	Yes	\$0.00			
7	7.1	Foster Youth services	Yes	\$0.00			

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.



# 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)
22879016	715290	0.00%	3.126%	\$387,451.28	0.000%	1.693%	\$327,838.72	1.433%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

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

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

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

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

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

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

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

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

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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



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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

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

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.



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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

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

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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

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

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

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

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

### **Limited Actions**

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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



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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **LCFF Carryover Table**

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

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