2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	San Joaquin County Office of Education
CDS Code:	3910397-3930468
LEA Contact Information:	Name: Sean Morrill Position: Assistant Superintendent - County Operated School and Programs Phone: 209-468-9050
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$34,940,134
LCFF Supplemental & Concentration Grants	$4,475,423
All Other State Funds	$23,902,428
All Local Funds	$86,755,226
All federal funds	$19,449,050
Total Projected Revenue	$165,046,838

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$160,067,069
Total Budgeted Expenditures in the LCAP	$21,124,624
Total Budgeted Expenditures for High Needs Students in the LCAP	$7,581,644
Expenditures not in the LCAP	$138,942,445

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$2,228,236
Actual Expenditures for High Needs Students in Learning Continuity Plan	$3,162,738

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$3,106,221
2020-21 Difference in Budgeted and Actual Expenditures	$934,502

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	San Joaquin County Office of Education (SJCOE), only includes our instructional programs for Court & Community in our LCAP. Some of the general fund expenditures that are not included in the LCAP are District Fiscal Oversight, Internal Business Services, Educational Support and Programs, Special Education/SELPA, along with many other programs and enterprises.

LCFF Budget Overview for Parents

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

CDS Code: 3910397-3930468

School Year: 2021-22

LEA contact information:

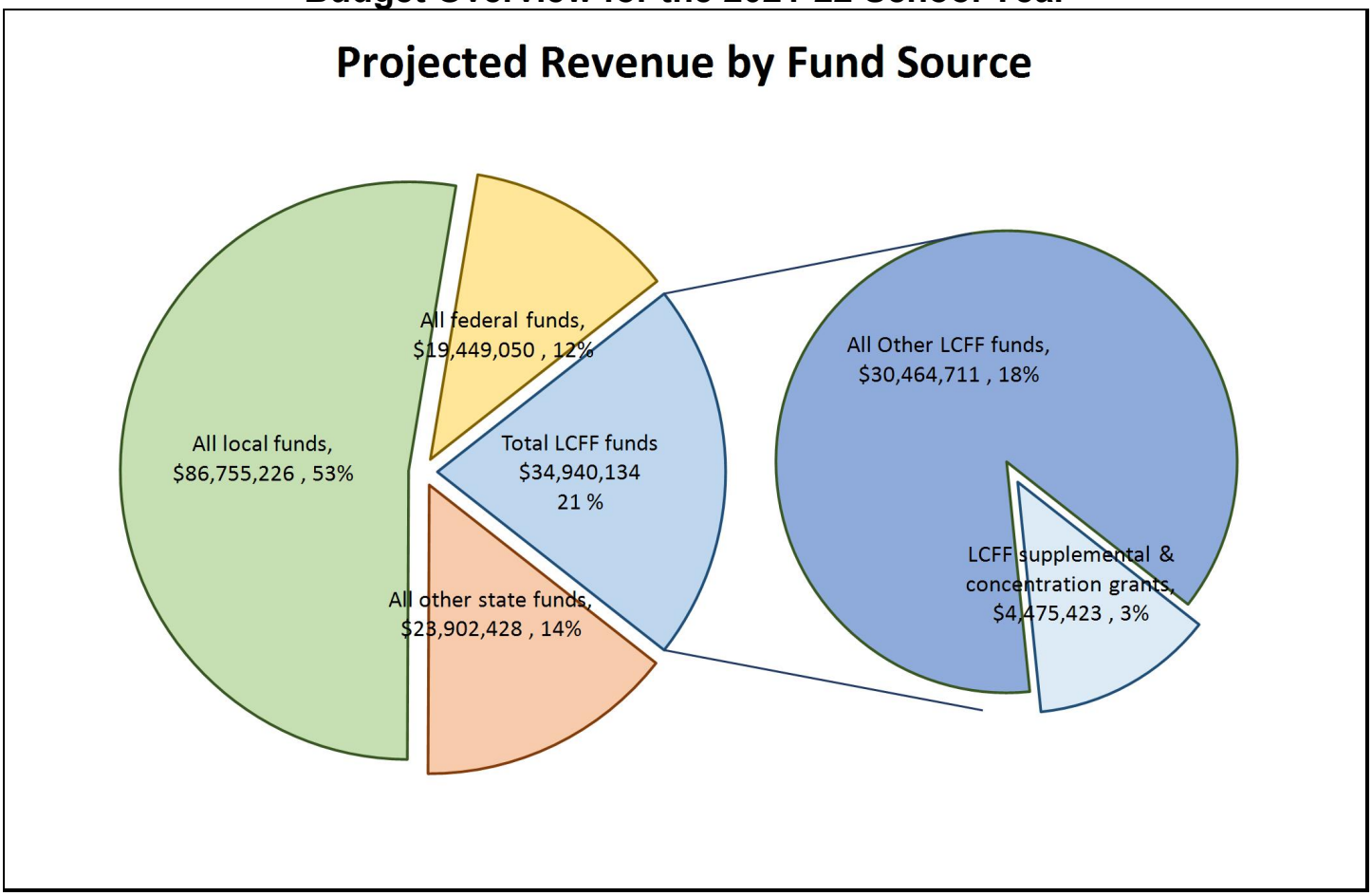
Sean Morrill

Assistant Superintendent - County Operated School and Programs

209-468-9050

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 2021-22 School Year



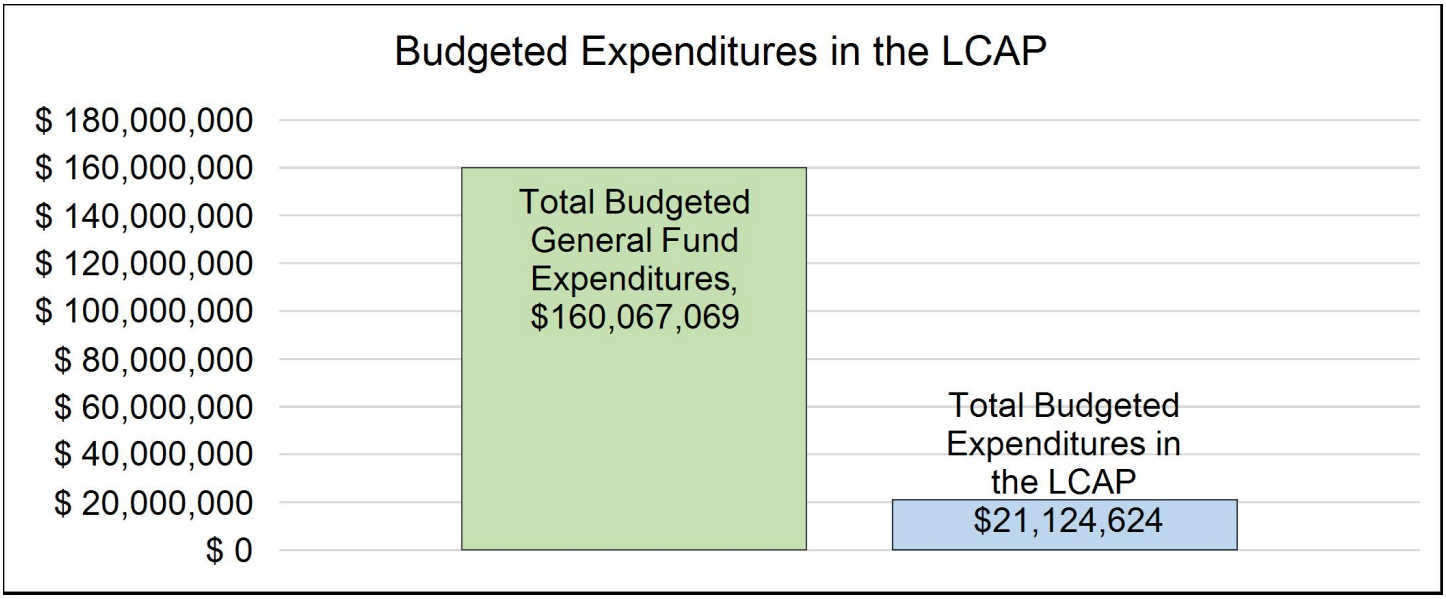
This chart shows the total general purpose revenue San Joaquin County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for San Joaquin County Office of Education is $165,046,838, of which $34,940,134 is Local Control Funding Formula (LCFF), $23,902,428 is other state funds, $86,755,226 is local funds, and $19,449,050 is federal funds. Of the $34,940,134 in LCFF Funds, $4,475,423 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 San Joaquin County Office of Education plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Joaquin County Office of Education plans to spend $160,067,069 for the 2021-22 school year. Of that amount, $21,124,624 is tied to actions/services in the LCAP and $138,942,445 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

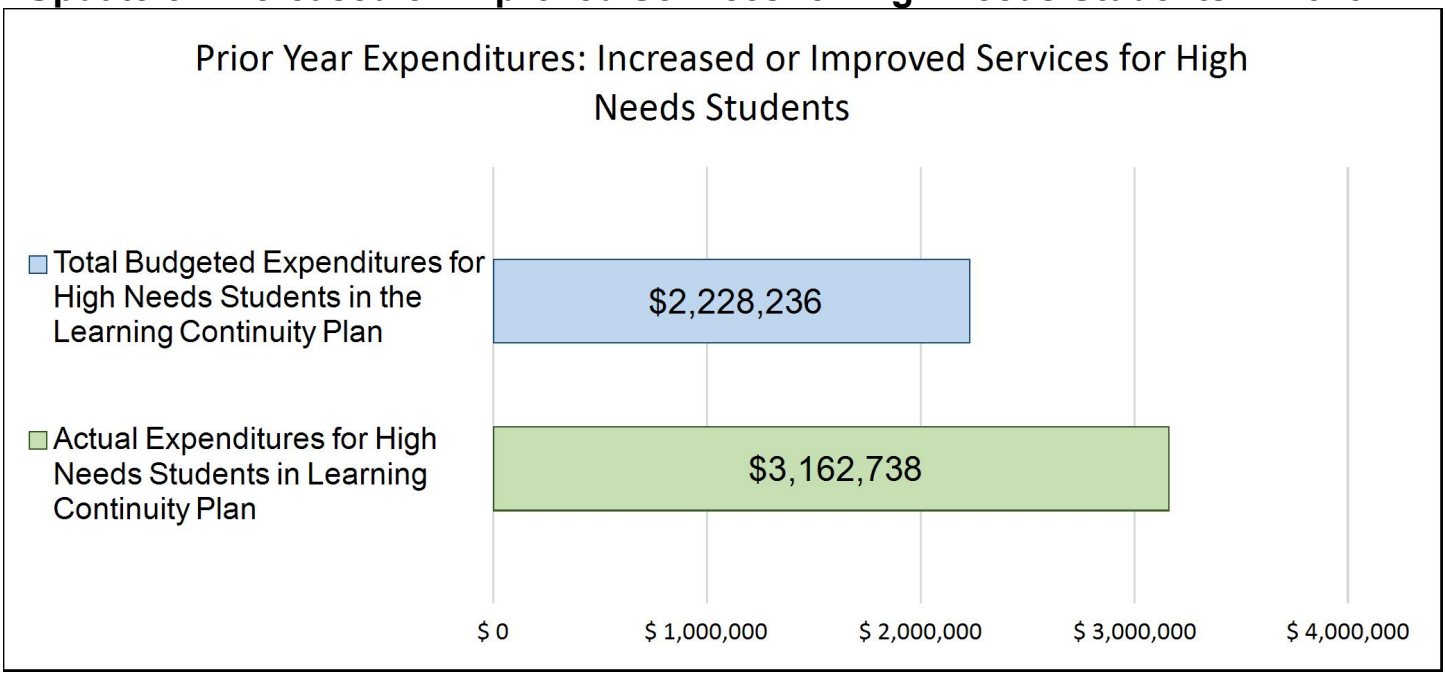
San Joaquin County Office of Education (SJCOE), only includes our instructional programs for Court & Community in our LCAP. Some of the general fund expenditures that are not included in the LCAP are District Fiscal Oversight, Internal Business Services, Educational Support and Programs, Special Education/SELPA, along with many other programs and enterprises.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, San Joaquin County Office of Education is projecting it will receive $4,475,423 based on the enrollment of foster youth, English learner, and low-income students. San Joaquin County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. San Joaquin County Office of Education plans to spend $7,581,644 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 2020-21



This chart compares what San Joaquin County Office of Education budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what San Joaquin 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.

In 2020-21, San Joaquin County Office of Education's Learning Continuity Plan budgeted $2,228,236 for planned actions to increase or improve services for high needs students. San Joaquin County Office of Education actually spent $3,162,738 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
San Joaquin County Office of Education	Sean Morrill Assistant Superintendent - County Operated School and Programs	smorrill@sjcoe.net 209-468-9050

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Improve student attendance by decreasing truancy

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 5: Pupil Engagement A. School Attendance Rate **19-20** A: Increase attendance rates at Community Schools and Cruikshank Court School **Baseline** A: 2015/16 School Attendance rate: Community Schools 81% Cruikshank Court School 89% (verified by PROMIS)	5A: School Attendance Rates Community School: 83% Cruikshank Court School: 95% (PROMIS 18/19) Due to COVID closure 19/20 data is not comparable.
Metric/Indicator B. Chronic Absenteeism Rate **19-20** B: Decrease Chronic Absenteeism rate at Community Schools and Cruikshank Court School **Baseline** B: 2015/16 Chronic Truancy count/rate (includes students with 18 or	Chronic Truancy count/rate 18/19 Community Schools 734 (32.9%) Cruikshank court schools 12 (2.0%) (Data verified via PROMIS) Chronic Absenteeism rate (K-8) 18/19 Community Schools 51.8%

Expected	Actual
more absences): Community Schools 716 (37%) Cruikshank Court School 41 (5%). (verified by PROMIS) . Effective 2017-18 we will be reporting the Chronic Absenteeism Rate beginning with the 2016-17 data from Dataquest.	Cruikshank court schools 21.4% (Data is verified via Fall 2019 CA School Dashboard) Chronic Absenteeism count/rate (K-12) 18/19 Community Schools 790/42.5% Cruikshank court schools 52/23.1% (Data verified via Data Quest) Due to COVID closure 19/20 data is not comparable.
Metric/Indicator C. Middle School Dropout Count **19-20** C. Maintain Middle School Dropout count at Community School and Cruikshank Court School **Baseline** C. 2015/16 Middle School Dropout count: Community Schools 0 Cruikshank Court School 0 (verified by CalPADS) Dropout Rate not available - only dropout count.	5C: Middle School Dropout Count 2018-2019 Dropout Count Community Schools 0 Cruikshank Court Schools 0 (Data is verified via 2018/19 CALPADS report 1.12) Due to COVID closure 19/20 data is not comparable.
Metric/Indicator D. High School Dropout Count **19-20** D: Decrease High School Dropout count at Community Schools and Cruikshank Court School **Baseline** D. 2015/16 High School Dropout count Community Schools 74 Cruikshank Court School 36 (verified by CalPADS)	5D: High School Dropout Rates 2016-17 Dropout Rate Community Schools 75 Cruikshank Court Schools 36 As of March 5, 2021 2018-2019 & 2017-2018 data is not available via Data Quest. (Data is verified via 2017/18 Data Quest) 2018-19 Dropout Rate via CALPADS report 15.1 Community Schools 41.31% (Count 176) Cruikshank Court Schools 47.50% (Count 19)

Expected	Actual
	(Due to the data being unavailable via Dataquest the data provided here is from the CALPADS report 15.1 Cohort Outcome - Counts and Rate report) Due to COVID closure 19/20 data is not comparable.
Metric/Indicator E. High School Graduation Count **19-20** E: Increase High School Graduation count at Community Schools and Cruikshank Court School **Baseline** E. 2015/16 High School Graduation count: Community Schools 124 Cruikshank Court School 9 (verified by CalPADS) 15/16 Graduation rate not available	5E: High School Graduation Rates 2018-19 Graduation Count Community Schools Cruikshank Court Schools As of March 5, 2021 2018-2019 data is not available via Data Quest. (Data is verified via 2018/19 Data Quest) 2018-19 Graduation Count via CALPADS Community Schools 157 count Cruikshank Court Schools 14 (Due to the data being unavailable via Dataquest the data provided here is from the CALPADS report 15.1 Cohort Outcome - Counts and Rate report) 2018-19 Graduation Rate Community Schools 43% Cruikshank Court Schools 53.1% (Data is verified via Fall 2019 CA School Dashboard) Due to COVID closure 19/20 data is not comparable.
Metric/Indicator Priority 6: School Climate A. Pupil Suspension Count/Rate	6A: Pupil Suspension Rates 2018-19 Suspension Count/Rate Community Schools 334/15%

Expected	Actual
19-20 A: Decrease Suspension count/rate at Community Schools and Cruikshank Court School **Baseline** A. 2015/16 Pupil Suspensions count/rate: Community Schools 441/23% Cruikshank Court School 193/21% (verified by PROMIS)	Cruikshank Court Schools 78/13.2% (Data is verified via 2018/19 Data Quest) 2018-19 Suspension Rate Community Schools 15% Cruikshank Court Schools 13.2% (Data is verified via Fall 2019 CA School Dashboard) Due to COVID closure 19/20 data is not comparable.
Metric/Indicator B. Pupil Expulsion Count/Rate **19-20** B: Decrease/maintain low expulsion count/rate at Community Schools and Cruikshank Court School **Baseline** B. 2015/16 Pupil Expulsion count/rate: Community Schools 2/.11% Cruikshank Court School 0/0% (verified by PROMIS)	6B: Pupil Expulsion Rates 2018-19 Expulsion Count/Rate Community Schools 3/0.13% Cruikshank Court Schools 1/0.17% (Data is verified via 2018/19 Data Quest) Due to COVID closure 19/20 data is not comparable.
Metric/Indicator C. Student, Parent, and Teacher Survey results on safety and school connectedness. **19-20** C: Student, Parent and Teacher Survey results on school safety and connectedness will increase at Community Schools and Cruikshank Court School **Baseline** C. Parents - 82% agree or strongly agree that their student feels safe at school.	6C: Survey of pupils, parents and teachers on safety and school connectedness 2019-20 Parent Survey 0.82% disagree or strongly disagree with the statement, “My child’s school is a safe place to learn”. 0% disagree or strongly disagree with the statement, “I feel my involvement in my child’s education is valued at his/her school. 2019-20 Teacher Survey

Expected	Actual
Teachers - 71.16% agree or strongly agree with the statement, "The school environment is safe for teachers." Baseline data below was updated to fully address the metric: C. Based on the 2016-17 Parent Survey, 0% disagree or strongly disagree with the statement, "My student feels safe at his/her school." Only 1.64% of parents disagreed or strongly disagreed with the statement, "School administration and teachers encourage parental engagement an support at the school site. Based on the 2016-17 Teacher Survey, 13.46% teachers disagree or strongly disagree with the statement statement, "The school environment is safe for teachers." 98% agree or strongly agree they are "Passionate about their work." Based on the 2015-16 California Healthy Kids Survey, 85% students responded high or moderate when asked about school connectedness. 7% responded feeling"Unsafe or very unsafe at their school.	2.4% disagree or strongly disagree with the statement, “The school environment is safe, nurturing, and welcoming for teachers” The 19/20 Teacher survey did not include a question regarding how teachers felt about how safe the school environment was for students. All comments from the 19/20 Teacher survey all support that a positive student-teacher relationship affects overall school success. 98.8% agree or strongly agree that “I am passionate about my work.” 2019-20 biennial California Healthy Kids Survey Community Schools: Based on the 2019-20 California Healthy Kids survey, 50% of students responded Strongly Agree or Agree on the school connectedness. 4% of students responded feeling “Unsafe or Very unsafe at their school. Cruikshank Court Schools: Based on the 2019-20 California Healthy Kids survey, 43% of students responded Strongly Agree or Agree on the school connectedness. 14% of students responded feeling “Unsafe or Very unsafe at their school.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Evaluate targeted students for referral to community resources, monitor interventions and connect with additional resources, as warranted, to meet individual student needs to assist with attendance improvement.	1000-3000: Salaries & Benefits LCFF 236,282 4000-4999: Books And Supplies LCFF 800 5000-5999: Services And Other Operating Expenditures LCFF 139,014 7000-7439: Other Outgo LCFF 59,429 1000-3000: Salaries & Benefits Title I 70,441 Foster Youth 1000-3000: Salaries & Benefits Other 109,946 5000-5999: Services And Other Operating Expenditures Title I 1,740 Foster Youth/McKinney Vento 5000-5999: Services And Other Operating Expenditures Other 1,994	1000-3000: Salaries & Benefits LCFF 282,036.64 4000-4999: Books And Supplies LCFF 396.65 5000-5999: Services And Other Operating Expenditures LCFF 184,239.44 7000-7439: Other Outgo LCFF 30,405.15 1000-3000: Salaries & Benefits Title I 73,494.13 Foster Youth 1000-3000: Salaries & Benefits Other 88,180.64 Title I/Foster Youth 7000-7439: Other Outgo Other 16,640.76 Foster Youth 4000-4999: Books And Supplies Other 1,783.65 5000-5999: Services And Other Operating Expenditures Title I 2,295.00 Foster Youth 5000-5999: Services And Other Operating Expenditures Other 4,800.00
1.2 Community agencies will participate in truancy task force meetings and truancy sweeps. Translators will be present for home visits.	1000-3000: Salaries & Benefits LCFF 132,221 4000-4999: Books And Supplies LCFF 1,700 5000-5999: Services And Other Operating Expenditures LCFF 120,183	1000-3000: Salaries & Benefits LCFF 120,280.22 4000-4999: Books And Supplies LCFF 2,432.06 5000-5999: Services And Other Operating Expenditures LCFF 183,239.44

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7000-7439: Other Outgo LCFF 33,452 1000-3000: Salaries & Benefits Title I 21,111 4000-4999: Books And Supplies Title I 246 5000-5999: Services And Other Operating Expenditures Title I 521	7000-7439: Other Outgo LCFF 11,430.81 1000-3000: Salaries & Benefits Title I 9,775.60 4000-4999: Books And Supplies Title I 121.52 5000-5999: Services And Other Operating Expenditures Title I 1,052.02 7000-7439: Other Outgo Title I 1,080.68
1.3 Attendance Leadership Committee will review and modify goals and incentives for perfect attendance.	1000-3000: Salaries & Benefits LCFF 146,629 4000-4999: Books And Supplies LCFF 3,458 5000-5999: Services And Other Operating Expenditures LCFF 42,608 7000-7439: Other Outgo LCFF 18,961 1000-3000: Salaries & Benefits Title I 25,022 4000-4999: Books And Supplies Title I 291 5000-5999: Services And Other Operating Expenditures Title I 618	1000-3000: Salaries & Benefits LCFF 155,499.58 4000-4999: Books And Supplies LCFF 1,997.00 5000-5999: Services And Other Operating Expenditures LCFF 14,608.74 7000-7439: Other Outgo LCFF 17,021.22 1000-3000: Salaries & Benefits Title I 718.80 4000-4999: Books And Supplies Title I 396.65 5000-5999: Services And Other Operating Expenditures Title I 1,438.76 7000-7439: Other Outgo Title I 252.61
1.4 Maintain one.STOP Mental Health staff to collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons. Monitor need for additional support.	1000-3000: Salaries & Benefits LCFF 520,053	1000-3000: Salaries & Benefits LCFF 564,142.03

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF 2,420 5000-5999: Services And Other Operating Expenditures LCFF 41,337 7000-7439: Other Outgo LCFF 55,622 1000-3000: Salaries & Benefits Title I 1,695	4000-4999: Books And Supplies LCFF 3,972.09 5000-5999: Services And Other Operating Expenditures LCFF 24,709.18 7000-7439: Other Outgo LCFF 58,630.22 1000-3000: Salaries & Benefits Title I 1,657.00 4000-4999: Books And Supplies Title I 37.50 5000-5999: Services And Other Operating Expenditures Title I 3,888.90 7000-7439: Other Outgo Title I 552.20
1.5 Maintain on-going daily truancy intervention site services for transitioning students throughout the program and re-align administrative supervision to better support truancy intervention.	1000-3000: Salaries & Benefits LCFF 188,140 4000-4999: Books And Supplies LCFF 2,300 5000-5999: Services And Other Operating Expenditures LCFF 127,140 7000-7439: Other Outgo LCFF 47,343 1000-3000: Salaries & Benefits Title I 55,867 Foster Youth 1000-3000: Salaries & Benefits Other 46,232	1000-3000: Salaries & Benefits LCFF 233,064.79 Title i/Foster Youth 7000-7439: Other Outgo Other 5,831.38 5000-5999: Services And Other Operating Expenditures LCFF 157,373.43 7000-7439: Other Outgo LCFF 31.737.32 1000-3000: Salaries & Benefits Title I 32,811.48 Foster Youth/Mckinney Vento 1000-3000: Salaries & Benefits Other 40,055.54

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Title I 650	Title 1/Foster Youth/McKinney Vento 4000-4999: Books And Supplies Title I 1,261.09
	Foster Youth/McKinney Vento 4000-4999: Books And Supplies Other 1,022	Title 1/Foster Youth/McKinney Vento 5000-5999: Services And Other Operating Expenditures Other 1,302.77
	5000-5999: Services And Other Operating Expenditures Title I 1,380	
	Foster Youth/McKinney Vento 5000-5999: Services And Other Operating Expenditures Other 838	Title 1/Foster Youth/McKinney Vento 7000-7439: Other Outgo Other 7,640.11
1.6 Intervention services clerk and classified staff will assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.	1000-3000: Salaries & Benefits LCFF 110,847	1000-3000: Salaries & Benefits LCFF 68,466.32
	4000-4999: Books And Supplies LCFF 685	4000-4999: Books And Supplies LCFF 626.00
	5000-5999: Services And Other Operating Expenditures LCFF 187,178	5000-5999: Services And Other Operating Expenditures LCFF 7814.44
	7000-7439: Other Outgo LCFF 47,343	7000-7439: Other Outgo LCFF 7,606.08
	1000-3000: Salaries & Benefits Title I 1,895	1000-3000: Salaries & Benefits Title I 18,822.97
	Foster Youth 1000-3000: Salaries & Benefits Other 69,748	Foster Youth 1000-3000: Salaries & Benefits Other 61,118.84
	4000-4999: Books And Supplies Title I 221	4000-4999: Books And Supplies Title I 401.81
	Foster Youth/McKinney Vento 4000-4999: Books And Supplies Other 1,541	Title 1/Foster Youth 7000-7439: Other Outgo Other 9,021.47

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Title I 469 Foster Youth/McKinney Vento 5000-5999: Services And Other Operating Expenditures Other 1,265	5000-5999: Services And Other Operating Expenditures Title I 680.00 Foster Youth 5000-5999: Services And Other Operating Expenditures Other 2,000.00
1.7 Administration and staff will connect targeted Foster Youth, Low Income, English Learners and re-designated English Learner students with community resources to assist with attendance improvement.	1000-3000: Salaries & Benefits LCFF 77,249 4000-4999: Books And Supplies LCFF 2,030 5000-5999: Services And Other Operating Expenditures LCFF 8,574 7000-7439: Other Outgo LCFF 23,854 1000-3000: Salaries & Benefits Title I 70,561 Foster Youth/McKinney Vento 1000-3000: Salaries & Benefits Other 83,369 McKinney Vento 5000-5999: Services And Other Operating Expenditures Title I 1,743 4000-4999: Books And Supplies Title I 8,210 Foster Youth/McKinney Vento 4000-4999: Books And Supplies Other 182 Foster Youth/McKinney Vento 5000-5999: Services And Other Operating Expenditures Other 1,512	1000-3000: Salaries & Benefits LCFF 70,984.90 4000-4999: Books And Supplies LCFF 1,101.89 5000-5999: Services And Other Operating Expenditures LCFF 21,652.77 7000-7439: Other Outgo LCFF 9,270.84 1000-3000: Salaries & Benefits Title I 52,728.85 Foster Youth/McKinney Vento 1000-3000: Salaries & Benefits Other 59,472.96 Title I/Foster Youth/McKinney Vento 7000-7439: Other Outgo Other 12,062.61 4000-4999: Books And Supplies Title I 6,625.90 Foster Youth 4000-4999: Books And Supplies Other 148.00 Foster Youth 5000-5999: Services And Other Operating Expenditures Other 2,992.01

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.8 Attendance Leadership Committee will track attendance data specific to Foster Youth, Low Income, English Learners and reclassified English Learners and share data during the quarterly Foster Youth Advisory and District English Learner Advisory Council meetings.	1000-3000: Salaries & Benefits LCFF 31,605 4000-4999: Books And Supplies LCFF 650 5000-5999: Services And Other Operating Expenditures LCFF 5,065 7000-7439: Other Outgo LCFF 13,746 1000-3000: Salaries & Benefits Title I 29,339 Foster Youth/MckKinney Vento 1000-3000: Salaries & Benefits Other 54,524 4000-4999: Books And Supplies Title I 341 Foster Youth/McKinney Vento 4000-4999: Books And Supplies Other 1,205 5000-5999: Services And Other Operating Expenditures Title I 725 Foster Youth/McKinney Vento 5000-5999: Services And Other Operating Expenditures Other 989	1000-3000: Salaries & Benefits LCFF 25,169.30 4000-4999: Books And Supplies LCFF 606.86 5000-5999: Services And Other Operating Expenditures LCFF 12,282.76 7000-7439: Other Outgo LCFF 3,764.03 1000-3000: Salaries & Benefits Title I 44,771.92 Foster Youth/Mckinney Vento 1000-3000: Salaries & Benefits Other 43,300.22 Foster Youth/McKinney Vento/Title 1 4000-4999: Books And Supplies Other 1,719.11 Foster Youth/McKinney Vento/Title 1 5000-5999: Services And Other Operating Expenditures Other 1,600.00 Foster Youth/McKinney Vento/Title 1 7000-7439: Other Outgo Other 9,032.66
1.9 one.STOP Mental Health staff will provide counseling services to meet the needs of Foster Youth, Low Income, English Learners and reclassified English Learner students.	1000-3000: Salaries & Benefits LCFF 173,483 4000-4999: Books And Supplies LCFF 2,825	1000-3000: Salaries & Benefits LCFF 188,831.01 4000-4999: Books And Supplies LCFF 3,022.13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF 16,093 7000-7439: Other Outgo LCFF 19,233	5000-5999: Services And Other Operating Expenditures LCFF 23,312.34 7000-7439: Other Outgo LCFF 21,279.87 1000-3000: Salaries & Benefits Title I 3,532.93 7000-7439: Other Outgo Title I 349.41
1.10 Maintain ongoing Truancy Intervention Site services for Foster Youth, Low Income, English Learners and reclassified English Learner students transitioning to our traditional school sites.	1000-3000: Salaries & Benefits LCFF 57,663 4000-4999: Books And Supplies LCFF 2,500 5000-5999: Services And Other Operating Expenditures LCFF 117,209 7000-7439: Other Outgo LCFF 35,679 1000-3000: Salaries & Benefits Title I 92,878 Foster Youth/McKinney Vento 1000-3000: Salaries & Benefits Other 75,550 4000-4999: Books And Supplies Title I 1,081 Foster Youth/McKinney Vento 4000-4999: Books And Supplies Other 1,670 5000-5999: Services And Other Operating Expenditures Title I 2,294	1000-3000: Salaries & Benefits LCFF 91,502.31 Foster Youth/McKinney Vento/Title 1 7000-7439: Other Outgo Other 15,830.40 5000-5999: Services And Other Operating Expenditures LCFF 100,837.10 7000-7439: Other Outgo LCFF 20,587.99 1000-3000: Salaries & Benefits Title I 84,465.13 Foster Youth/McKinney Vento 1000-3000: Salaries & Benefits Other 70,336.69 Title I/Foster Youth/McKinney Vento 4000-4999: Books And Supplies Other 2,911.96 Title I/Foster Youth/McKinney Vento 7000-7439: Other Outgo Other 15,862.47 5000-5999: Services And Other Operating Expenditures Title I 2,000.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Foster Youth/McKinney Vento 5000-5999: Services And Other Operating Expenditures Other 1,370	Foster Youth/McKinney Vento 5000-5999: Services And Other Operating Expenditures Other 675.21
1.11 Monitor the effectiveness of Campus Security Technicians to assist with site safety and promote regular attendance.	1000-3000: Salaries & Benefits LCFF 321,157 4000-4999: Books And Supplies LCFF 3,500 5000-5999: Services And Other Operating Expenditures LCFF 14,365 7000-7439: Other Outgo LCFF 42,229 1000-3000: Salaries & Benefits Title I 91,335 4000-4999: Books And Supplies Title I 1,063 5000-5999: Services And Other Operating Expenditures Title I 2,256	1000-3000: Salaries & Benefits LCFF 244,432.25 4000-4999: Books And Supplies LCFF 1,945.90 5000-5999: Services And Other Operating Expenditures LCFF 26,999.30 7000-7439: Other Outgo LCFF 27,037.03 1000-3000: Salaries & Benefits Title I 85,256.57 4000-4999: Books And Supplies Title I 739.01 5000-5999: Services And Other Operating Expenditures Title I 1,938.88 7000-7439: Other Outgo Title I 8,696.72
1.12 Counselors will provide on-going services to assist Foster Youth, Low Income, English Learners, and reclassified English Learners in meeting their needs in the area of daily attendance.	1000-3000: Salaries & Benefits LCFF 2,730,621 4000-4999: Books And Supplies LCFF 11,500 5000-5999: Services And Other Operating Expenditures LCFF 236,826 7000-7439: Other Outgo LCFF 289,681	1000-3000: Salaries & Benefits LCFF 2,432,977.43 Foster Youth/McKinney Vento 4000-4999: Books And Supplies Other 1,689.47 5000-5999: Services And Other Operating Expenditures LCFF 61,367.43 7000-7439: Other Outgo LCFF 243,408.05

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-3000: Salaries & Benefits Title I 79,815 Foster Youth/McKinney Vento 1000-3000: Salaries & Benefits Other 66,579 1000-3000: Salaries & Benefits Title I 1,471 5000-5999: Services And Other Operating Expenditures Title I 2,246 Foster Youth/McKinney Vento 5000-5999: Services And Other Operating Expenditures Other 1,207	1000-3000: Salaries & Benefits Title I 215,084.28 Foster Youth/McKinney Vento 1000-3000: Salaries & Benefits Other 58,635.53 4000-4999: Books And Supplies Title I 1,058.00 5000-5999: Services And Other Operating Expenditures Title I 4,578.36 Foster Youth/McKinney Vento 5000-5999: Services And Other Operating Expenditures Other 2,978.03 Foster Youth/McKinney Vento/Title 1 7000-7439: Other Outgo Other 28,066.85

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services to support students, families, teachers, and staff were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Based on a thorough review of the Goal #1 actions/services, the implementation and impact of the actions/services was deemed successful. The attendance rates at Cruikshank Court Schools increased from 89% in 2018-19 to 95%. The attendance rates at San Joaquin County Community Schools increased from 81% in 2018-19 to 83%. Along with attendance rates, there was also a program wide reduction in chronic truancy rates. From the 2015-16 baseline data, Cruikshank Court Schools had a 3% reduction in chronic truancy rates and San Joaquin County Community Schools experienced a 4% decrease. A wide variety of community partners, including San Joaquin County Probation, the District Attorney's Office, and Child Welfare and Attendance administrators from local districts continued to actively participate in Truancy Task Force meetings and Truancy sweeps throughout the year. Transition

Specialists supported student transitions into, through, and beyond County Operated Schools and Programs. Students continued to receive support from our mental health clinicians during the 2019-20 school year. The San Joaquin County Court and Community Schools also facilitated the creation of a professional summit centered on absenteeism. In 2019-20, over 250 local educators from multiple districts took part in the Chronic Absenteeism Summit to collaborate regarding best practices to combat absenteeism and truancy.

There were no challenges in implementing the actions/services to achieve this goal.

Goal 2

Improve academic rigor and consistency across student programs

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Basic **19-20** Priority 1: Basic **Baseline** Priority 1: Basic	
Metric/Indicator A: Teachers appropriately assigned and fully credentialed **19-20** A: 100% of teachers will be fully credentialed and appropriately assigned at Community Schools and Cruikshank Court School **Baseline** A: 2015/16 Teachers fully credentialed: Community Schools 100%	1A: Teachers appropriately assigned and fully credentialed Community School 19/20: 73.33% (44 teachers) fully credentialed; 25% (15 teachers) not fully credentialed. 98.33% Appropriately Assigned Cruikshank Court School 19/20:

Expected	Actual
Cruikshank Court Schools 100% Baseline data below was updated to fully and accurately address the metric: Community Schools 86% (43 teachers) with full credential and 14% (7 teachers) without Cruikshank Court School 100% (7 teachers) with full credential (Verified by SARC)	55.55% (5 teachers) fully credentialed; 44.44% (4 teachers) not fully credentialed 100% Appropriately Assigned. Data is verified via the 18/19 School Accountability Report Card (SARC)
Metric/Indicator B. Sufficient access to standards-aligned instructional materials **19-20** B: 100% of students will have access to standards-aligned materials at Community Schools and Cruikshank Court School **Baseline** B: 2015/16 Sufficient access to standards-aligned instructional materials Community Schools 100% Cruikshank Court School 100% (verified by SARC)	1B: Access to standards aligned instructional materials 19/20 school year Community Schools 100% of students had access Cruikshank court schools 100% of students had access Data is verified via the 18/19 School Accountability Report Card (SARC)
Metric/Indicator C. Facilities are maintained and in good repair as measured by the Facilities Inspection Tool (Community) and Title 15 Regulations (Court) **19-20** C: 100% of facilities will be maintained in good repair at Community Schools and Cruikshank Court School **Baseline** C: 2015/16 Facilities maintained: Community Schools 100% Cruikshank Court School 100%	1C: School facilities maintained in good repair 19/20 school year Community Schools 100% of schools were maintained in good repair as measured by the Facilities Inspection Tool. Cruikshank Court Schools Facilities were maintained in compliance with Title 15 Regulations

Expected	Actual
(verified by SARC)	Data is verified via the 18/19 School Accountability Report Card (SARC)
Metric/Indicator Priority 2: State Standards **19-20** Priority 2: State Standards **Baseline** Priority 2: State Standards	
Metric/Indicator A. Implementation of SBE-adopted academic content and performance standards for all students - based on annual audit of instructional materials and annual professional development calendar. **19-20** A: Maintain 100% implementation of SBE adopted academic content and performance standards and ongoing professional learning to support CCSS-aligned teaching and learning. **Baseline** A: 2016-17 100% of students had access to SBE-adopted academic content standards; and, 100% of teaching staff participated in an ongoing CCSS professional learning series.	2A: Implementation of SBE-adopted academic content and performance standards. Community Schools & Cruikshank Court Schools 100% of students had access to SBE-adopted academic content and performance standards in 19/20. 100% of teachers participated in multiple professional learning opportunities to support the implementation of SBE adopted academic content and performance standards. Content area instructional coaches worked closely with teachers on CCSS implementation .
Metric/Indicator B. How programs/services enable English Learners to access the California Standards and ELD standards - verified and monitored by administration during ongoing teacher observation and evaluation schedules. **19-20** B: Provide programs/services to enable all English Learners to access the California Standards and ELD standards at Community Schools and Cruikshank Court School **Baseline**	2B: How programs and services enable ELs to access the CCSS and ELD standards Community Schools & Cruikshank Court Schools 100% of English learner students were enrolled in integrated and designated ELD courses. 19/20 Local SIS

Expected	Actual
B: 2016/17 Community Schools and Cruikshank Court School- 100% ELs had access to CCSS and ELD standards to gain content knowledge and English proficiency including a minimum of 30 minutes of designated ELD in addition to daily integrated ELD.	
Metric/Indicator Priority 4: Pupil Achievement **19-20** Priority 4: Pupil Achievement **Baseline** Priority 4: Pupil Achievement	
Metric/Indicator A. Statewide Assessments - Percentage of students meeting or exceeding level 3 in CAASPP ELA and Math assessments. **19-20** A: Increase the percentage of students meeting or exceeding level 3 in ELA and Math on the CAASPP. **Baseline** A: 2015-16 Percentage of students earning proficient or higher on the CAASPP Assessment in ELA and Math: Court: 0% Math and 0% ELA Community: 0% Math and 4% ELA	4A: Statewide Assessments (SBAC) Fall 2019 CA School Dashboard Community Schools ELA: 141 points below standard (+25.2) Math: 219.5 points below standard (+12.6) Cruikshank Court School ELA and Math data not displayed Percentage of Student Tested Community Schools ELA: 71% (+2%) Math: 68% (+4%) Cruikshank Court School ELA: 50% (-29%) Math: 47% (-12%) 2018-19 CAASPP Report data (Data Quest) Percent of students meeting or exceeding standards. Community Schools ELA:10.5% (+5.17%)

Expected	Actual
	Math:0.49% (+0.22%) Cruikshank Court School ELA: 0% (no change) Math:0 % (no change) Due to the COVID closures the 19/20 CAASPP assessments were not administered.
Metric/Indicator B. API **19-20** B: API has been suspended indefinitely **Baseline** B: API has been suspended indefinitely	API has been suspended indefinitely.
Metric/Indicator C. A-G Completion F. Percentage of pupils who pass an AP exam (3+) G. Percentage of pupils who participate in and demonstrate college preparedness on assessment (SBAC) **19-20** C., F, G: Increase the percentage of students completing A-g requirements, passing an AP exam, or demonstrating college preparedness. **Baseline** C,F,G: Due to the nature of court and community schools, data related to a-g courses, AP courses, AP enrollment CTE completion and EAP participation/pass rate is not applicable. In 16/17 all students had access to a-g and AP coursework via our Edmentum products. The baseline data below was updated to fully and accurately address the metric.	4C. A-G Completion Community: 0% Court: 0% 18/19 Data Fall 2019 CDE Dashboard 4F. Percentage of pupils who pass an AP exam (3+) Community: 0% Court: 0% 18/19 Data Fall 2019 CDE Dashboard 4G. Percentage of pupils who participate in and demonstrate college preparedness decreased from 0.5% in 17/18 to 0% in 18/19 at the Community school program.

Expected	Actual
C. A-G Completion - 0% F. Percentage of pupils who pass an AP exam (3+) - 0% G. Percentage of pupils who participate in and demonstrate college preparedness on assessment (SBAC) 0% In 15-16 all students had access to A-G and AP coursework via our Edmentum products.	Percentage of pupils who participate in and demonstrate college preparedness on assessment (SBAC) remained at 0% in 18/19 for the Court School program. In the 18/19 school year 0% of students at the Community school program are placed in the overall “Prepared” level which is a decrease of 0.5% from 17/18. In the 18/19 school year, 0% of students at the Court school program are placed in the “Prepared” level which is the same as 17/18. 18/19 Data Fall 2019 CDE Dashboard
Metric/Indicator D. EL progress toward English proficiency (CELDT/ELPAC) **19-20** D: Increase the count/percentage of students increasing toward English proficiency on the ELPAC at Community Schools and Cruikshank Court School **Baseline** D. 2015-16 count/% of students increasing toward proficiency on CELDT; Cruikshank Court School-24 tested, 2 proficient Community School - 154 tested, 20 proficient. Verified by CELDT data file Baseline data below was updated to fully and accurately address the metric: D: 2015-16 count/percent of students meeting CELDT criterion. Cruikshank Court School- 24 tested, 9 met criterion (38%) Community School- 154 tested, 66 met criterion (43%) (verified by Dataquest)	4D: English learner dashboard data reflects the English Language proficiency Assessments California (ELPAC) Summative Results. Community Schools (176 students tested): 41.7% are making progress towards English language proficiency. Court Schools (8 students tested): Percentage of students making progress towards English language proficiency and leveled data is not available due to the number of students tested being less than 11. Data is verified by the Fall 2019 California School Dashboard & via Dataquest. Due to the COVID closures the 19/20 ELPAC assessments were not fully administered.

Expected	Actual
Metric/Indicator E. EL reclassification count/rate **19-20** E: Increase the count/rate of EL students reclassified at Community Schools and Cruikshank Court School **Baseline** E: 2015/16 EL reclassification count: Community Schools - 15 Court - 1 Based on CalPADS Baseline data below was updated to full address to fully and accurately address the metric: Community Schools- 12 (5.75%) Cruikshank Court School- 0 (0%) (verified by Dataquest)	4E: EL reclassification count/rate 18/19 Community schools: 9 (3.9%) Court Schools: 1 (4.8%) Data is verified by 2018-2019 Dataquest. 19/20 Community schools: 22 (11.1%) Court Schools: 0 (0%) Data is verified by 2019-2020 Dataquest.
Metric/Indicator Priority 7: Course Access **19-20** Priority 7: Course Access **Baseline** Priority 7: Course Access	
Metric/Indicator A. An an annual review of the Course of Study and master schedules is conducted to ensure student access to a broad course of study. B. Programs/Services developed and provided to unduplicated pupils are monitored annually.	7A, B & C: 100% of students had access to and were enrolled in a broad course of study as described in Education Code 51210 and 51220. Programs and services were provided to all students, including unduplicated pupils and those with exceptional needs. Designated and integrated ELD instruction was accessible for all English learners through online and physical material. Foster youth and low income students were provided targeted instructional support in reading and math based on Accucess math

Expected	Actual
C. Programs/Services developed and provided to individuals with exceptional needs are monitored annually. **19-20** A,B,C: Review the course of study and master schedule to ensure access to a broad course of study and programs and services to all students, including unduplicated students and students with exceptional needs, at both community and court schools. **Baseline** A,B,C: In 16-17,100% of students in community schools and Cruikshank had access to and enrolled in a broad course of study as described in Education code 51210 and 51220 and verified by class/master schedules. A broad course of study was provided to all students including: • ELD daily for English Learners • Foster Youth received reading and math intervention when needed, as determined by assessment data. • Low Income students received reading and math intervention when needed, as determined by assessment data * Students with exceptional needs received services based on their IEP.	and ELA results. These targeted supports included enrollment in prescription modules to help students meet grade-level standards. Students with exceptional needs were provided necessary services based and identified in their IEPs. An annual review of the course of study is completed in the spring of each school year. Course offerings are verified in the course catalog. In the 19/20 school year, multiple Career Technical Education courses were added to the course of study: Accounting I; Business Technologies; CodeStack STEAM: Engineering, Inventing and Inspiring with Computer Science; Logistics and Warehouse I and II; and professional internship for CTE. In addition, the program adopted a new History/Social Science curriculum (McGraw Hill IMPACT) for grades K-12.
Metric/Indicator Priority 8: Other Pupil Outcomes **19-20** Priority 8: Other Pupil Outcomes **Baseline** Priority 8: Other Pupil Outcomes	
Metric/Indicator	8A: Community:

Expected	Actual
SJCOE utilizes a custom made program-wide writing assessment in the fall and spring and results are kept in the Illuminate database. **19-20** Continuously enrolled students will continue to improve on the program-wide writing assessment from pre (fall) to post (spring) test. **Baseline** Continuously enrolled students improved .5 on the program-wide writing assessment from pre (fall) to post (spring) test.	30.35% increased their score. 39.30% remained the same. 30.35% decreased score Court: 29.03% increased their score. 29.03% remained the same. 41.94% decreased score 18/19 Data Local SIS
Metric/Indicator Priority 9: Coordination of expelled youth instruction **19-20** Priority 9: Coordination of expelled youth instruction **Baseline** Priority 9: Coordination of expelled youth instruction	
Metric/Indicator The San Joaquin County Office of Education (SJCOE), in conjunction with superintendents of the school districts within the county, leads the development and implementation of the Countywide Plan for Expelled Youth as required by Education code 48926. The County-wide plan is monitored throughout the year to ensure full compliance. **19-20** Continue to monitor, revise and implement the Countywide Plan for Expelled Youth as required by Education code 48926. **Baseline** Ongoing monitoring of the Countywide Plan for Expelled Youth to make sure supports and services are delivered.	9A: SJCOE continued to monitor and implement the Countywide Plan for expelled youth as required by Education code 48926 in collaboration with district superintendents and district student services staff. 19/20 Local data
Metric/Indicator Priority 10: Coordination of services for foster youth	

Expected	Actual
19-20 Priority 10: Coordination of services for foster youth **Baseline** Priority 10: Coordination of services for foster youth	
Metric/Indicator A. Foster youth will be immediately enrolled and placed in appropriate courses per state and local statute as monitored by administration utilizing the PROMIS student information system. B. Monitor the the percentage of foster youth receiving Independent Living Services utilizing the PROMIS student information system. C. Respond to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services. D. Establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport. **19-20** A.Continue to enroll and immediately place every foster youth student referred to COSP based on their individual needs. B. Increase the percentage of foster youth receiving Independent Living services by 5% over previous year. C.Continue to respond to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services. D. Continue to establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.	10A: One hundred percent of foster youth students referred to COSP in 2019/20 were immediately enrolled and placed in appropriate courses in court and community schools based on their individual needs (49 students in Community and 3 in Court as of April 15th, 2020). 10B: All 16-18-year-old Foster Youth were provided the opportunity to participate in the Independent Living Program run in collaboration with Delta Community College and the San Joaquin Human Services Agency. The percentage of students who received Independent Living Services decreased from 46% in 2018/19 to 24% in 2019/20. The decrease is attributed to the COVID-19 Pandemic and school closures. C. In addition, the Foster Youth Services Advisory council conducts quarterly meetings with the local school districts. County Probation, Child welfare, higher education, faith based organizations and juvenile bench. D. In compliance with EC 4291(d), all foster youth receive the following services: prompt foster youth evaluation; referrals/linkages to tutoring/mentoring, counseling, transitional and emancipation services; facilitation of timely individualized education programs and all Special Education services; efficient and expeditious transfer of health and education records and the health and education passport, as measured by Foster Focus.

Expected	Actual
Baseline A. One hundred percent of foster youth referred to COSP (267 in 2016-17) were immediately enrolled and placed in appropriate courses based on their individual needs. B. The percentage of foster youth receiving Independent Living Services in 2016-17 was 110/267 = 41%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Provide professional development opportunities for county operated schools staff with a focus on curriculum, instructional practices, Positive Behavioral Supports and Interventions, Restorative Practices, and Trauma Informed Care.	1000-3000: Salaries & Benefits Title I 50,390 4000-4999: Books And Supplies LCFF 5,000 5000-5999: Services And Other Operating Expenditures LCFF 66,809 7000-7439: Other Outgo LCFF 11,814 4000-4999: Books And Supplies Title I 586	1000-3000: Salaries & Benefits Title I 46,765.79 4000-4999: Books And Supplies LCFF 4,822.16 5000-5999: Services And Other Operating Expenditures LCFF 24,856.07 7000-7439: Other Outgo LCFF 2,935.18 4000-4999: Books And Supplies Title I 788.30

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Title I 1,245	5000-5999: Services And Other Operating Expenditures Title I 2,100.00 7000-7439: Other Outgo Title I 4,910.79
2.2 EL Coordinator along with other staff will monitor the implementation of English Learner programs at all school sites and provide side-by-side instructional coaching at high impact sites to improve outcomes for English learners.	1000-3000: Salaries & Benefits LCFF 45,369 4000-4999: Books And Supplies LCFF 2,415 5000-5999: Services And Other Operating Expenditures LCFF 12,332 7000-7439: Other Outgo LCFF 5,960	1000-3000: Salaries & Benefits LCFF 47,301.74 4000-4999: Books And Supplies LCFF 2,774.00 5000-5999: Services And Other Operating Expenditures LCFF 6,489.92 7000-7439: Other Outgo LCFF 5,594.34
2.3 Provide professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.	1000-3000: Salaries & Benefits LCFF 208,295 4000-4999: Books And Supplies LCFF 4,300 5000-5999: Services And Other Operating Expenditures LCFF 20,072 7000-7439: Other Outgo LCFF 22,885	1000-3000: Salaries & Benefits LCFF 190,676.12 4000-4999: Books And Supplies LCFF 5,487.00 5000-5999: Services And Other Operating Expenditures LCFF 136,991.26 7000-7439: Other Outgo LCFF 26,587.23
2.4 Provide professional development regarding knowledge of extracting multiple forms of data from program assessment tools as determined by program staff.	1000-3000: Salaries & Benefits LCFF 111,953 4000-4999: Books And Supplies LCFF 500 5000-5999: Services And Other Operating Expenditures LCFF 12,651 7000-7439: Other Outgo LCFF 13,443	1000-3000: Salaries & Benefits LCFF 157,503.75 4000-4999: Books And Supplies LCFF 0 5000-5999: Services And Other Operating Expenditures LCFF 6,594.93 7000-7439: Other Outgo LCFF 16,229.36

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-3000: Salaries & Benefits Title I 10,598 4000-4999: Books And Supplies Title I 123 5000-5999: Services And Other Operating Expenditures Title I 262	1000-3000: Salaries & Benefits Title I 13,698.21 4000-4999: Books And Supplies Title I 132.00 5000-5999: Services And Other Operating Expenditures Title I 569.25 7000-7439: Other Outgo Title I 1,424.11
2.5 Identify and target students with greatest need for tutoring support and ensure appropriate services are provided.	1000-3000: Salaries & Benefits LCFF 18,103 4000-4999: Books And Supplies LCFF 2,000 5000-5999: Services And Other Operating Expenditures LCFF 6,691 7000-7439: Other Outgo LCFF 3,769 1000-3000: Salaries & Benefits Title I 15,192 4000-4999: Books And Supplies Title I 177 5000-5999: Services And Other Operating Expenditures Title I 375	1000-3000: Salaries & Benefits LCFF 11,904.48 4000-4999: Books And Supplies LCFF 2,500.00 5000-5999: Services And Other Operating Expenditures LCFF 11,168.03 7000-7439: Other Outgo LCFF 2,529.12 1000-3000: Salaries & Benefits Title I 17,721.50 4000-4999: Books And Supplies Title I 177.00 5000-5999: Services And Other Operating Expenditures Title I 539.00 7000-7439: Other Outgo Title I 1,823.47
2.6 Review usage and efficacy data for reading and mathematics intervention programs.	1000-3000: Salaries & Benefits LCFF 69,462 4000-4999: Books And Supplies LCFF 15,350	1000-3000: Salaries & Benefits LCFF 66,761.85 4000-4999: Books And Supplies LCFF 15,350.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF 21,369 7000-7439: Other Outgo LCFF 11,265 1000-3000: Salaries & Benefits Title I 7,949 4000-4999: Books And Supplies Title I 92 5000-5999: Services And Other Operating Expenditures Title I 196	5000-5999: Services And Other Operating Expenditures LCFF 15,911.88 7000-7439: Other Outgo LCFF 9,694.55 1000-3000: Salaries & Benefits Title I 10,273.66 4000-4999: Books And Supplies Title I 92.00 5000-5999: Services And Other Operating Expenditures Title I 196.00 7000-7439: Other Outgo Title I 1,044.55
2.7 Provide English Language Learner curriculum support.	1000-3000: Salaries & Benefits LCFF 18,178 4000-4999: Books And Supplies LCFF 3,000 5000-5999: Services And Other Operating Expenditures LCFF 13,575 7000-7439: Other Outgo LCFF 3,450	1000-3000: Salaries & Benefits LCFF 18,839.29 4000-4999: Books And Supplies LCFF 3,065.97 5000-5999: Services And Other Operating Expenditures LCFF 66,943.71 7000-7439: Other Outgo LCFF 8,787.16
2.8 Monitor the appropriate placement of instructional staff.	1000-3000: Salaries & Benefits LCFF 32,608 4000-4999: Books And Supplies LCFF 1,000 5000-5999: Services And Other Operating Expenditures LCFF 3,597 7000-7439: Other Outgo LCFF 3,751	1000-3000: Salaries & Benefits LCFF 29,887.49 4000-4999: Books And Supplies LCFF 1,795.00 5000-5999: Services And Other Operating Expenditures LCFF 1,215.47 7000-7439: Other Outgo LCFF 3,253.61

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.9 Provide standards based instructional materials and curriculum, including the selection, purchase, and implementation of Next Generation Science Standards (NGSS) curriculum.	1000-3000: Salaries & Benefits LCFF 28,222 4000-4999: Books And Supplies LCFF 27,900 5000-5999: Services And Other Operating Expenditures LCFF 106,107 7000-7439: Other Outgo LCFF 46,962	1000-3000: Salaries & Benefits LCFF 27,265.32 4000-4999: Books And Supplies LCFF 27,900.00 5000-5999: Services And Other Operating Expenditures LCFF 128,912.84 7000-7439: Other Outgo LCFF 18,205.33
2.10 Core services provided to support student education in a safe learning environment.	1000-3000: Salaries & Benefits LCFF 6,785,501 4000-4999: Books And Supplies LCFF 444,743 5000-5999: Services And Other Operating Expenditures LCFF 1,061,396 7000-7439: Other Outgo LCFF 859,021 1000-3000: Salaries & Benefits Title I 589,287 4000-4999: Books And Supplies Title I 4,155 5000-5999: Services And Other Operating Expenditures Title I 8,714	1000-3000: Salaries & Benefits LCFF 7,397,072.78 4000-4999: Books And Supplies LCFF 178,002.49 5000-5999: Services And Other Operating Expenditures LCFF 666,786.57 7000-7439: Other Outgo LCFF 961,501.94 6000-6999: Capital Outlay LCFF 75,455.42
2.11 Evaluate, refine, and continue to offer EL Summer Institute for long term English learners.	1000-3000: Salaries & Benefits LCFF 6,966 5000-5999: Services And Other Operating Expenditures LCFF 15,350	1000-3000: Salaries & Benefits LCFF 4,845.45 4000-4999: Books And Supplies LCFF 12,582.77

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF 21,369 7000-7439: Other Outgo LCFF 4,838 1000-3000: Salaries & Benefits Title I 5,299 4000-4999: Books And Supplies Title I 62 5000-5999: Services And Other Operating Expenditures Title I 131	5000-5999: Services And Other Operating Expenditures LCFF 32,082.30 7000-7439: Other Outgo LCFF 4,896.59
2.12 Implement CTE plan to ensure broader access to meaningful CTE course offerings and pathways.	1000-3000: Salaries & Benefits LCFF 495,279 4000-4999: Books And Supplies LCFF 15,350 5000-5999: Services And Other Operating Expenditures LCFF 21,369 7000-7439: Other Outgo LCFF 52,508	1000-3000: Salaries & Benefits LCFF 542,851.00 4000-4999: Books And Supplies LCFF 23,779.39 5000-5999: Services And Other Operating Expenditures LCFF 38,695.11 7000-7439: Other Outgo LCFF 59,866.69
2.13 Therapeutic Learning Environments Coordinator will support program-wide implementation of PBIS, Restorative Practices, and Trauma Informed Care.	1000-3000: Salaries & Benefits LCFF 145,531 4000-4999: Books And Supplies LCFF 7,000 5000-5999: Services And Other Operating Expenditures LCFF 1,500	1000-3000: Salaries & Benefits LCFF 0 4000-4999: Books And Supplies LCFF 14,757.87 5000-5999: Services And Other Operating Expenditures LCFF 47,183.05 1000-3000: Salaries & Benefits Title I 46,765.79 4000-4999: Books And Supplies Title I 537.09

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		7000-7439: Other Outgo LCFF 6,125.96 7000-7439: Other Outgo Title I 4,678.25
2.14 Career Development Transition Specialist will provide employment readiness support for students.	1000-3000: Salaries & Benefits LCFF 103,151 4000-4999: Books And Supplies LCFF 2,000 5000-5999: Services And Other Operating Expenditures LCFF 2,000	1000-3000: Salaries & Benefits LCFF 103,151.00 4000-4999: Books And Supplies LCFF 4,350.00 5000-5999: Services And Other Operating Expenditures LCFF 5,284.04 7000-7439: Other Outgo LCFF 11,154.44

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 2.9 was not fully implemented due to the new adoption and implementation of NGSS curriculum being postponed. Though the adoption was postponed the funds were allocated for the use of the LEA's current student science curriculum and curriculum administrator salary and benefits.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Based on a thorough review and analysis, including stakeholder feedback, the implementation of the actions and services in Goal #2 were deemed successful. Targeted professional development opportunities were offered to all teachers, staff and administrators and was determined based on student and teacher need, including the ongoing implementation of WRITE, assessment data analysis, standards-based curriculum, and instructional strategies, in addition to Google classroom and Web 2.0 tools. Teachers and staff also engaged in learning focused on Restorative Practices, Positive Behavior Interventions and Support (PBIS) and trauma-informed care. Instructional coaching in ELD was offered to teachers with high English learner student populations. Targeted tutoring services were provided to students in the court schools who were identified as high-risk in reading and math. The program continued to use Accucess assessments and reviewed the assessment results to determine supports and services for students. The Administrators continued to attend Leadership Academies which focused on the development of creating an observation tool to monitor the

implementation of the WRITE program. There was also a focus on beginning to develop common language and instructional norms. This continues to be an ongoing process.

One of the many successes that we experienced was related to action 2.1 regarding professional development. The primary focus of professional development was centered around the use of Google Classroom and Web 2.0 tools. This learning was intended to support teachers with the flexible environment that they teach in which includes both daily and contracted learning and to increase student engagement outside of the classroom. In addition, it increased the use of instructional technology and supported improving students' 21st century skills. The professional learning in this area also proved to be successful when schools abruptly closed and began distance learning in March due to the COVID-19 pandemic. The use of Google Classroom, program-wide, helped smooth the transition from in-person to distance learning and also allowed the continuation of our planned actions and services related to curriculum and professional development.

There were minimal challenges with the actions and services in Goal #2. During the 19/20 school year we did not fully implement action 2.9. Teachers continued to use standards-based instructional materials and curriculum in the Next Generation Science Standards, however the new adoption and implementation of NGSS curriculum was postponed. Initial research of publisher materials did not meet the needs of the program and it was decided to postpone until there were publisher materials that did.

Goal 3

To improve our capacity for building and growing relationships between our program, students, parents and the community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Parental Involvement **19-20** Priority 3: Parental Involvement **Baseline** Priority 3: Parental Involvement	
Metric/Indicator A. Efforts by district to seek parent/guardian/caregiver input in decision making will be measured by attendance at parent conferences. **19-20** A. Increase the Parent/guardian/caregiver participation/attendance in parent conferences. **Baseline** A: Parents took part in a total of 1,493 separate parent conferences during the 2016-17 school year in court and community schools.	3A: 19/20 Parent Conference Participation: Community 1428 Court 82 19/20 Local data Parent Conference participation decreased in 19/20 from the 18/19 school year due to the abrupt COVID closures in 19/20.
Metric/Indicator B. SJCOE will continue to promote parental participation in programs for unduplicated pupils by ensuring necessary parent	Outreach efforts were made and on average 9 parents participated in SSC and DELAC in 19/20

Expected	Actual
guardian ratios are maintained on School Site Councils and District English Learner Advisory committees. **19-20** B: Increase outreach and parent participation. **Baseline** B: Outreach efforts were made and an average of 14.5 parents actively participated in School Site Council and DELAC.	19/20 local data SSC and DELAC parent participation decreased in 19/20 from the 18/19 school year due to the abrupt COVID closures in 19/20.
Metric/Indicator C. SJCOE will promote and monitor parental participation in programs for individuals with exceptional needs. **19-20** C: Maintain notification, participation, and electronic support for parents, guardians, and education rights holders. **Baseline** C: 100% of parents, guardians, and education rights holders were notified and encouraged to participate in IEPs. Conference calls were provided for parents upon request.	3C: 100% of parents, guardians and education rights holders were notified and encouraged to participate in IEPs. Conference calls were provided for parents upon request.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Build and strengthen professional development collaboration with San Joaquin County Probation Department, Child Abuse Prevention Council and San Joaquin Behavioral Services.	1000-3000: Salaries & Benefits LCFF 65,310 4000-4999: Books And Supplies LCFF 3,000 5000-5999: Services And Other Operating Expenditures LCFF 5,181 7000-7439: Other Outgo LCFF 11,038 1000-3000: Salaries & Benefits Title I 25,489	1000-3000: Salaries & Benefits LCFF 52,421.95 5000-5999: Services And Other Operating Expenditures LCFF 2,991.95 7000-7439: Other Outgo LCFF 5,480.43 1000-3000: Salaries & Benefits Title I 25,566.19

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Title I 297 5000-5999: Services And Other Operating Expenditures Title I 630	7000-7439: Other Outgo Title I 2,528.50
3.2 Use information from expelled student referrals to schedule appropriate mental health supports and/or interventions to be integrated into the school day.	1000-3000: Salaries & Benefits LCFF 126,664 4000-4999: Books And Supplies LCFF 1,000 5000-5999: Services And Other Operating Expenditures LCFF 11,557 7000-7439: Other Outgo LCFF 14,088 1000-3000: Salaries & Benefits Title I 3,516 4000-4999: Books And Supplies Title I 41 5000-5999: Services And Other Operating Expenditures Title I 87	1000-3000: Salaries & Benefits LCFF 131,219.37 4000-4999: Books And Supplies LCFF 910.00 5000-5999: Services And Other Operating Expenditures LCFF 15,048.88 7000-7439: Other Outgo LCFF 14,555.93 1000-3000: Salaries & Benefits Title I 3,532.93 4000-4999: Books And Supplies Title I 33.52 7000-7439: Other Outgo Title I 352.72
3.3 Student leadership group creates and facilitates quests and concept of one. activities.	1000-3000: Salaries & Benefits LCFF 57,669 4000-4999: Books And Supplies LCFF 40,250 5000-5999: Services And Other Operating Expenditures LCFF 9,081	1000-3000: Salaries & Benefits LCFF 36,883.96 4000-4999: Books And Supplies LCFF 43,000.00 5000-5999: Services And Other Operating Expenditures LCFF 4,233.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7000-7439: Other Outgo LCFF 12,268 1000-3000: Salaries & Benefits Title I 14,545 4000-4999: Books And Supplies Title I 169 5000-5999: Services And Other Operating Expenditures Title I 359	7000-7439: Other Outgo LCFF 8,319.17 1000-3000: Salaries & Benefits Title I 14,983.75 4000-4999: Books And Supplies Title I 123.00 5000-5999: Services And Other Operating Expenditures Title I 7,200.00 7000-7439: Other Outgo Title I 2,206.14
3.4 Family Engagement Specialists will work with site administrators and teachers to host informational "cafes" for parents and guardians.	1000-3000: Salaries & Benefits LCFF 36,445 4000-4999: Books And Supplies LCFF 550 5000-5999: Services And Other Operating Expenditures LCFF 3,048 7000-7439: Other Outgo LCFF 7,165 1000-3000: Salaries & Benefits Title I 2,502 Foster Youth 1000-3000: Salaries & Benefits Other 11,320 4000-4999: Books And Supplies Title I 161 5000-5999: Services And Other Operating Expenditures Title I 341	1000-3000: Salaries & Benefits LCFF 36,883.69 4000-4999: Books And Supplies LCFF 400.00 5000-5999: Services And Other Operating Expenditures LCFF 1,480.76 7000-7439: Other Outgo LCFF 3,833.80 1000-3000: Salaries & Benefits Title I 811.83 4000-4999: Books And Supplies Title I 161.00 5000-5999: Services And Other Operating Expenditures Title I 341.00 7000-7439: Other Outgo Title I 129.94

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.5 Survey community partners of service for input regarding improvement of services for Foster Youth, Low Income, English Learners and reclassified English learner students.	1000-3000: Salaries & Benefits LCFF 24,714 4000-4999: Books And Supplies LCFF 500 5000-5999: Services And Other Operating Expenditures LCFF 2,425 7000-7439: Other Outgo LCFF 3,287 Foster Youth 1000-3000: Salaries & Benefits Other 5,660 4000-4999: Books And Supplies Title I 66 5000-5999: Services And Other Operating Expenditures Title I 140	1000-3000: Salaries & Benefits LCFF 22,811.59 4000-4999: Books And Supplies LCFF 384.00 5000-5999: Services And Other Operating Expenditures LCFF 1,961.37 7000-7439: Other Outgo LCFF 2,488.02 Foster Youth 1000-3000: Salaries & Benefits Other 5,784.94 4000-4999: Books And Supplies Title I 41.50 5000-5999: Services And Other Operating Expenditures Title I 22,103.00 7000-7439: Other Outgo Title I 2,190.09
3.6 Provide quest opportunities for Foster Youth students otherwise restricted by enrollment date or residential placement from participating in program-wide quests.	1000-3000: Salaries & Benefits LCFF 6,000 4000-4999: Books And Supplies LCFF 3,000 5000-5999: Services And Other Operating Expenditures LCFF 2,088 7000-7439: Other Outgo LCFF 8,593 1000-3000: Salaries & Benefits Title I 34,399 Foster Youth/McKinney Vento 1000-3000: Salaries & Benefits Other 25,386	1000-3000: Salaries & Benefits LCFF 6,156.75 4000-4999: Books And Supplies LCFF 122.63 5000-5999: Services And Other Operating Expenditures LCFF 4,938.06 7000-7439: Other Outgo LCFF 1,109.40 1000-3000: Salaries & Benefits Title I 48,352.87 Foster Youth 1000-3000: Salaries & Benefits Other 23,506.27

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Title I 400 Foster Youth/McKinney Vento 4000-4999: Books And Supplies Other 561 5000-5999: Services And Other Operating Expenditures Title I 850 Foster Youth/McKinney Vento 5000-5999: Services And Other Operating Expenditures Other 460	4000-4999: Books And Supplies Title I 398.79 Foster Youth 4000-4999: Books And Supplies Other 396.62 7000-7439: Other Outgo Title I 4,821.54 Foster Youth 7000-7439: Other Outgo Other 2,364.00
3.7 Integrate Concept of one. activities into program curriculum to build student capacity for maintaining relationships with others in the community.	1000-3000: Salaries & Benefits LCFF 35,193 4000-4999: Books And Supplies LCFF 4,915 5000-5999: Services And Other Operating Expenditures LCFF 3,679 7000-7439: Other Outgo LCFF 4,608 1000-3000: Salaries & Benefits Title I 14,484	1000-3000: Salaries & Benefits LCFF 42,723.95 4000-4999: Books And Supplies LCFF 4,894.25 5000-5999: Services And Other Operating Expenditures LCFF 10,379.55 7000-7439: Other Outgo LCFF 5,735.98
3.8 Increase participation in School Site Council and DELAC with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.	1000-3000: Salaries & Benefits LCFF 19,511 4000-4999: Books And Supplies LCFF 2,300 5000-5999: Services And Other Operating Expenditures LCFF 3,155 7000-7439: Other Outgo LCFF 11,112 1000-3000: Salaries & Benefits Title I 47,319	1000-3000: Salaries & Benefits LCFF 41,402.55 4000-4999: Books And Supplies LCFF 437.94 5000-5999: Services And Other Operating Expenditures LCFF 4,906.02 7000-7439: Other Outgo LCFF 4,623.23 1000-3000: Salaries & Benefits Title I 35,290.10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Foster Youth/McKinney Vento 1000-3000: Salaries & Benefits Other 32,408 4000-4999: Books And Supplies Title I 654 Foster Youth/McKinney Vento 4000-4999: Books And Supplies Other 716 5000-5999: Services And Other Operating Expenditures Title I 1,388 Foster Youth/McKinney Vento 5000-5999: Services And Other Operating Expenditures Other 588	Foster Youth/McKinney Vento 1000-3000: Salaries & Benefits Other 33,113.74 Foster Youth/McKinney Vento/Title 1 4000-4999: Books And Supplies Other 1,623.86 Foster Youth/McKinney Vento/Title 1 5000-5999: Services And Other Operating Expenditures Other 2,273.27 Foster Youth/McKinney Vento/Title 1 7000-7439: Other Outgo Other 5,003.26
3.9 Invite community agencies/support providers to School Site Council meetings	1000-3000: Salaries & Benefits LCFF 13,370 4000-4999: Books And Supplies LCFF 500 5000-5999: Services And Other Operating Expenditures LCFF 1,293 7000-7439: Other Outgo LCFF 3,728 1000-3000: Salaries & Benefits Title I 22,707 4000-4999: Books And Supplies Title I 264 5000-5999: Services And Other Operating Expenditures Title I 561	1000-3000: Salaries & Benefits LCFF 13,748.67 4000-4999: Books And Supplies LCFF 668.05 5000-5999: Services And Other Operating Expenditures LCFF 2,645.78 7000-7439: Other Outgo LCFF 1,689.46 1000-3000: Salaries & Benefits Title I 22,571.14 4000-4999: Books And Supplies Title I 619.34 7000-7439: Other Outgo Title I 2,293.54

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.10 Provide Independent Learning Programs to meet the unique needs of Foster Youth and Homeless students.	1000-3000: Salaries & Benefits LCFF 3,890 4000-4999: Books And Supplies LCFF 11,171 5000-5999: Services And Other Operating Expenditures LCFF 32,668 7000-7439: Other Outgo LCFF 9,807 1000-3000: Salaries & Benefits Title I 48,005 Foster Youth/McKinney Vento/Title 1 1000-3000: Salaries & Benefits Other 42,899 4000-4999: Books And Supplies Title I 601 Foster Youth/McKinney Vento 4000-4999: Books And Supplies Other 948 5000-5999: Services And Other Operating Expenditures Title I 1,275 Foster Youth/McKinney Vento 5000-5999: Services And Other Operating Expenditures Other 778	1000-3000: Salaries & Benefits LCFF 6,572.67 4000-4999: Books And Supplies LCFF 0 5000-5999: Services And Other Operating Expenditures LCFF 3,816.58 7000-7439: Other Outgo LCFF 1,027.50 1000-3000: Salaries & Benefits Title I 41,442.07 Foster Youth/McKinney Vento 1000-3000: Salaries & Benefits Other 41,280.90 Foster Youth/McKinney Vento/Title 1 4000-4999: Books And Supplies Other 425.67 7000-7439: Other Outgo Title I 4,098.62 Foster Youth/McKinney Vento/Title 1 5000-5999: Services And Other Operating Expenditures Other 5,879.24 Foster Youth/McKinney Vento 7000-7439: Other Outgo Other 4,706.24
3.11 Collaborate with neighboring counties to raise awareness of Foster Youth and Homeless students.	1000-3000: Salaries & Benefits LCFF 5,859 4000-4999: Books And Supplies LCFF 11,171	1000-3000: Salaries & Benefits LCFF 6,035.49

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF 33,228 7000-7439: Other Outgo LCFF 9,079 1000-3000: Salaries & Benefits Title I 23,549 Foster Youth/McKinney Vento 1000-3000: Salaries & Benefits Other 42,899 4000-4999: Books And Supplies Title I 486 5000-5999: Services And Other Operating Expenditures Title I 1,031	5000-5999: Services And Other Operating Expenditures LCFF 12,368.15 7000-7439: Other Outgo LCFF 1,820.12 1000-3000: Salaries & Benefits Title I 32,442.28 Foster Youth/McKinney Vento 1000-3000: Salaries & Benefits Other 41,280.90 Foster Youth/McKinney Vento/Title 1 4000-4999: Books And Supplies Other 1,303.21 Foster Youth/McKinney Vento/Title 1 5000-5999: Services And Other Operating Expenditures Other 846.24 Foster Youth/McKinney Vento 7000-7439: Other Outgo Other 4,295.26 7000-7439: Other Outgo Title I 3,208.54
3.12 All school sites will host a Back to School Night or Open House.	4000-4999: Books And Supplies LCFF 3,500 5000-5999: Services And Other Operating Expenditures LCFF 320 7000-7439: Other Outgo LCFF 377	1000-3000: Salaries & Benefits LCFF 5,180.00 5000-5999: Services And Other Operating Expenditures LCFF 198.73 7000-7439: Other Outgo LCFF 531,96 4000-4999: Books And Supplies LCFF 3,500.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.13 Family Engagement Specialist will provide support for parents, guardians, and foster parents to increase participation in school-related activities.	1000-3000: Salaries & Benefits LCFF 110,597 4000-4999: Books And Supplies LCFF 5,000 5000-5999: Services And Other Operating Expenditures LCFF 5,000	1000-3000: Salaries & Benefits Title I 121,129.12 4000-4999: Books And Supplies LCFF 3,200 5000-5999: Services And Other Operating Expenditures LCFF 1,680.31 7000-7439: Other Outgo LCFF 482.66 7000-7439: Other Outgo Title I 11,979.67

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 3.3 was not fully implemented, however funds were still allocated and utilized to support student transportation to quests and for a motivational speaker to encourage students and build life skills.

Action 3.4 was not fully implemented, however funds were still allocated and used to support the Parent Project program which is facilitated by the Family Engagement team. The Parent Project is a parent education workshop that is provided for parents and family with strong-willed adolescents. The workshop is a 10-week course that gives parents the tools to help them improve the relationship that they have with their children. Unit topics include: Finding help and support, the dynamics of change, managing conflict in the home, active listening, growing stronger teens, building positive self concepts, consistency, expectations and values, promoting family unity, and putting it together.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The implementation of all actions was deemed successful, with the exception of actions 3.3 and 3.4. During the 19/20 school year, efforts were increased to build and strengthen our professional development collaboration with San Joaquin County Probation, Child Abuse Prevention Council and the San Joaquin Behavioral Services (action 3.1). This collaboration occurred through regularly scheduled professional development, as well the Annual Chronic Absenteeism Summit, the Leadership Symposium, Parent Project, Meeting of the Minds, and the Truancy Task Force. Additionally, there was success in providing support for parents, guardians, and

foster parents to increase participation in school-related activities (action 3.13). During the 19/20 school year, the Parent Project workshops were offered to parents and guardians multiple times throughout the year and pivoted to a virtual platform in response to the school closures due to the COVID-19 pandemic.

The creation of a student leadership group to facilitate quests and concept of one. activities and informational cafes for parents and guardians were challenging to implement. It was a challenge to create a student group to help facilitate quests due to a change in leadership roles among the administrative team. In addition, student quests were cancelled in March due to the COVID-19 pandemic. The Family Engagement Specialists held multiple parent classes throughout the year using the Parent Project curriculum, however parent cafes remained difficult to host due to low parent participation and interest. Increasing parent participation and engagement opportunities remains a focus for the program. Participation in School Site Council and District English Learner committees decreased (actions 3.8 and 3.9). This decrease could be attributed to the abrupt school closures and a need to move to virtual meetings. Community agencies and support providers attended these meetings.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Water stations/water bottles - to be installed at community school sites.	$113,670	$97,915.00	No
Personal Protective Equipment (PPEs) - In order to ensure a safe learning environment for students, teachers, and staff face masks, disposable gloves, hand sanitizing stations, and disinfecting wipes have been provided for all school sites.	$429,713	$378,136.44	No
Sanitizing and deep cleaning of school sites - Upon the reopening of school for in-person teaching and learning, our Student Services will ensure same day custodial services to ensure clean and safe learning environments for students and staff.	$97,957	$92,672.20	No
Leading Edge Certification (LEC) - In collaboration with the Stanislaus County Office of Education, we continue to offer the 8-module professional learning series. The focus of LEC is to increase capacity for online instruction with an emphasis on Web 2.0 tools and effective use of our learning management system - Google Classroom.	$22,500	$18,925.00	Yes
Google Enterprise - All teachers and staff have been provided access to Google Enterprise which allows student/teacher and student/student interaction from a safe distance. Breakout rooms, screen sharing, and other features enhance collaboration and meaningful learning experiences.	$6,756	$5,856.00	No
Public Transportation - In collaboration with the San Joaquin Regional Transportation District (RTD), we provide access to public bus transportation throughout San Joaquin County to ensure all students have access to school sites. This action supports foster youth,	$54,000	$27,300.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
homeless, and low-income students in closing gaps in their education and learning loss associated with the COVID-19 pandemic.			
Ear Buds/Headphones/Web Cams - Earbuds and headphones facilitate small group learning and interaction between students and teachers. Webcams are used to allow for hybrid instruction and collaboration.	$70,359	$70,789.08	Yes
5 Web 2.0 Modules - With the support of SJCOE Educational Services, we are providing five Web 2.0 trainings for all teachers to increase access to online learning tools.	$0	$0	Yes
ELD Instructional Coach - In collaboration with SJCOE Educational Services, an ELD specialist works with our teachers to provide side-by-side instructional coaching with an emphasis on supporting our English learners.	$7,230	$7,230.00	Yes
GoGuardian - This classroom learning management system provides our teachers impactful tools to support student learning in person or virtually.	$6,004	$6,003.91	Yes
iPads with wifi capability and keyboard cases increase the ability for students to access individualized instructional content as well as functional communication apps for students who are nonverbal or with limited verbal ability	$939,358	$1,137,154.38	Yes
MacBook Pro Laptops - MacBook Pro Laptops will replace outdated desktop computers that are no longer compatible with current internet security on district campuses. Updated computers will allow teachers to access online learning platforms and video conferencing apps for students in full distance learning or hybrid learning options.	$212,879	$309,937.99	Yes
Unique Learning System Curriculum - Regardless of the method of delivery, this curriculum is specially designed for students with complex learning needs in special education classes.	$24,000	$20,842.12	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were not any substantive differences between the planned actions and/or budgeted expenditures.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The LEA implemented hybrid learning that included in-person instruction in combination with distance learning beginning on October 21, 2021. Students were given the option to choose to continue distance learning or participate in hybrid learning. The implementation of the hybrid model provided was successful. Based on responses from a parent/guardian survey, 90% of parents were satisfied or somewhat satisfied with the hybrid learning model that was provided, and 95% of parents/guardians were satisfied or somewhat satisfied with the building safety procedures and compliance (social distancing and hand washing).

Some of the successes that the LEA experienced implementing the instructional offerings were the water stations and/or bottles that were installed/available at all school sites. Personal Protective Equipment (PPE) was ordered and distributed to all school sites. Sanitizing and deep cleaning schedules were implemented. To ensure a safe cleaning schedule and PPE supplies, teachers complete a “COVID Cleaning Request” form that is located on the SIS platform. In addition, the robust professional learning plan that included The Leading Edge certification, Google Levels 1 and 2 certification (Google Enterprise), Web 2.0 modules, and social emotional health for staff and students. These learning opportunities for staff helped prepare for the transition from in-person to distance learning to hybrid learning.

There were some challenges in implementation of instructional offerings at the beginning of the school year regarding the ordering of PPE and technology supplies due to limited availability, however we were able to ensure that there was enough PPE available daily. We were able to order and receive the necessary technology supplies and equipment, however we did experience some challenges with locating supplies and delayed shipment/receipt of supplies.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Special Education Nursing Staff - Special education nursing staff provide COVID-19 tracking and tracing for special education employees and students, in order to maintain safe and healthy workplaces and classrooms.	$162,148	$125,316.42	No
Family Connections Workshops - These workshops, provided by our Family Engagement Specialists, will support parents/guardians in navigating through the distance learning instructional model.	$23,877	22,112.91	Yes
Web 2.0 Modules - With the support of SJCOE Educational Services, we are providing Web 2.0 trainings for all teachers to increase access to online learning tools. Module topics include, Lesson Planning, Unit Design, tools for English Learners, formative assessment, and more.	$0	$0	No
Leading Edge Certification - Leading Edge Online and Blended Teacher Certification curriculum is based upon the National Education Technology Plan, California State Standards, and the iNACOL Blended Learning Teacher Competency Framework and the National Standards for Quality Online Teaching. The curriculum includes modules such as: Evolution of Online & Blended Learning; Accessibility, Building & Maintaining Community; Digital Citizenship: Literacy & Responsible Learning Practices; Collaboration. Pedagogy, and Practices; Online Assessment & Evaluation; Are you Ready for Online & Blended Teaching?; Portfolio Preparation.	$6,266	$8,194.38	Yes
GoGuardian - This classroom learning management system provides our teachers impactful tools to support student learning in person or virtually.	$0	$0	Yes
ELD Instructional Coach - In collaboration with SJCOE Educational Services, an ELD specialist works with our teachers to provide side-by-side instructional coaching with an emphasis on supporting our English learners.	$0	$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Academic Technology - Chromebooks, WiFi hotspots, and other devices will continue to be provided to students, as needed, to ensure access to curriculum and instruction. Our Academic Technology and student Transition specialists will continue to reach out to all students, emphasizing support for foster youth, English learners, low economic, and homeless students. Our Data Program Manager III is providing additional technical assistance to teachers and staff to support distance learning.	$467,080	$1,150,985.20	Yes
Supplemental learning supplies will continue to be provided to any student in need. These items were in high demand from students and families who might not have access to them at home.	$20,000	$24,500.00	Yes
Virtual mental health support - Teletherapy and on-on-one support in-person remains available during distance learning.	$324,132	$319,945.48	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There was a substantive difference between the planned actions and/or budgeted expenditures for the Academic Technology expenditure as more computers were needed to be ordered than we originally calculated. Due to supply and demand, we had to pay additional costs to receive the computers in time.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction
The LEA was successful in developing and implementing a plan to ensure that there was continuity of instruction as we transition from distance learning to hybrid learning. Based on the parent/guardian survey, 82% of parents/guardians were satisfied or somewhat satisfied with the distance learning instruction, and 77% of parents/guardians were satisfied or somewhat satisfied with their access to tools and technology at home.

Pupil Participation and Progress

Student engagement and attendance continues to be a challenge and is a factor to be considered when addressing learning loss and remains a priority and focus as we continue to address the learning loss and needs of our students. The work to fully implement a plan to address learning loss is ongoing and will be carried through the 21/22 school year.

Access to Devices and Connectivity
The LEA was successful in implementing a plan and providing access to devices and connectivity, however there were some challenges. Due to supply and demand, ordering and receiving devices was a challenge in the beginning of the school year. In order to support wifi connectivity at home for students, we provided MiFis to families in need. In the beginning of the year we ran into a challenge with the internet provider for MiFis and having limited coverage in the areas. To remedy this situation, we contracted with another internet provider who was able to provide broader coverage.

Distance Learning Professional Development
A robust professional learning plan was developed and implemented to help support teachers transitioning between distance learning and hybrid learning. The plan emphasized the use of technology tools and was aligned with the California State Standards, and the iNACOL Blended Learning Teacher Competency Framework and the National Standards for Quality Online Teaching. The Leading Edge certification, Google Levels 1 and 2 certification (Google Enterprise), Web 2.0 modules, and social emotional health for staff and students. These learning opportunities for staff helped prepare for the transition from in-person to distance learning to hybrid learning.

Staff Roles and Responsibilities
Our data program manager III provided additional technical assistance and support to teachers and staff to support distance learning. In addition, the academic technology staff implemented a plan to adjust their roles and responsibilities in order to provide more assistance to staff, students, and their families with the switch to one-on-one devices and MiFis for families in need.

Support for Pupils with Unique Needs
A plan to provide support for students with unique needs was developed and implemented. The implementation of support will continue throughout the 21/22 school year and includes, but is not limited to supporting students' mental health, transportation, nutrition, and academic needs. This includes individualized support for students in compliance with IEPs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After hours tutoring - Content area experts will offer after hours tutoring for students with identified learning loss. This includes a teacher with Designated EL certification to support English learners.	$15,000	$14,850.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were not any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Upon enrollment and scheduled three times throughout the year, all students including English learners, low-income, foster youth, students with exceptional needs, and students who are experiencing homelessness take the FastBridge assessment which assesses students' foundational and grade-level knowledge in reading and math. Based on this data, 42% of students had pre- and post-test reading assessment results. These results showed that out of the 42% of students who pre and post tested, 53% of them displayed growth in reading by one or more grade levels. In math, 44% of students had a pre and post test math assessment and 60% showed growth in one or more grade levels. Although students displayed growth in both reading and math, overall there was an increase in students who scored in the high risk category in reading when comparing fall and winter assessment results. In addition, teachers are continually monitoring student learning loss and gaps through the means of formative assessment.

In response to student learning loss, FEV (focus eduvation) tutor was implemented in March of 2021 to provide 24/7 intervention support and homework help for all students including English learners, low-income, foster youth, students with exceptional needs, and students who are experiencing homelessness as a tiered intervention support system. In response to the needs of our EL students, ELL foundations courseware (Edmentum) was also adopted in early February of 2021 to help address learning loss and gaps for EL students that are identified as newcomers or level 1 students. In addition, extended session was offered during the summer of 2020 and will be available for all students to continue their learning and address credit deficiency in summer 2021.

The onboarding of FEV tutor is deemed successful as current data indicates that students who access the FEV tutor support show 100% proficiency on exit ticket data. Student engagement and attendance continues to be a challenge and is a factor to be considered when implementing a plan to address learning loss and remains a priority and focus as we continue to address the learning loss and needs of our students. The work to address learning loss is ongoing and will be carried through the 21/22 school year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Feedback from the parent survey and teacher survey suggests that our success ebbed and flowed with the wave of the pandemic. Survey results show that 89% of parents and/or guardians were satisfied or somewhat satisfied with the support for students' social and emotional needs. Mental health clinicians and staff offered support and therapy to all students who needed and/or wanted it and were able to utilize various tools to engage the students and families. Clinicians and staff connected with students by phone calls and texts, Google Classroom, and video conferencing with Google Meet and/or Zoom.

Internet connectivity was a challenge for both students and staff due to availability and/or bandwidth. Clinicians monitored student mental health and emotional well-being through the use of weekly check-ins with their school sites. They tracked the students that needed or requested help and collaborated with teachers on a regular basis to discuss their needs and observation of the students' needs. At the beginning of the school closures it was evident that there needed to be a self-referral process, so a Google form to access counselor and clinician support was created and shared with students and families through Google Classroom and Clever.

In response to staff social and emotional health and well-being, Wellness Wednesdays was instituted to help encourage healthy habits among teachers and staff, including breathing exercises and de-stressing techniques. Virtual yoga was also offered to staff during the summer of 2020 to help improve overall wellness.

Additional successes include:

- Collaborating with student services teams to reach out to students who were unresponsive over the phone. Home visits/contact was made on front porches and outside following CDC guidelines and county safety guidelines.
- Flexible scheduling and meeting times for services were offered and often involved staff working beyond the typical 5 p.m. schedule to meet the needs of working parents and students who prefer evening hours. Flexible learning modalities (distance learning or hybrid) that fit individual schedule and needs were offered.
- SJCOE informed staff of Employee Assistance Programs (EAP) services

Student engagement and attendance continues to be a challenge and is a factor to be considered when addressing mental health and social emotional well being and will be of focus as we continue to address the learning loss and needs of our students. The lack of attendance and engagement makes building relationships, rapport and trust challenging. The work to address mental health and social emotional well being is ongoing and will be carried through the 21/22 school year.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The LEA established a four tiered intervention and outreach system to track and address student engagement and students who were not meeting academic requirements. This tiered system is monitored through a series of student attendance/engagement thresholds developed within the SIS platform. All tier specific interventions are identified for staff through the SIS form and narrative process. The advanced interventions within Tier 3 and 4 are supported by additional documentation. That documentation is then mailed home to parents/guardians. Students who meet the Tier 4 threshold are case managed by the A-Squad truancy intervention team and are referred to the Parent Project truancy class. Supports and community resources are provided to families who are experiencing attendance barriers. Ongoing truancy sweeps which include SJCOE staff and community partners are conducted quarterly to locate and encourage truant students to attend school. Chronically disengaged students are reviewed weekly to determine if they have been enrolled with another LEA and to identify additional barriers.

The primary role of the Campus Safety Technicians within San Joaquin County Office of Education is to ensure the safety of assigned school sites, facilitate nutrition services, confirm that all physical components of assigned school sites are in working order, address behavioral concerns, and most importantly, assist with student outreach, engagement, and social-emotional support. Campus Safety Technicians (CSTs) play an integral role in student engagement and outreach. CSTs contact students, parents, guardians, and family members on a daily basis to verify student attendance, clear student absences, and provide needed support and/or services. 91% of parents/guardians were satisfied or somewhat satisfied with the school communication. CSTs also play a primary role in Tier 1 and Tier 2 of the Tiered Approach to Truancy and Intervention. This role is fulfilled by making initial contact with the family members and/or guardians of identified students and with the support of school site teams, initiating assigned interventions. All CSTs are trained in the most recent trauma informed care, PBIS, and restorative practice strategies. This training allows the CST position to act as a very effective student engagement, outreach, and support tool. CSTs also provided extremely valuable support during the summer of 2020 and will continue in the same role for the summer of 2021. This support came in the form of student outreach, on site summer session support, nutritional services, and the execution of a very complex student connectivity and device distribution plan. CSTs were and will continue to be the primary staff members charged with distributing and documenting the distribution of student Chromebooks and MIFI connectivity devices. CSTs made it possible for the one. Program to distribute devices and connectivity tools to all students in need. This service was a major contributing factor to the seamless transition into distance learning during the COVID-19 pandemic.

Successes in implementing family engagement outreach included the ability to pivot and continue to offer workshops and the Parent Project class in a virtual setting. In addition, the family engagement team developed the Family Connections videos to help support parents/guardians in distance learning. Topics included information about accessing Google Classroom, Google Meet, How to Create a Google Account, How to Access the Student Portal, and How to Stay Connected. Families in crisis were case managed and provided information about access to community resources available to them. Challenges that we encountered was the ability to track and measure family engagement efforts. In response, a tracking system is being developed through the SIS. Another challenge encountered was the low participation of parents attending and accessing Parent Project classes and workshops. In response, the workshops were recorded and shared on the SJCOE website for families to access. This also led to limited opportunities to interact with families to build partnerships and relationships.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The ability to provide nutritious meals to students became more important than ever during distance learning and hybrid instruction. While almost all our school sites were closed for instruction at the start of the 20/21 school year, six sites, located throughout the county, remained open for breakfast and lunch meal service through mid-October 2020: one.Success and one.Discover in Stockton; one.Lodi in Lodi; one.Harmony in Tracy; one.Charter Main in Manteca; and one.Lathrop in Lathrop. These site locations were strategically selected due to location and coverage throughout San Joaquin County. Due to nationwide waivers granted by the USDA's Food and Nutrition Service we were able to continue serving free meals to students via the summer meal program; serve meals outside of normally required settings and times; and allow parents/guardians/caregivers to pick up their children's meals. We offered shelf-stable, grab-and-go breakfast and lunch menu items with instructions for heating and serving at home. We were also able to provide longer than normal serving times, thereby reducing access barriers. We began to provide meal service at all school sites when we re-opened in mid-October with hybrid learning.

Some challenges encountered at the start included: limited availability of cleaning/disinfecting supplies/PPE, limited food vendor staffing, and restricted spaces for eating. We were able to address and overcome these challenges by monitoring availability and stocking when food items became available and have continued to keep up with demand. We have reduced the number of restricted spaces for eating by opening up classrooms for students in hybrid learning environments and separating students by cohort to minimize exposure and to reduce the risk of spreading of COVD-19. 91% of parents/guardians surveyed were satisfied or somewhat satisfied with the school's response and support during the COVID-19 pandemic as it pertains to providing access to basic resources, including nutrition.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Translation costs for Family Connections Workshops and Spanish Interpreter Costs (parent trainings related to DL & family communication).	$18,000	$119.07	Yes
Distance Learning Program (Access to Devices and Connectivity)	Cost to extend contracts - Campus Safety Technicians worked throughout June and July at nutrition sites to pass out prepared lunches and breakfast for students. They also were responsible for Chromebook and WiFi distribution.	$12,051	$15,190.42	Yes
School Nutrition	Costs associated for food purchases for school nutrition program.	$29,500	$29,500.00	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There was a substantive difference between the planned action and budgeted expenditures for the translation costs for the Family Connections Workshops and parent trainings related to distance learning. The family connections workshops were recorded and shared through YouTube links on the website and social media which offers users the ability to change the language.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The abrupt school closures in March 2020 and the continuation of distance learning, hybrid, and in-person instruction throughout the 2020-21 school year, has provided us with valuable experience and information to inform the development of goals and actions in the 2021-24 LCAP. The COVID-19 pandemic validated the actions, services, and supports that we continue to provide our students and proved to be vital to address and overcome the barriers that were intensified by school closures. We learned that the uniqueness of our school programs and the flexibility of learning environments that we already had in place strengthened our response to the school closures. Goals and Actions that were informed by lessons learned include all actions in Goal 1 with an emphasis on increasing truancy support and student engagement for students; Goal 2, actions 1, 5, 9, 12, and 13 with the inclusion of instructional technology in professional learning, implementation of tutoring services for students, pilot of NGSS curriculum, increasing CTE opportunities for

students, and implementation of PBIS, Restorative Practices and Trauma-informed care; and Goal 3, action 13 with continued support for parents, guardians and foster families to increase participation in school-related activities through family engagement.

Instructional practices:
The implementation of providing distance learning and hybrid instruction to our students highlighted that the flexibility of our program that existed prior to the school closures, actually strengthened our response to the COVID19 pandemic and allowed us to continue to offer flexible scheduling and instruction for our students in distance learning programs. The targeted focus on Google classroom and web 2.0 tools before the closure deemed highly valuable as our teachers were already prepared to use a virtual platform setting for their classroom. An area that we will continue to focus on, even when we return to in-person learning, is to support teachers in online and blended learning strategies, as well as the use of web 2.0 tools to continue to build and strengthen teacher knowledge in using and incorporating instructional technology tools. Based on the teacher survey, 35.4% of teachers said that they want to continue professional learning and growth in online and blended learning and 36.6% said they wanted to also have more professional learning in web 2.0 tools. In addition, we learned that there is a need to enhance our offering of instruction to students in digital citizenship including cyber bullying.

Academic technology:
Prior to the 2020-21 school year our programs were not 1-to-1 devices. Students had access to Chromebooks at the school sites, but did not have option to take the technology home. In addition, many of our families did not have reliable access to the internet at home or outside of school. In response to the school closures and shift to distance learning, we issued Chromebooks and MiFis to all students in need so that they could continue to have access to their teachers, staff, instructional program, and services that we provide. We learned that we need to focus and develop a plan to ensure that we can sustain a 1-to-1 technology plan as teachers continue the use of online and blended learning even in brick and mortar settings.

Student engagement:
Prior to the COVID-19 pandemic student attendance and truancy prevention was a focus of our program. The COVID-19 pandemic taught us that we need to include a focus on student engagement in addition to physical student attendance and realized the difference between the two. We learned that physical student attendance does not always equate to academic success and instead we found that there is need for us to improve student engagement as it is a key factor in students' academic success and social emotional well being.

Truancy and attendance:
The 2020-2021 school year taught us the importance of a tiered truancy intervention process. With the implementation of our formalized tiered truancy intervention process we have been able to identify and address additional barriers students experience in regards to attendance.

Student enrollment:
At the start of the COVID-19 pandemic we had to make a rather quick shift from in-person/paper based enrollment to an online/paperless enrollment process. We have learned while the new process does work for some families who experience barriers

with transportation to our office for in person enrollment, the lack of in-person enrollment caused barriers for other families. We have learned that we need to focus our efforts in developing the student enrollment process that will allow for flexibility for our families. We plan to shift back to offering in-person enrollment options, but will continue to utilize the paperless process via DocuSign.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Assessment:
Prior to the COVID-19 pandemic addressing student learning gaps and learning loss was a focus of our program. During the 20/21 school year we continued to administer locally adopted pre and post assessment via FastBridge in both reading and math for grades K-12. This assessment is administered to all students including low-income students, English learners, students with disabilities, foster youth, and students who are experiencing homelessness three times a year: in the fall, winter and spring. Professional development opportunities were provided throughout the school year to assist teachers with how to analyze their student achievement data and address learning loss using the academic multi-tiered system of supports. Throughout the COVID-19 pandemic we learned that our student participation in the locally adopted assessments remained at about 50%. We have learned that participation in student assessments and review of student assessment data should continue to be a focus for our program.
In addition, the program wide writing assessment (PWA) continues to be administered to students 4 times a year and is assessed using the WRITE rubric in the appropriate writing genre (narrative, compare and contrast, research, and argumentative). This assessment is given to students in grades 3-12 and has been incorporated into the student's English course through a writer's workshop model. Students completed the assessment during distance learning remotely through the use of Google Classroom.

Academic intervention and support:
Due to distance learning and the hold harmless approach to end of the 19/20 school year many of our students were disconnected from school, teachers, and other necessary supports. While our response was to continue to provide instructional support to students through extended session to negate additional learning loss we found that due to the COVID 19 pandemic many students remained disengaged. The lack of student engagement continues to increase learning loss gaps among students and we learned that we need to build in stronger academic interventions and supports for all students including low-income students, English learners, students with disabilities, foster youth, and students who are experiencing homelessness as we welcome them back to in-person instruction. We learned that we will need to provide additional support for all students including low-income students, English learners, students with disabilities, foster youth, and students who are experiencing homelessness in reading and math to help address learning loss.

Multi-tiered system of supports:
During the COVID pandemic the shift to distance learning had a great impact on the social emotional health not only for students but also for teachers and staff. Throughout distance learning all students including low-income students, English learners, students with disabilities, foster youth, and students who are experiencing homelessness had access to mental health clinicians and counselors, which they could request access to through a google form. In addition, Wellness Wednesdays were implemented for staff to provide therapeutic strategies for self-care. We learned that our students' response to COVID-19 had increased our need to provide additional social and emotional well being support for our students and our staff. We also learned that we need to balance the different priorities

within the multi-tiered system of supports. Our MTSS work will need to focus on how to blend academics, social emotional health and behavioral support so that they work cohesively to provide a balanced support system for all students including low-income students, English learners, students with disabilities, foster youth, and students who are experiencing homelessness.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

As noted in the sections above.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After an in depth analysis and reflection we will continue to maintain a focus on our existing goals with modifications to include our findings based on input from our stakeholder surveys. Goals and actions have been refined so that they are integrated and align with our multi-tiered system of supports. Findings indicate a need to increase efforts to support improving student engagement. Additionally, the integration of instructional technology into classrooms will remain a focus. Reflection and analysis also shows the need to continue our supports for student social/emotional and mental health needs. The actions and services will strengthen the supports and services we provide to our students and families.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	20,521,503.00	19,657,619.52
LCFF	18,327,463.00	17,690,092.39
Other	685,366.00	739,772.96
Title I	1,508,674.00	1,227,754.17
	1,508,674.00	1,083,063.98
	1,508,674.00	1,083,063.98
	0.00	5,784.94

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	20,521,503.00	19,657,619.52
1000-3000: Salaries & Benefits	15,422,970.00	15,148,021.75
4000-4999: Books And Supplies	680,065.00	396,530.67
5000-5999: Services And Other Operating Expenditures	2,597,080.00	2,150,467.63
6000-6999: Capital Outlay	0.00	75,455.42
7000-7439: Other Outgo	1,821,388.00	1,887,144.05
	1,821,388.00	1,833,398.11

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	20,521,503.00	19,657,619.52
1000-3000: Salaries & Benefits	LCFF	13,299,790.00	13,477,487.69
1000-3000: Salaries & Benefits	Other	666,520.00	566,067.17
1000-3000: Salaries & Benefits	Title I	1,456,660.00	1,104,466.89
4000-4999: Books And Supplies	LCFF	651,783.00	370,784.10
4000-4999: Books And Supplies	Other	7,845.00	12,001.55
4000-4999: Books And Supplies	Title I	20,437.00	13,745.02
5000-5999: Services And Other Operating Expenditures	LCFF	2,554,502.00	2,074,200.69
5000-5999: Services And Other Operating Expenditures	Other	11,001.00	25,346.77
5000-5999: Services And Other Operating Expenditures	Title I	31,577.00	50,920.17
6000-6999: Capital Outlay	LCFF	0.00	75,455.42
7000-7439: Other Outgo	LCFF	1,821,388.00	1,692,164.49
7000-7439: Other Outgo	Other	0.00	136,357.47
7000-7439: Other Outgo	Title I	0.00	58,622.09
		0.00	34,079.61
		0.00	34,079.61
		0.00	34,079.61
		0.00	34,079.61
		0.00	34,079.61

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	7,590,750.00	6,990,619.04
Goal 2	11,719,862.00	11,451,395.78
Goal 3	1,210,891.00	1,215,604.70

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,984,426.00	$2,172,762.12
Distance Learning Program	$1,003,503.00	$1,651,054.39
Pupil Learning Loss	$15,000.00	$14,850.00
Additional Actions and Plan Requirements	$59,551.00	$44,809.49
All Expenditures in Learning Continuity and Attendance Plan	$3,062,480.00	$3,883,476.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$672,096.00	$595,421.76
Distance Learning Program	$162,148.00	$125,316.42
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$834,244.00	$720,738.18

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,312,330.00	$1,577,340.36
Distance Learning Program	$841,355.00	$1,525,737.97
Pupil Learning Loss	$15,000.00	$14,850.00
Additional Actions and Plan Requirements	$59,551.00	$44,809.49
All Expenditures in Learning Continuity and Attendance Plan	$2,228,236.00	$3,162,737.82

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Joaquin County Office of Education	Sean Morrill Assistant Superintendent - County Operated School and Programs	smorrill@sjcoe.net 209-468-9050

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The San Joaquin County Office of Education's (SJCOE) operates the San Joaquin County Special Education programs, as well as the County Operated Schools and Programs (COSP). COSP operates John F. Cruikshank, Jr., a court school, and the San Joaquin County Community Schools. SJCOE Special Education programs serve approximately 1000 students from birth through age 22 with moderate/severe and low incidence needs. Students are served across approximately 100 classrooms throughout San Joaquin county, located on 2 SJCOE operated separate special education only school sites, over 50 general education campuses, and 4 community-based programs for young adults. SJCOE Special Education programs employ approximately 450 employees, including instructional assistants, special education teachers, related service providers, and special education administrators.

SJCOE's Court and Community Schools are collectively referred to as the one.® Program, established in 1991, to serve K-12 at-promise youth county-wide, including those who have been expelled, have significant attendance or behavior problems, referred through the School Attendance Review Board (SARB), are homeless and/or foster youth, referred by local authorities or the juvenile court as an alternative to incarceration, are severely credit deficient, or are experiencing other extenuating circumstances. These schools and programs exist to serve the most marginalized students in San Joaquin County. There are currently a total of more than 40 satellite community school sites in San Joaquin County, California spanning from the southern region in Tracy to the most northern region in Lodi to John F. Cruikshank, Jr. Court School located in French Camp.

African American: 13.9% Community; 21.7% Court
American Indian or Alaskan Native: 1.3% Community; 2.2% Court
Asian: 4.1% Community; 4.3% Court
Filipino: 0.6% Community; 0% Court
Hispanic or Latino: 62.9% Community; 47.8% Court
Pacific Islander: 0.4% Community; 4.3% Court

White: 9.2% Community; 13% Court
Two or More Races: 5.8% Community; 6.5% Court
Not Reported: 1.7% Community; 0.0% Court
Data from the 20/21 school year (data verified via DataQuest)

As of April 28, 2021, unduplicated student counts and percentages were as follows:
Community
Enrollment - 1434
Low SES - 80.8%
Foster Youth - 6.6%
Homeless - 13.4%
English learners - 15.6%
Avg. length of stay - 107 days

Court
Enrollment - 297
Low SES - 100%
Foster Youth - 18.2%
Homeless - 8.8%
English learners - 14.8%
Avg. length of stay - 25 days

Community schools are located in leased commercial properties and in eight county-owned school buildings. These school sites are located throughout the county in order to serve the students directly in the community in which they live. The largest sites accommodate up to 100 students and the smallest site serves 20 students. Our students come from a variety of academic, ethnic and social backgrounds. The diversity of students is united through our mission, vision, curriculum, methods of assessment, and the guiding philosophy of one. Staff includes teachers, counselors, school nurses, mental health clinicians, clerical support, maintenance and technology staff, campus security technicians, and administrators. All employees are “teachers of students” and may participate in activities such as Quests, one.Congress, career fairs, and extended educational opportunities.

The one.Program encourages an integrated approach to instruction and incorporates a wide variety of instructional and learning opportunities including project-based learning opportunities. Students complete grade-appropriate, standards-based academic courses and work to complete requirements and earn high school credits. In addition, students also engage in lessons and activities to build and strengthen their social and emotional responses to support a Multi-tiered System of Supports (MTSS). The curriculum aligns with MTSS and Positive Behavior Interventions and Support (PBIS), to support and understand students’ challenges and determine the best way to help them. Our focus is to help accelerate their learning in preparation for college, career, and community involvement. When possible, students are placed at sites that best meet their needs. Students also participate in school activities that incorporate the Concept of one.- “one.” stands for our desire to remind students that each individual is important and can make a difference in the world. We also want to make the point that it is when individuals join together, and work as “one.” that miracles can occur. Students who require additional support for truancy, behavior,

and/or mental health may be enrolled in one of the intervention sites (Insight) for additional support and services. The one.® Program has several student service supports in place to meet the needs of referred students including mental health services, attendance incentive programs, truancy intervention and support.

Reflections: Successes

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

A review of the performance on the available state indicators and local performance indicators included in the CA Dashboard for 2019, highlighted many successes for the court and community schools. A few of the most notable successes that we are proud of are the suspension rate, graduation rate, and the English language arts and math student achievement levels for our community schools. The most recent Dashboard indicators show a 2.5% decline in suspension rate for community schools and a 0% increase at our court schools. This can be attributed to efforts made to implement Restorative Practices and a Positive Behavior Interventions Support system. Additionally, we have seen an increase of 10.1% in our graduation rate for community schools and a 16.2% increase at our court schools. We believe that our ability to offer flexible classroom settings such as daily and contracted learning options, gives our students the opportunity to complete their high school diploma requirements. Students English language arts achievement increased by 25.2 points and 12.6 points in math in our community schools (no data is available for our court schools as there are less than 11 students with data). While the majority of students are still scoring below standard, the increase in points to standard is a success to celebrate. The increase in achievement can be attributed to the emphasis on the WRITE approach, as well as the continued professional learning in instructional strategies and approaches, including project-based learning and universal design for learning. Another area of success is our English learner progress. Our current English learners have a 20.4 point increase and 41.7% are making progress toward English proficiency. With the continued training on effective instructional strategies focused on English learners, the use of WRITE strategies, and using more targeted curriculum for language acquisition, we believe our English learners will continue to find success as they learn the English language. Based on the feedback that we received, the areas we are most proud of are the continued opportunities for professional learning with an emphasis on instructional technology (Google, Web 2.0 tools, and online and blended learning), as well as project-based learning approaches. There has also been an increase of overall wellness for both students and staff. In addition to Restorative Practices and PBIS strategies, trauma-informed care and wellness has been added to the professional learning opportunities. We are also proud to be able to increase our mental health services for students with the addition of more mental health clinicians. In our court schools we have a focus of wellness and have provided students with art therapy weekly. We plan to expand art therapy into our community schools as we have seen a dramatic positive increase of overall student wellness and behavior.

Reflections: Identified Need

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

Areas of need can be identified using the Dashboard and other local data. While we are seeing an increase in student achievement in ELA and mathematics, the majority of students are still scoring below grade level. This continues to be an area of focus for our programs, as well

as a need for specific academic intervention curriculum and support. Part of this also includes a need to increase our student assessment completion for both state assessments and our local assessments, FastBridge and the program-wide writing assessment. Our current data shows that our student assessment completion rate is between 50% and 60% consistently.

While the overall suspension rate decreased, data on the Dashboard show that there is a performance gap in suspension for two student groups, Asian and Foster Youth students. To help improve suspension, we implemented a process to apply other means of corrections, including restorative practices and PBIS strategies. These actions continue to be implemented and monitored, especially at identified school sites with high numbers of Asian and Foster Youth student group populations.

Additionally, an area of need is our ability to prepare students for success after graduation as identified by the College/Career Readiness indicator. Currently, we have maintained a red band on the college and career readiness indicator. We will continue to emphasize an increase in CTE pathway offerings, as well as maintain the partnership with our local community college for students to be able to take college courses in high school. Additionally, we plan to continue to work to provide additional A-G courses and pathways for students. It is our responsibility to provide access to a rigorous curriculum that prepares students for their desired post-secondary education and careers, and encourage students to participate and enroll in post-secondary opportunities.

The Dashboard also indicates there was a slight increase in student chronic absenteeism. We will continue to refine and improve strategies to address student attendance and truancy, including the addition of a student engagement administrator, increasing home visits, and implementing a tiered truancy intervention system. In addition to building and cultivating relationships with families, students, and the community through restorative practices, we continue to focus on improving family engagement and participation because we know that it has a direct impact on improving student achievement.

The overall graduation rate continues to maintain in the red band on the Dashboard, however shows a slight increase of 3.8%. Efforts to support students to graduate continue to be a priority of the program, and includes but is not limited to incorporating more instructional and technology strategies to increase student engagement, family engagement and flexibility of programming for students.

LCAP Highlights

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

This LCAP includes a continuation of our three goals as well as the addition of actions and services that have a focus on increasing student engagement. The LCAP goals are intentionally aligned with our WASC and School Plan for Student Achievement. Feedback from stakeholders were used to inform the actions and services for each goal. Through the analysis of state and local data, as well as stakeholder feedback, three goals were identified:
Goal 1: Improve student engagement and attendance by decreasing truancy (7 actions and services)
Goal 2: Increase student learning through challenging academic programs and consistent instructional practices across all school sites (10 actions and services)
Goal 3: Cultivate positive relationships and engagement between schools, students, parents & the community (8 actions and services)

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.

John F. Cruikshank, Jr. (Court school)
San Joaquin County Community
San Joaquin County Special Education

Support for Identified Schools

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

Based on the Fall 2019-2020 California School Dashboard the overall graduation rate was 39.6% which is an increase of 6.3%. Each of our three schools were also in red, John F. Cruikshank, Jr., 53.1% (increase of 16.2%); San Joaquin Community, 43% (increase of 10.1%); and the San Joaquin County Special Education, 6.5% (decline of 46.3%). Teams from the three schools collaborated with the San Joaquin County Office of Education's Educational Services Division to develop a CSI Plan that included school-level needs assessment, evidenced-based interventions, and an analysis of resource inequities to support increased student outcomes.

In continuing the work that was started in 2019, schools followed the seven-step process that was developed and implemented to conduct a comprehensive needs assessment. Strategic support was provided throughout the process in reviewing, and revising the school CSI plans by SJCOE staff:

Step 1: Establish a school wide planning team & clarify the vision for reform
Step 2: Create the school profile & identify data sources
Step 3: Analyze the data and current performance level
Step 4: Determine the root causes for performance gaps (utilizing Improvement Science tools and root cause analysis)
Step 5: Identify recommendations to close the gaps
Step 6: Identify how the program will monitor the effectiveness of proposed improvement strategies
Step 7: Review the evaluation outcomes and determine next steps for the following school year

Improvement Science methodologies were activated to collaboratively address problems of practice that lead to improved outcomes for all students. As part of the LCAP, LCP and CSI Plan development process, school leadership teams including staff, parents, students, and community partners reviewed and discussed various data points including state data published on the CA School Dashboard, local assessment data in reading and math and writing (PWA), attendance, participation, suspension, and student grades. These data points continue to be reviewed in whole and by specific program, English learner, special education, foster youth, homeless youth, and socio-

economically disadvantaged. Review of the data does not reveal resource inequities between student groups. This can be attributed to the needs of the students our programs serve.

Based on feedback from stakeholders and review of data, evidence-based strategies to increase student engagement and participation were identified. A need to provide art therapy and therapeutic learning environments for our court students was identified. In addition, staff continues to be provided professional learning in methodologies and implementation of trauma-informed practices, Positive Behavior Intervention and Supports (PBIS), Project-based Learning (PBL) and multi-tiered system of supports (MTSS). Attendance data and survey feedback indicated that student attendance was impacted due to lack of transportation. As a result of this information, an agreement with our Regional Transportation District (RTD) to provide students access to public transportation was established. This agreement will continue in the 2021-22 school year.

In the San Joaquin County Special Education schools, a school-level needs assessment was performed via surveys on the effectiveness of the program as it relates to behavior intervention and functional academic instruction. Stakeholders who participated in the surveys included families, teachers, and related service providers. A variety of on-going assessments were performed to determine barriers to student learning and when/how to use evidence-based practices to reduce those barriers. The CA School Dashboard was utilized to evaluate data and determine resource inequities, such as the lack of technology available to teachers and students to utilize for functional academic instruction within the special education program. In order to support the need for increased technology as it relates to functional academic instruction, students and teachers have been provided with 1:1 technology devices and have access to a functional-skills academic based online curriculum. On-going professional development is being offered to teachers, instructional assistants, and related service providers on the use of the curriculum for students with extensive support needs.

Monitoring and Evaluating Effectiveness

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

San Joaquin County will initiate the following actions and oversight to monitor and evaluate the implementation of the CSI plan to support student and school improvement:
1. Identification of students included in one-year cohort of prospective graduates upon enrollment and ongoing - October, January, March
2. Graduation and transition plan for each member of the cohort in October and January conducted by counselors, teachers, and site administrators
3. Monthly monitoring of 12th-grade cohort students' attendance, participation, and successful course completions (teachers, counselors, site administrators, and truancy/attendance team)
4. Close monitoring of Graduation By Exploration (GBE) for each student in the one-year cohort (teachers, counselors, site administrators)
5. Ongoing communication and support provided by Family Engagement Specialists to ensure parents/guardians are aware of student progress throughout the year

In addition, local behavior data will be collected by Special Education teachers and behavior specialists through the use of Behavior Emergency Reports and Special Incident Reports, as recorded in the student information system. The Special Education Administration team will review the local behavior data (frequency of Behavior Emergencies and Special Incidents) on a quarterly basis in order to review the

implementation and effectiveness of additional behavior intervention support (behavior-trained Instructional Assistant floaters) provided to all three regions where programs are located. The implementation and effectiveness of the plan is monitored via data on the number of technology devices within classrooms for student and teacher use as well as the number of IEP goals met by students utilizing the functional skills academic based online curriculum. Data to support IEP goals and objectives is collected by classroom staff daily and reviewed by the staff on an on-going basis in order to adjust the use of evidence based practices to support skill acquisition. Goal progress is reviewed with families at least quarterly, and reviewed as an IEP team at least annually.

Identified data points will be reviewed monthly by leadership teams and staff, and quarterly by SSC and ELAC/DELAC to evaluate the effectiveness of programs and services implemented in the CSI plan as intended for specific student groups.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The San Joaquin County Office of Education one.Program consulted with stakeholders including Special Education Local Plan Area (SELPA) administrators, School Site Council members (which serves as the Parent advisory Committee), District English Learner Advisory Committee members, English Learner Advisory Committee members, parents, students, teachers, members of the collective bargaining unit, support staff and site and district administrators throughout the 2020-21 school year to provide updates and input on the goals and actions and receive feedback related to progress. Input was solicited in the following ways: Administrators met monthly to review data related to the three LCAP goals; Administrators and teachers met monthly in region meetings to review data and progress related to the goals and development of the actions; Monthly LCAP support meetings were held to review progress, and participants included COSP Division Director, Curriculum and Assessment Director, Business Services, and Education Services administrators. Additional staff were included, as needed. This group developed the LCAP Timeline for 2020-2021 and created plans for the stakeholder meetings. Education Services provided technical assistance and guidance throughout the year. Business Services provided fiscal oversight and support.

Stakeholder Meetings were held in each school region during the months of March and April 2021. All together there were 22 stakeholder meetings held to encourage input and feedback on the Annual Update (2019-20 LCAP and 2020-21 LCP), LCAP annual update and the development of new goals, actions, and services. These meetings were held in virtual and hybrid settings to meet the COVID restriction guidance requirements. A review of the Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) goals and actions was presented at the meetings. In addition to providing feedback on individual goals, actions, and services, stakeholders were encouraged to provide written recommendations to inform the LCAP.

Local indicators were informed by stakeholder input through specific and strategic survey questions. Parent/stakeholder and teacher surveys were conducted in Spring 2021 to gather feedback and input related to programs and services offered by SJCOE. Questions focused on academic programs, communication, school safety, family engagement, access to community resources, and school connectedness.

The LCAP process and timeline were reviewed during monthly meetings between bargaining unit members and County Operated Schools and Programs administration. A draft version of the LCAP was reviewed at the School Site Council meeting and with the District English Learner Advisory Committee for input on May 10 and May 12, 2021. Members and participants were asked to write down any comments and questions they had for the Superintendent's review. They were also directed to the SJCOE LCAP website for further questions and comments. A draft version of the LCAP was posted on the SJCOE website for public review and comment on June 4, 2021. A Public Hearing to present the LCAP and the budget to the SJCOE Board was held on June 23, 2021. The Local Indicators were presented and the LCAP and Budget were adopted by the SJCOE Board of Education on June 25, 2021.

A summary of the feedback provided by specific stakeholder groups.

Student Engagement:

The feedback from students showed a need to increase the amount of meaningful and interesting lessons and activities at school. Sixty-five percent of community school students, and 61% of court schools students agreed or strongly agreed that they have academic motivation. However, based on the student survey about student opportunity for meaningful participation at school, community school students indicated that they engage in meaningful participation at school 24% of the time, and 32% of the time in court schools. Students also indicated that they participate in interesting activities 37% of the time both at Community and Court schools. This student feedback indicates a need and desire of students to be challenged academically in meaningful learning experiences.

Relationships:
Feedback from teachers indicates that building and maintaining a positive relationship between the school and student is a strength of our program. Teachers believe that relationships remain a vital component to student engagement and success and that student engagement is directly driven by relationships between school and home. This area remains our pillar of strength and essential focus when considering how to cultivate positive student outcomes.

Technology:
Feedback from parents show that the school response to providing access to technology at home during distance learning was successful. Ninety-seven percent of parents/guardians were satisfied or somewhat satisfied with the schools response to access to tools and technology during the COVID-19 pandemic. In addition, teacher feedback about technology indicates that they are comfortable and confident to continue using the G-suite for education applications such as Google Classroom during in-person learning. Continuing the increase of instructional technology resources and strategies will remain a focus for the schools.

Truancy Efforts:
Feedback from students, parents, and teachers indicate a continued need for efforts to improve student attendance and assist students and families in overcoming barriers that keep them from attending school. Results from the student survey show that 39% of students at community schools and 31% of students at court schools indicated that in the past 30 days they missed an entire day of school for any reason 3 or more times. Students also reported that illness, lack of sleep, and lack of transportation are the top reasons for missing school (47% of students at community schools and 22% of students at court schools indicated the reason they missed school was because they were ill (including dental issues; 24% of students at community schools and 16% of students at court schools indicated the reason they missed school was because they did not get enough sleep; and 17% of students at community schools and 12% of students at court schools indicated the reason they missed school was because they did not have transportation).
The parent survey indicates that parents receive information about how to help their student improve attendance (88%), however only 17.6% of parents are aware of the A-Squad truancy intervention team.

The feedback from teachers indicate that the majority (72%) believe the recent implementation of the tiered-truancy intervention system is effective at identifying students in need of truancy intervention. In addition, 65% of teachers said that the truancy intervention specialists are beneficial, however 34% of teachers said that they do not use the truancy intervention specialists as a resource.

Mental Health:
Student mental health continues to be an area to continue to strengthen. Survey results indicate that student need for mental health services remains extremely high. Thirty percent of students at community schools and 22% of students at court schools indicated that during the past

12 months there was a time that they felt so sad or hopeless almost everyday for two weeks or more that they stopped doing some of their usual activities, and 13% of students at community schools and 12% of students at court schools indicated that sometime during the past 12 months they considered attempting suicide. Parent survey results indicate that they receive information about how to help with their family's needs (72%) and 89% of parents/guardians indicated that they were satisfied or somewhat satisfied with the schools' supports for students' social and emotional needs during the COVID-19 pandemic. Continuing the social and emotional supports for students will continue to remain in place and will be strengthened and expanded. During the 19-20 school year, teachers participated in professional development related to trauma-informed teaching and the teacher survey shows that 87% of teachers indicated that they talk to their students about their social and emotional needs. Trauma-informed care and teaching will continue to be a focus of professional development.

Family Engagement:
Feedback from parents indicated that 89% of them feel welcomed at school and 71% of parents/guardians indicated that they attended at least one parent/teacher conference. This feedback is a strength to build upon. The feedback from students regarding family engagement indicated that there needs to be more promotion of parent involvement opportunities, because only 54% of students at Community schools and 40% of students at Court schools agreed or strongly agreed that there is a promotion of parent involvement at their school. Only 61% of students at Community schools and 44% of students at Court schools agreed or strongly agreed that their teachers communicated with parents about what students are expected to learn in the class. This indicates a need to ensure that families know the classroom expectations and an opportunity to communicate and incentive participation in parent and family activities.

English Learners:
The feedback from parents of English learners indicated that on average, 39% did not know about the various English learner procedures. In addition, 77% of parents of English learners shared that they were not interested in attending parent/student events. This feedback illustrates a need to further understand what type of events they would like to attend and help remove any barriers, as well as a need to better communicate the English learner procedures and support. Only 44% of ELD teachers felt confident in teaching designated ELD using the Springboard curriculum. This feedback indicates a need for teacher support with the Springboard ELD curriculum. This can include professional learning and in class support as needed.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Feedback from the stakeholder engagement had an impact on some of the revised goals, actions, and services. Based on the feedback the inclusion of student engagement has been added to Goal 1, and actions 1.2 and 1.4. Feedback about increasing student engagement as a strategy to improve student achievement and attendance was highlighted in the different stakeholder meetings and surveys conducted. We have identified the need to differentiate student attendance and student engagement and find ways to improve student engagement through meaningful learning experiences. Additionally, the inclusion of student engagement was added to action 2.9, 3.4, and 3.5, and goal 3 was updated to include student engagement as it aligns to relationship building: Cultivate positive relationships and engagement between schools, students, parents & the community." Based on stakeholder feedback, building and maintaining positive relationships has been a major strength of our program. Stakeholder feedback also highlighted the need to increase instructional technology and support and resulted in the addition of actions 2.9 and 2.10 in the LCAP. Among the other themes that emerged from the stakeholder meetings were continuing to support truancy intervention efforts, increased family engagement including participation in school events, additional support for teachers to

address the needs of English learners. Additionally, the need to increase support for student mental health and wellness and social emotional support continues to be an area of need and focus. Stakeholder feedback continues to support the inclusion of these actions in the LCAP.

Goals and Actions

Goal

Goal #	Description
1	Improve student engagement and attendance by decreasing truancy.

An explanation of why the LEA has developed this goal.

The actions within this goal are designed to promote student attendance and decrease truancy. We will monitor and evaluate the actions by collecting and reviewing specific data, including attendance, drop out, graduation and suspension rates, as well as solicit stakeholder feedback throughout the year that will provide evidence of the impact of the actions on student engagement, attendance and truancy.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A: Attendance Rates based on physical attendance for daily sites and attendance credit for contracted learning sites	Community: CARE sites: 95% Intervention sites: 90% Truancy sites: 83% Daily sites: 62% Independent study sites: 88% Residential sites: 96% Court: Biddick K-6: 31% Biddick: 11% Camp: 92% Cruikshank: 77% 19/20 P2 Attendance percentages Local SIS				Community: CARE sites: 95% Intervention sites: 90% Truancy sites: 85% Daily sites: 85% Independent study sites: 95% Residential sites: 98% Court: Biddick K-6: 98% Biddick: 98% Camp: 98% Cruikshank: 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5 Local. Percentage of students in Tier 3 & 4 truancy intervention	Community: Tier 3 & 4: 34% Court: Tier 3 & 4: 6% Quarter 3, 20/21 Data Local SIS				Community: Tier 3 & 4: 24% Court: Tier 3 & 4: 4%
5B. Percentage of students K-12 identified as chronically absent- pupils who are absent from school 10% or more for the total number of days that they are enrolled in school.	Community: 34.2% Court: 12.6% 19/20 Data CALPADS report 14.1				Community: 30% Court: 10%
5C. 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.	Community: 0% (0 students) Court: 0% (0 students) 19/20 Data CALPADS report 1.12				Community: 0% Court: 0%
5D. 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.	Community: 27.56% Court: 41.3% 19/20 Data				Community: 20% Court: 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CALPADS report 15.1				
6A: Pupil suspension Rate- the percentage of pupils who are suspended at least once during the academic year & % of students with multiple suspensions	Community: 15% & 38.9% Court: 13% & 41% 18/19 Data Dataquest Suspension Rate Report				Community: 10% & 25% Court: 10% & 25%
6B. Pupil expulsion rate & count- the percentage of pupils who are expelled from SJCOE during the academic year	Community: 0.15% 3 students Court: 0.15% 1 student 19/20 Data Dataquest Expulsion Rate Report				Community: 0% 0 students Court: 0% 0 students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance monitoring	All student's attendance including foster youth, low income, English learners, and reclassified English learners attendance will be monitored using an intervention data tracking system. Identified at-promise students will be connected with appropriate community	$2,576,776.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources, school resources, and interventions to assist with attendance improvement.		
2	Truancy intervention team	Maintain a truancy intervention team that includes school and community agencies who will establish and adjust attendance goals and incentives. Quarterly team meetings will be held to review data related to attendance and student engagement.	$361,338.00	No
3	Mental health clinicians	Maintain a mental health clinician team that provides mental health support for all at-promise students including foster youth, low income, English learners, and reclassified English learners to support truancy intervention.	$1,100,766.00	Yes
4	Campus Safety Technicians	Campus Safety Technicians will support truancy intervention and student engagement by contacting students, parents, and families via phone calls, home visits, and social media. They will also provide and coordinate transportation for students as a truancy intervention measure	$289,872.00	No
5	Student Expulsion and SARB support	Schedule appropriate truancy interventions and mental health support based on student expulsion or school attendance review board (SARB) referral documents during the enrollment process.	$380,656.00	No
6	Truancy Intervention school sites	Maintain truancy interventions sites to support all chronically absent at-promise students including foster youth, low income, English learners, and reclassified English learners.	$344,915.00	Yes
7	Transportation	Provide local transportation options for all students to improve attendance and decrease truancy	$42,366.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Increase student learning through challenging academic programs and consistent instructional practices across all school sites

An explanation of why the LEA has developed this goal.

Having consistent instructional practices provides a sense of stability for our students because many of our students navigate through multiple court and community schools in a single academic year. Examples of consistent instructional practices are the use of a common learning management system and common scope and sequences for curriculum instruction. Additionally, preparing our students for college and career requires access to challenging and meaningful academic programs that will provide the necessary skills for success beyond graduation. We plan to achieve this goal of increasing student learning through the implementation of the actions and will measure the effectiveness of the actions and progress towards meeting the goal by collecting and reviewing state and local data related to student achievement including graduation rate, reading and math, CTE course offerings and completion, and English learner progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Percentage of teachers appropriately assigned & fully credentialed in the subject areas, and, for the pupils they are teaching; vacant positions; teachers of English Learners missasignments	Community: Appropriately Assigned: 100% Fully Credentialed: 77% (43) Without Full Credential: 23% (13) Vacant Positions: 0 Teachers of English Learners Misassignments: 0 Court: Appropriately Assigned: 100% Fully Credentialed:				Community: Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0 Court: Appropriately Assigned: 100% Fully Credentialed:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	50% (4) Without Full Credential: 50% (4) Vacant Positions: 0 Teachers of English Learners Misassignments: 0 20/21 Data SARC				100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0
1B. Percentage of students who have sufficient access to standards-aligned instructional materials	Community: 100% Court: 100% 20/21 Data SARC				Community: 100% Court: 100%
1C. Percentage of school sites maintained in good repair or exemplary Percentage of Court facilities maintained in compliance with Title 15 Regulations	Community: 100% 2020-21, SARC Court: 100% 2020-21, Local				Community: 100% Court: 100%
2A. Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted	Community and Court: Question 1: ELA - Common Core Standards for ELA: 4				Community and Court: Question 1: ELA - Common Core Standards for ELA: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool) Question1) Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified. Question 2) Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified available in all classrooms where the subject is taught.	ELD (Aligned to ELA Standards): 3 Mathematics - Common Core State Standards for Mathematic: 3 Next Generation Science Standards: 2 History-Social Science: 3 Question 2: ELA - Common Core Standards for ELA: 5 ELD (Aligned to ELA Standards): 4 Mathematics - Common Core State Standards for Mathematic: 5 Next Generation Science Standards: 2 History-Social Science: 5 20/21 Local Indicators				ELD (Aligned to ELA Standards): 5 Mathematics - Common Core State Standards for Mathematic: 5 Next Generation Science Standards: 5 History-Social Science: 5 Question 2: ELA - Common Core Standards for ELA: 5 ELD (Aligned to ELA Standards): 5 Mathematics - Common Core State Standards for Mathematic: 5 Next Generation Science Standards: 5 History-Social Science: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability					
4A: Local reading and math participation percentage *Local assessment data is being provided in lieu of state assessment data in ELA, Math and Science. Local assessment data in Reading and Math. There is not a comparable local assessment for Science.	Community: Reading Fall: 57.7% Winter: 57.3% Math Fall: 58.1% Winter: 56.9% Court: Reading Fall: 48.3% Winter: 25.9% Math Fall: 58.6% Winter: 37% 20/21 Data Local SIS				Community: Reading Fall: 75% Winter: 75% Math Fall: 75% Winter: 75% Court: Reading Fall: 75% Winter: 75% Math Fall: 75% Winter: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A: Local reading and math pre and post assessment achievement data including: % who took a pre/post assessment & % of students that took a pre/post assessment that increased their score by 1 grade level or more. *Local assessment data is being provided in lieu of state assessment data in ELA, Math and Science. Local assessment data in Reading and Math. There is not a comparable local assessment for Science	Community: Pre/Post: Reading: 43% Math: 44% % Increased: Reading: 52% Math: 59% Court: Pre/Post: Reading: 10% Math: 21% % Increased: Reading: 100% Math:67% 20/21 Data Local SIS				Community: Pre/Post: Reading: 60% Math: 60% % Increased: Reading: 60% Math: 60% Court: Pre/Post: Reading: 25% Math: 25% % Increased: Reading: 100% Math: 75%
4B. Percentage of pupils who meet CSU/UC a-g college entrance requirements	Community: 0% Court: 0% 19/20 Data CDE Dashboard				Community: 0% Court: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4C. Percentage of pupils who successfully complete a course sequence or program of study that aligns with SBE-approved career technical education standards and frameworks	Community: 0.84% Court: 2.27% 19/20 Data CDE Dashboard				Community: 5% Court: 5%
4D: Percentage of pupils who have successfully completed both types of courses described in 4B and 4C	Community: 0% Court: 0% 19/20 Data Local SIS				Community: 0% Court: 0%
4 Local: Percentage of EL students who participated in the ELPAC assessment.	Community: 72.5% Court: 52.2% 19/20 Data PROMIS				Community: 85% Court: 85%
4E: Percentage of EL pupils who make progress toward English proficiency as measured by the	Community: 41.7% Court:				Community: 50% Court: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC (CA School Dashboard)	Less than 11 students - data not displayed for privacy 18/19 CDE Dashboard				
4F: Percentage of English Learners who meet the SJCOE standards to be redesignated as Fluent English Proficient.	Community: 11.1% Count: 22 Court: 0% 19/20 Data Dataquest				Community: 15% Court: 10%
4G: Percent of pupils who pass an AP exam with a score of 3 or higher	Community: Data unavailable due to less than 15 tested Court: 0% 19/20 Data Dataquest				Community: 0% Court: 0%
4H: Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam	Community: ELA: 12.66% Math: 0.67% Court: ELA: 0% Math: 0%				Community: ELA: 25% Math: 25% Court: ELA: 25% Math: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in English Language Arts and Math	18/19 Data Dataquest				
5E. High school graduation rate- the percentage of pupils in the four-year cohort who meet SJCOE graduation requirements	Community: 32.8% (196) Court: 51.1% (23) 19/20 Data 2020 CDE Dashboard				Community: 60% Court: 60%
7: Percentage of students that had full access to a broad course of studies as defined by the California Education Code 51210 and 51220(a)-(i) through a review of the local student information system and enrollment in appropriate courses.	Community: 100% Court: 100%. 20/21 Data Local Indicators				Community: 100% Court: 100%
8: Percentage of EL pupils who make progress toward English proficiency as measured by scoring a level 3 or 4 on the summative ELPAC	Community: Level 3: 28.4% Level 4: 2.7% Court: Level 3: 8.3% Level 4: 16.7% 19/20				Community: Level 3: 30% Level 4: 20% Court: Level 3: 30% Level 4: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PROMIS (SIS) as there is not public data for the 19/20 school year posted to Dataquest.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS professional learning	Provide ongoing professional learning for all staff focused on multi-tiered system of supports to increase academic, social-emotional, and behavioral student outcomes.	$251,376.00	No
2	Curriculum and Instruction Professional learning for English learners	Provide ongoing professional development focused on common curriculum, instructional practices, and assessments to improve and maintain language acquisition of English learners and reclassified English learners in order to ensure they meet the same challenging academic standards as their peers.	$267,201.00	Yes
3	Reading and math interventions	Adopt and implement common reading and mathematics intervention programs to support student learning.	$38,776.00	Yes
4	Common instructional materials	Provide and utilize common instructional materials and curriculum that meet current California academic standards and follow instructional frameworks.	$1,619,420.00	No
5	College and Career Readiness	Provide Career Technical Education programs and common College and Career Readiness curriculum to ensure that students are College and Career ready.	$417,515.00	No

Action #	Title	Description	Total Funds	Contributing
6	Enrichment activities	Enrichment instructors will provide students meaningful learning opportunities.	$6,615.00	Yes
7	Dedicated MTSS staff	A multi-tiered system of supports administrator will maintain a consistent support framework to nurture student academic, behavioral, and social-emotional needs.	$174,546.00	No
8	Core services	Core services provided to support student education in a safe learning environment.	$8,594,622.00	No
9	Instructional technology and strategies	Provide a variety of instructional strategies and technology resources to enhance learning outcomes for all students including hands-on and project based learning opportunities for all students that include UDL, CTE, and College Career standards as well as core academic standards.	$35,661.00	Yes
10	Instructional settings	Provide a variety of instructional settings which include technology and resources to enhance learning outcomes for all students.	$358,128.00	No
11	Assessment completion	Increase student participation and completion of local and state assessments.	$213,129.00	No
12	Curriculum and Instruction Professional learning for students with disabilities.	Provide ongoing training for teachers and staff to utilize tools to ensure students with disabilities access the core curriculum.	$0.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Cultivate positive relationships and engagement between schools, students, parents and the community

An explanation of why the LEA has developed this goal.

The actions within this goal are designed to promote, build and support meaningful relationships among students, school site personnel, families and community agencies. Stakeholder feedback and review of survey data will provide evidence of the impact of the engagement efforts and community partnerships by monitoring and evaluating school connectedness, safety, and collaborative relationships through local survey data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Self reflection rating on Parent and Family Engagement: Building Relationships, Question #4) Rating of the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	Community & Court: 4) 4 - Full Implementation 9) 4 - Full Implementation 20/21 Local Indicators				Community & Court: 4) 5 - Full Implementation and Sustainability 9) 5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seeking Input for Decision Making # 9) Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. (Local Indicator, Priority 3 Reflection Tool) Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability					
6C: Parent/Guardian LCAP Stakeholder input survey on the areas of school Connectedness and School Safety measured by the percentage of parents/guardians surveyed who:	Community & Court: 1) 100% 2) 72% 3) 84% 4) 88% 5) 86% 6) 79% 7) 95%				Community & Court: 1) 100% 2) 100% 3) 100% 4) 100% 5) 100% 6) 100% 7) 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) Agreed or somewhat agreed that their students' school is a safe place to learn. 2) Attended at least one parent/teacher conference in the current school year. 3) Indicated that they received information on what they can do at home to help their student improve and/or advance in their learning. 4) Indicated that they receive information on what they can do to help improve their student's attendance and engagements at school. 5) Indicated they receive information on what they can do to establish positive relationships between the school, students, parents and the community.	20/21 LCAP parent/guardian stakeholder survey				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6) Indicated they are invited to meetings (in person or virtually) so that they can learn more about what is going on at the school. 7) Agreed or somewhat agreed that if they had a question, concern or comment about their student that the school staff addressed it in a timely manner.					
6C: California Healthy Kids Survey on the areas of school Connectedness and School Safety. Percentage of students surveyed who: 1) Responded Strongly Agree or Agree on the school connectedness. 2) Responded feeling Very Safe or Safe at their school.	Community: 1) 50% 2) 61% Court : 1) 43% 2) 60%. 19/20 California Healthy Kids Survey				Community: 1) 80% 2) 80% Court: 1) 80% 2) 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6C: Annual Teacher survey on the areas of school Connectedness and School Safety Percentage of teachers surveyed who: 1) Agreed or somewhat agreed that the school environment is safe, nurturing, and welcoming for teachers. 2) Agreed or somewhat agreed that they felt connected with other teachers and staff at their school site.	1) 96% 2) 93% 20/21 Teacher Survey **Data is program wide and contains data from community, court and charter teachers.				1) 100% 2) 100%
9: Local indicator rating of the assessment of the degree of implementation of the progress in coordinating instruction for expelled students.	Community and Court: 1) 5 - Full Implementation and Sustainability 2) 5 - Full Implementation and Sustainability				Community and Court: 1) 5 - Full Implementation and Sustainability 2) 5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) Assessing status of triennial plan for providing educational services to all expelled students in the county, including. 2) Review of required outcome data 3) Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. 4) Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. 5) Coordinating on development and	3) 5 - Full Implementation and Sustainability 4) 5 - Full Implementation and Sustainability 5) 5 - Full Implementation and Sustainability 6) 5 - Full Implementation and Sustainability 7) 5 - Full Implementation and Sustainability 20/21 Local Indicators				3) 5 - Full Implementation and Sustainability 4) 5 - Full Implementation and Sustainability 5) 5 - Full Implementation and Sustainability 6) 5 - Full Implementation and Sustainability 7) 5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
implementation of triennial plan with all LEAs within the county. 6) Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. 7) Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					
10A: Local indicator rating of the assessment of the	Community & Court:				5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
degree of implementation of coordinated service program components for foster youth. 1) Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	5 - Full Implementation and Sustainability 20/21 Local Indicators				
10B: Local indicator rating of the assessment of the degree of implementation of coordinated service	Community & Court: 5 - Full Implementation and Sustainability				5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
program components for foster youth. 1) Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information	20/21 Local Indicators				
10C: Local indicator rating of the assessment of the degree of implementation of coordinated service program components for foster youth. 1) Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	Community & Court: 5 - Full Implementation and Sustainability 20/21 Local Indicators				5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
10D: Local indicator rating of the assessment of the degree of implementation of coordinated service program components for foster youth. 1) Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information	Community & Court: 5 - Full Implementation and Sustainability 20/21 Local Indicators				5 - Full Implementation and Sustainability

Actions

Action #	Title	Description	Total Funds	Contributing
1	Outreach communication	Support outreach efforts to all stakeholders using a range of communication tools and strategies.	$538,774.00	No
2	Relationships with community organizations	Build and strengthen relationships with neighboring counties and community partners and agencies including San Joaquin County Probation Department, San Joaquin Behavioral Services, and Child Abuse Prevention Council to enhance services provided to all at-promise students including foster youth, low income, English learners, and reclassified English learners.	$314,534.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Family and community participation at SSC and ELAC	Increase parent and community participation in School Site Council and English learner advisory committees with an emphasis on having representation for foster youth, low income, English learners and reclassified English learner students.	$84,809.00	Yes
4	Quests and Concept of one.	Provide Quest and Concept of one. activities for all students including foster youth, low income, English learners, and reclassified English learners to foster positive relationships and student engagement among students, staff, and the community to increase student achievement and outcomes.	$1,941,385.00	Yes
5	Family Engagement Specialists	Family Engagement Specialists will provide support for parents, guardians, and families to increase student and family engagement and participation in school-related activities to increase student achievement and outcomes.	$120,462.00	Yes
6	Independent Living Programs	Provide Independent Living Programs to meet the unique needs of foster youth students through a collaborative process with Delta Community College and Human Services Agency.	$707,378.00	Yes
7	PBIS and Restorative Practices and Trauma-informed care	A multi-tiered system of supports administrator will provide leadership in on-going implementation of positive behavior and intervention support (PBIS), restorative practices, and trauma informed care to foster a nurturing learning environment.	$37,662.00	No
8	CSTs	Campus Safety Technicians will support family engagement by contacting students, parents and families via phone calls, home visits and social media.	$305,942.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.10%	$4,475,423

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

In addition to the basic services that SJCOE provides to all students, without regard to their status as English learners, low income or Foster Youth, SJCOE provides a number of additional services and supports that are directed towards the needs of unduplicated pupils in order to increase or improve services by at least 18.1%—relative to services provided to all students—in proportion to the supplemental and concentration grant funds provided by the LCFF. These services are marked above as contributing to increased or improved services.

Contributing to increased and improved services were determined based on stakeholder feedback as well as data related to student achievement, engagement and and attendance. The most recent data on the California Dashboard (2019) shows a slight increase in student achievement in Language Arts, Math, and graduation rate. Overall, there is a 25.2 point increase in English language Arts with a move from the red to orange band, a 12.6 point increase in math which also moved from a red to orange band. The graduation rate shows an increase by 10% however it continues to remain in the red band. The overall suspension rate declined by 2.5% moving from an orange band to a yellow band. However, data still shows that unduplicated pupils continue to still struggle in the following areas: attendance, meeting or exceeding standard in English Language Arts and Math as measured by the CAASPP, suspension, graduation rate, and attainment of reclassification status as fully English proficient.

The following are the services and supports provided countywide that are principally directed towards unduplicated pupils' needs:

Goal 1: Actions 1.1, 1.3, 1.6, and 1.7 are directed toward our unduplicated student population because these students are highly transient and in need of multiple interventions to support their academic and social-emotional growth. In particular, our foster and low income student population struggles with consistent housing and transportation, in addition to mental health services. The contributing actions identified increase and improve truancy intervention, transportation, community resource referrals and and mental health services. Many of our

students are referred to us with pre-existing attendance issues from their previous schools of enrollment. In addition, our students are experiencing increased mental health needs, diagnosed and undiagnosed. School referrals to community resources continue to increase. Greater levels of articulation with our community partners are included in these actions to focus the efforts of multiple agencies on behalf of our students. In addition, transportation resources are offered to students.

Goal 2: Actions 2.2, 2.3, 2.6, and 2.9 are directed toward our unduplicated student population to ensure necessary academic supports are in place to meet their multifaceted needs. English learners make up approximately 20% of our student population. Goal 2 also includes actions and services designed to increase and improve services for our English learner student population by providing professional learning and curriculum to help advance and move our English learners toward reclassification as fully English proficient. Through student achievement data and stakeholder feedback, we recognize the need for ongoing and targeted professional learning to ensure our teachers, support staff, and administrators have the necessary skills to provide the highest level of support for our students. Identifying relevant, accessible, consistent and standards-based curriculum and instructional materials for all students remains a priority. Identifying students with the greatest need for intervention in reading and math to accelerate their learning is identified as an area of focus through state and local reading and math scores, as well as our English learner ELPAC scores. In addition, enrichment activities for students are prioritized in an effort to increase student engagement. Employment readiness has also been identified as a need for all students, but with a targeted focus on providing these opportunities for our unduplicated student population.

Goal 3: Actions 3.2, 3.3, 3.4, 3.5 and 3.6 are directed toward our unduplicated student population to reflect the need to continue to improve our capacity for building relationships between our program, students, families, and the community. Stakeholder feedback shows that the collaboration and partnerships with local community organizations help to provide necessary resources for all students, but in particular for our unduplicated student count. Stakeholder feedback also shows that there is a need to increase community and parent engagement in the schools, especially in school activities and events such as the School Site Council and the English Learner Advisory Committees. Our experience shows that an increase in student and family engagement with the educational community leads to increased attendance, increased student achievement, higher graduation rates, and higher rates of reclassification of English learners. Collaboration with our partner agencies and other county offices of education continues to be a major priority for COSP. This includes cross-over professional learning to ensure philosophies and practices in support of our students are aligned with other agencies. We continue to seek ways to strengthen participation in our School Site Council and English Learner Advisory Committees. Providing Quests and Concept of one. activities for students and staff has been shown to increase positive relationships among students and the school community, therefore having an impact on student engagement and achievement while also providing these opportunities to our unduplicated student population who may not have these opportunities elsewhere. Two family Engagement Specialists continue to provide support to increase family engagement in school activities, as well as offer parenting classes for families of students.

It is important to recognize that roughly 81% of SJCOE pupils are unduplicated pupils therefore, all students benefit from those services marked above as contributing to increased or improved services are also being provided to all students in the county program (countywide). All actions are new.

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

All actions that contribute to increased or improved services impact all foster youth, English learner, and low-income students. Descriptions of these actions and services are above.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$19,554,587.00	$328,681.00		$1,241,356.00	$21,124,624.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$15,773,745.00	$5,350,879.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Attendance monitoring	$2,458,330.00	$23,463.00		$94,983.00	$2,576,776.00
1	2	All	Truancy intervention team	$334,616.00			$26,722.00	$361,338.00
1	3	English Learners Foster Youth Low Income	Mental health clinicians	$981,212.00	$17,030.00		$102,524.00	$1,100,766.00
1	4	All	Campus Safety Technicians	$231,681.00			$58,191.00	$289,872.00
1	5	All	Student Expulsion and SARB support	$323,038.00			$57,618.00	$380,656.00
1	6	English Learners Foster Youth Low Income	Truancy Intervention school sites	$287,301.00			$57,614.00	$344,915.00
1	7	English Learners Foster Youth Low Income	Transportation	$42,366.00				$42,366.00
2	1	All	MTSS professional learning	$218,088.00			$33,288.00	$251,376.00
2	2	English Learners	Curriculum and Instruction Professional learning for English learners	$267,201.00				$267,201.00
2	3	English Learners Foster Youth Low Income	Reading and math interventions	$38,776.00				$38,776.00
2	4	All	Common instructional materials	$1,572,152.00			$47,268.00	$1,619,420.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	All	College and Career Readiness	$380,454.00	$19,671.00		$17,390.00	$417,515.00
2	6	English Learners Foster Youth Low Income	Enrichment activities	$6,615.00				$6,615.00
2	7	All	Dedicated MTSS staff	$127,188.00			$47,358.00	$174,546.00
2	8	All	Core services	$8,493,427.00			$101,195.00	$8,594,622.00
2	9	English Learners Foster Youth Low Income	Instructional technology and strategies	$32,368.00			$3,293.00	$35,661.00
2	10	All	Instructional settings	$344,007.00			$14,121.00	$358,128.00
2	11	All	Assessment completion	$209,836.00			$3,293.00	$213,129.00
2	12	Students with Disabilities	Curriculum and Instruction Professional learning for students with disabilities.					$0.00
3	1	All	Outreach communication	$449,314.00			$89,460.00	$538,774.00
3	2	English Learners Foster Youth Low Income	Relationships with community organizations	$308,923.00			$5,611.00	$314,534.00
3	3	English Learners Foster Youth Low Income	Family and community participation at SSC and ELAC	$8,416.00			$76,393.00	$84,809.00
3	4	English Learners Foster Youth Low Income	Quests and Concept of one.	$1,864,244.00			$77,141.00	$1,941,385.00
3	5	English Learners Foster Youth Low Income	Family Engagement Specialists	$4,330.00			$116,132.00	$120,462.00
3	6	Foster Youth	Independent Living Programs	$353,021.00	$268,517.00		$85,840.00	$707,378.00
3	7	All	PBIS and Restorative Practices and Trauma-informed care	$11,262.00			$26,400.00	$37,662.00
3	8	All	CSTs	$206,421.00			$99,521.00	$305,942.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$6,653,103.00	$7,581,644.00
LEA-wide Total:	$6,653,103.00	$7,581,644.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Attendance monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,458,330.00	$2,576,776.00
1	**3**	Mental health clinicians	LEA-wide	English Learners Foster Youth Low Income	All Schools	$981,212.00	$1,100,766.00
1	**6**	Truancy Intervention school sites	LEA-wide	English Learners Foster Youth Low Income	All Schools	$287,301.00	$344,915.00
1	**7**	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,366.00	$42,366.00
2	**2**	Curriculum and Instruction Professional learning for English learners	LEA-wide	English Learners	All Schools	$267,201.00	$267,201.00
2	**3**	Reading and math interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,776.00	$38,776.00
2	**6**	Enrichment activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,615.00	$6,615.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	9	Instructional technology and strategies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,368.00	$35,661.00
3	2	Relationships with community organizations	LEA-wide	English Learners Foster Youth Low Income	All Schools	$308,923.00	$314,534.00
3	3	Family and community participation at SSC and ELAC	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,416.00	$84,809.00
3	4	Quests and Concept of one.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,864,244.00	$1,941,385.00
3	5	Family Engagement Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,330.00	$120,462.00
3	6	Independent Living Programs	LEA-wide	Foster Youth	All Schools	$353,021.00	$707,378.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.