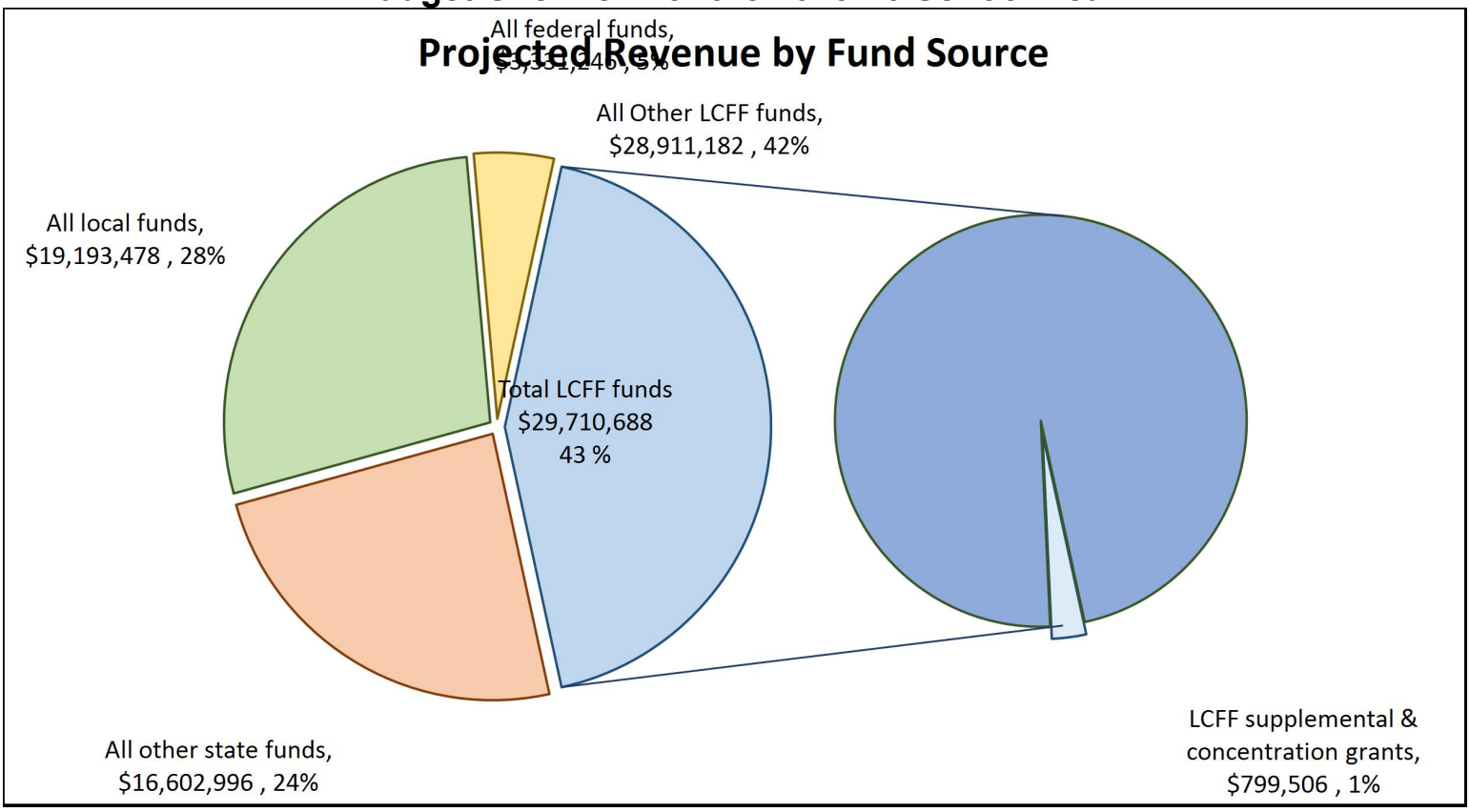
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sonoma County Office of Education
CDS Code: 49104960000000
School Year: 2025-26
LEA contact information:
Jennifer Larson
Assistant Superintendent
jlarson@scoe.org
(707) 524-2973

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 2025-26 School Year



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

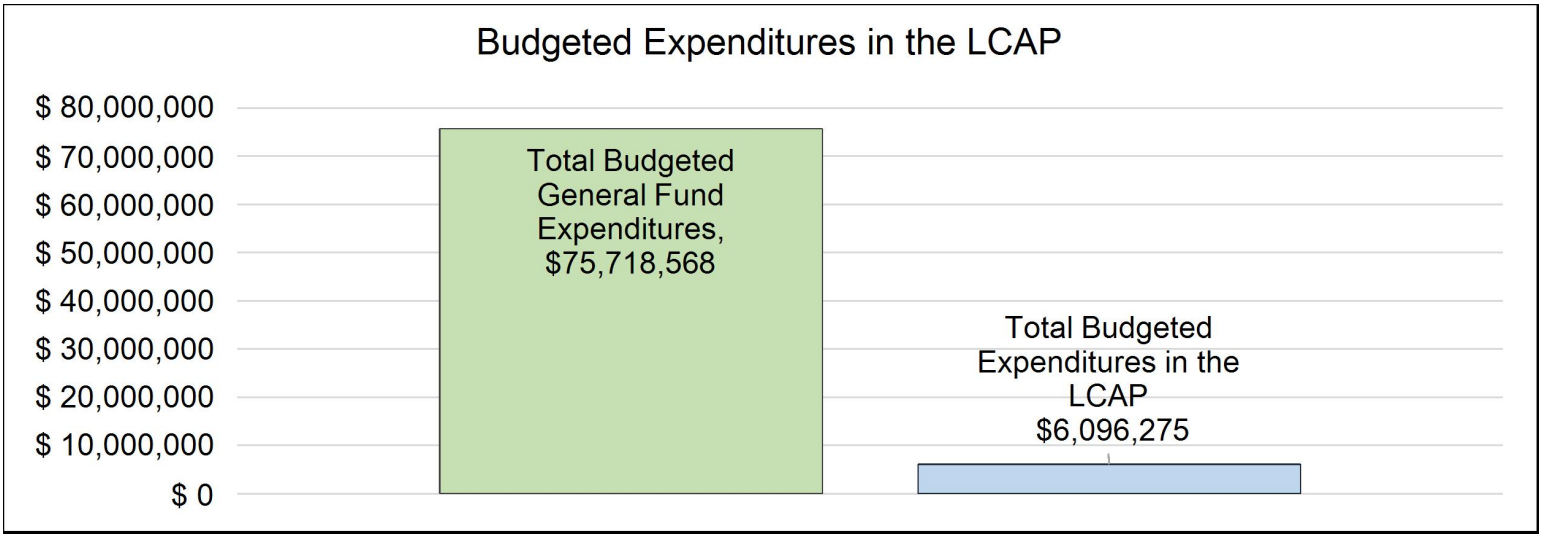
The text description for the above chart is as follows: The total revenue projected for Sonoma County Office of Education is $68,838,408, of which $29,710,688 is Local Control Funding Formula (LCFF), $16,602,996 is other state funds, $19,193,478 is local funds, and $3,331,246 is federal funds. Of the $29,710,688 in LCFF Funds, $799,506 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



This chart provides a quick summary of how much Sonoma County Office of Education plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sonoma County Office of Education plans to spend $75,718,568 for the 2025-26 school year. Of that amount, $6,096,275 is tied to actions/services in the LCAP and $69,622,293 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

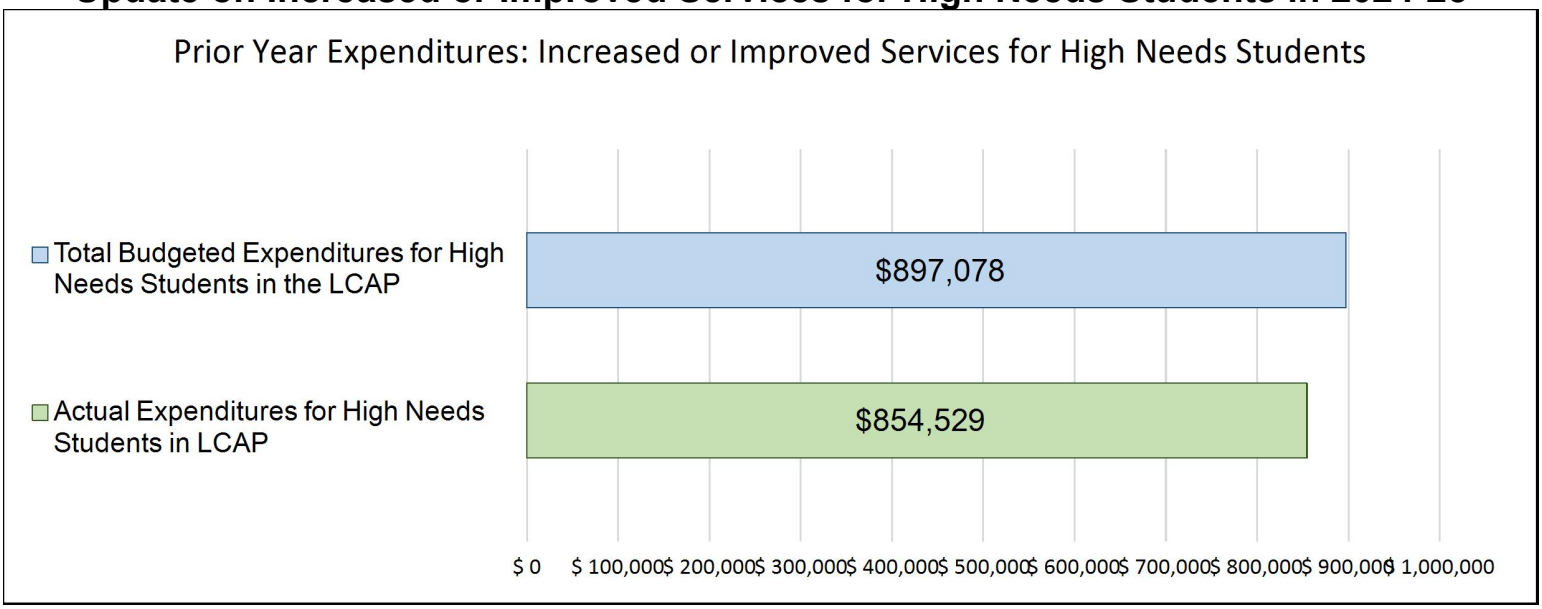
All services provide by the county office of education's internal departments are not included in the General Fund Budget Expenditures. This includes, but is not limited to, human resources, business services, and custodial services.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Sonoma County Office of Education is projecting it will receive $799,506 based on the enrollment of foster youth, English learner, and low-income students. Sonoma County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Sonoma County Office of Education plans to spend $802,459 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Sonoma County Office of Education's LCAP budgeted $897,078 for planned actions to increase or improve services for high needs students. Sonoma County Office of Education actually spent $854,529 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $42,549 had the following impact on Sonoma County Office of Education’s ability to increase or improve services for high needs students:

The cost of mental health and wellness services was under budget in 2024-25 due to a counselor that went out on temporary leave in the spring semester.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sonoma County Office of Education	Jennifer Larson Assistant Superintendent	jlarson@scoe.org (707) 524-2973

Plan Summary [2025-26]

General Information

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

Sonoma County is located in Northern California and is a part of the North Bay region of the San Francisco Bay Area. Sonoma County is known for its diverse landscapes of rolling hills, redwood forests, rivers, and a rugged Pacific coastline. Sonoma County covers 1,788 square miles, making it the largest county in the North Bay in terms of area. There are approximately 480,000 residents in the county. The ethnic composition of the county includes white (60%), Hispanic/ Latino (27%), Asian (5%), Black or African American (2%), and multiracial/other (6%). The population tends to be slightly older than average due to a large number of retirees, but there's also a large number of working-age adults and families. There are approximately 65,000 students enrolled in public K-12 schools within the county. The demographic make up of students reflects a significant difference than that of the overall population including white (37%), Hispanic/ Latino (49%), Asian (4%), Black or African American (2%), and multiracial/other (8%).

Sonoma County Office of Education (SCOE) serves educators and students enrolled in one of the 38 school districts or 16 charters. In addition to providing support to the county's Local Educational Agencies, SCOE also has three programs serving students in our community who have unique needs. SCOE Community Schools has two campuses Amarosa and Headwaters which serve the county's expelled youth and students who struggle in a traditional school setting. SCOE's Court School, located in the Los Guilicos Juvenile Hall serves the county's incarcerated youth. SCOE Special Education Program has 14 classes on 7 campuses throughout the county to serve students with specialized needs.

SCOE Community Schools

The Community School Program provides an alternative learning environment for 12 to 18 year-old students in grades 7–12 who may be experiencing difficulties in a traditional school setting or who may be exhibiting negative behavior patterns in school or in the community. This program serves students who have been expelled from school, identified as habitually truant, placed on probation by the court, or otherwise referred by a school district, probation, or social service agency. The Community School program includes an Independent Study option and a Teen Parent Program. The emphasis of the Community School Program is to reestablish the educational direction of students and to provide them and/or transition them to a learning environment that meets their needs. Counseling and other support services are provided by program staff and community agencies. In the 2024-25 school year, 71% of SCOE Alternative Education Community School students were identified as socioeconomically disadvantaged. Additionally, 1.8 % of students were identified as Foster Youth, 30.9% were identified as English Learners. The Community School program served 92 (unduplicated) students to date (4/28/25) in the 2024-2025 school year. The Community School program receives Equity Multiplier funds, which provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%.

SCOE Court School
The Court School Program provides educational services to students who are incarcerated. The Juvenile Justice Center serves girls and boys, ages 12 to 18, who have been arrested and booked on criminal charges and are serving time or awaiting disposition by the court. In the 2024-25 school year, 100% of SCOE Court School students were identified as socioeconomically disadvantaged. Additionally 9.5% of students were identified as Foster Youth and 19% of students were identified as English Learners . The Court School program served 247 students (unduplicated count) in the 2023-24 school year. The Court School program has served 200 students to date (4/28/25) in the 2024-2025 school year.

SCOE Special Education Program
The SCOE Special Education Program provides educational services to students placed by their Local Education Agency/District of Special Education Accountability in SCOE Special Education classrooms. SCOE Special Education operates 14 classrooms located on district comprehensive campuses within Sonoma County. SCOE Special Education classrooms serve students ages 3 - 22. In the 2024-25 school year, 50 % of students were identified as socioeconomically disadvantaged; 2% were identified as Foster Youth; 13% were identified as English Learners; and, 1.8% were identified as Homeless. All students placed in the SCOE Special Education Program are students identified with a disability eligible for special education services; 100 % of students are identified as a student with a disability. In 2024-2025, SCOE Special Education Program Classes served 169 students (unduplicated count).

The Sonoma County Office of Education’s Local Control and Accountability Plan (LCAP) for 2025-2026 has been restructured and updated in a manner that clearly reflects the goals, metrics, actions, and funding specifically tied to each of the three programs above. In addition, a focus goal for Equity Multiplier schools, Learning Recovery Emergency Block Grant, and the County Office of Education’s Foster Youth Coordination and Support Services have been added to the 2025-2026 LCAP to ensure that the goals and allocations for each are highlighted for strategic planning and monitoring purposes.

Sonoma County Office of Education has two programs eligible for Equity Multiplier funds; Community Schools and Court School. The Equity Multiplier focus goal is Goal 4 in the 2025-2026 LCAP.

Reflections: Annual Performance

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

Reflection of annual performance based on the 2024 California School Dashboard and Local Data

SUCCESSES FROM 2024 CALIFORNIA SCHOOL DASHBOARD

- Sonoma County Office of Education
- English Language Arts increased 49.2 points
- Mathematics increased 79.6 points
- English Learner progress increased 9.5%

SCOE Community Schools

- English Language Arts increased 28.9 points
- Mathematics increased 85.5 points
- Chronic Absenteeism declined 6.7%

SCOE Court School

- There are no CA School Dashboard successes to note

SCOE Special Education Program

- English Learner Progress increased 9.8%
- Chronic Absenteeism declined 7.6%

Successes from 2024-2025 IXL in Community Schools

- 86 English Scores (19% increased)
- 88 Math Scores (24% increased)
- One success is that the IXL Benchmarks have become part of our program (given 3 times per year) and most students try their best on each assessment.

Successes from 2024-2025 IXL in Court School

- 60 English Scores (50% increased)
- 59 Math Scores (67% increased)
- One success is that the IXL Benchmarks have become part of our program (given 3 times per year) and most students try their best on each assessment.

Successes from YouthTruth Survey Spring 2025 in Community Schools: Overall we scored higher in all summary measures (Engagement, Culture, Relationships, Communication and Feedback, and Resources) when compared to a typical Sonoma County school. The only area we were 3% lower when compared to typical Sonoma County schools was in the summary measure of School Safety. In addition, our overall

participation rate was above 70%.

Successes from YouthTruth Survey Spring 2025 in Court School: Due to the specific population in Court School, we were able to edit the current Youth Truth Survey by deleting any questions that were not relatable to those students in Court School. As a result, the survey results are going to be more applicable to the needs of the students.

Successes from SCOE Special Education Program 2024-2025: Teachers of students with severe disabilities are using the Student Annual Needs Determination Inventory (SANDI) to drive curriculum and instruction.

CHALLENGES FROM 2024 CALIFORNIA SCHOOL DASHBOARD
Sonoma County Office of Education

- In 2023 Suspension Rates were in the green and in 2024 it shifted greatly down to red
- Graduation Rates have remained in the red
- College Career Indicator remained in the red (very low in 2023)

SCOE Community Schools

- In 2023 Suspension Rates were in the orange and in 2024 it shifted down to red

SCOE Court Schools-
In 2023 Suspension Rates were in the blue and in 2024 it shifted all the way down to red

SCOE Special Education Program

- In 2023 Suspension Rates were in the orange and in 2024 it shifted down to red
- Chronic Absenteeism has remained in the orange
- English Language Arts has remained in the red
- Math has remained in the red

Challenges from 2024-2025 IXL in Community Schools: The challenges from IXL in Community School is that we need to integrate the benchmark results into our daily teaching and provide more direct instruction to address those deficiencies.

Challenges from 2024-2025 IXL in Court School: The challenges of IXL in our Court school is that our student population fluctuates on a daily basis. In addition, most students are not in Court school to complete more than one IXL benchmark. Another challenge is the strict restrictions around technology and working to provide technology safely for students to access.

Challenges from YouthTruth Survey Spring 2025: The challenges from the Youth Truth Survey Spring of 2025 is that we decreased a large percentage in the area of safety, professional development and culture.

Challenges from SCOE Special Education Program 2024-2025: Historically, there is not longitudinal data for students with more severe disabilities. Teachers have been trained and will be fully implementing use of the Student Annual Needs Determination Inventory (SANDI) in

2025-26. Aggregation of IEP data remains a challenge.

2025-2026 REQUIRED ACTIONS

- Differentiated Assistance 2024: 1.3, 1.5, 1.7, 1.13, 1.14, 1.17, 2.3, 2.4, 2.6, 2.8, 2.9, 2.12, 3.1
- Equity Multiplier Goal 4 includes Community Schools and Court School: 4.1, 4.2
- English Learners (ELs)- N/A fewer than 30 EL's
- Long-Term English Learners (LTELs): 1.2, 1.6, 1.13, 1.14, 1.15, 1.17, 2.2, 2.5, 2.8, 2.9, 2.10
- Learning Recovery Emergency Block Grant (Goal 5) Action 5.1: Provide Additional Staffing to Increase Intensive Academic Support Allowable Uses for LREBG include: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility. Needs Assessment for LREBG: Based on the Needs Assessment, SCOE has identified the areas of needs to address chronic absenteeism, academic progress towards English Language Arts and Math. In addition, the needs assessment also highlights a need for supporting our students who are working towards acquiring credits who are credit deficient.

2025- 2026 ADDITIONAL ACTIONS BASED ON PRIORITY STUDENT GROUPS

- Foster Youth: Actions: 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, ,2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.11, 6.1, 6.2, 6.3, and 6.4
- Students with Disabilities: Actions 1.7, 2.6, 3.1, 3.2, 3.3, 3.4, and 3.5

2024-2025 LCAP REQUIRED ACTIONS

- Sonoma County Office of Education Special Education Program received the lowest performance level on one or more state indicators on the 2023 Dashboard (Reds from 2023)- English Language Arts and Math. The actions which address these areas of red are: 3.1, 3.3, 3.4, 3.5
- Sonoma County Office of Education received the lowest performance level on one or more state indicators on the 2023 Dashboard (Reds from 2023)- All students in College Career Indicator and Graduation Rate, Socioeconomically Disadvantaged in College Career and Graduation Rate actions are 1.3, 1.5, 1.7, 1.13, 1.14, 1.17, 2.3, 2.4, 2.6, 2.8, 2.9, 2.12, 3.1
- The student groups within SCOE Special Education Program within the Sonoma County Office of Education that received the lowest performance level on one or more state indicators on the 2023 Dashboard (Reds from 2023) Hispanic- English Language Arts and Math, Socioeconomically Disadvantaged- English Language Arts, Math, and Suspension Rate, Students with Disabilities- English Language Arts and Math Actions 3.1, 3.3, 3.4, and 3.5

Reflections: Technical Assistance

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

The Sonoma County Office of Education (SCOE) is eligible for differentiated assistance based on the 2024 CA Dashboard. SCOE is eligible for Socioeconomically Disadvantaged students in the priority areas of:
-Graduation Rate
-Suspension Rate
-College and Career Indicator

As a means to address the above, SCOE is participating in a year long Continuous Improvement Collaborative in partnership with the California Department of Education. Through the continuous improvement model we are analyzing public and local data to determine how to address the low rates of graduation, high rates of suspension, and success in meeting the criteria for the college and career indicator.

Based on our 2024-2025 findings three trends emerged in the data.
1. Attendance: There is a significant discrepancy between the attendance rates at each of the SCOE programs. In the locations with low attendance, there is clear evidence of lower credit acquisition, lower success rates on local academic measures, and higher rates of need for behavioral intervention.
2. Credit Recovery Opportunities: The majority of students enrolled in SCOE programs are credit deficient upon arrival. While our classes offer a robust curriculum, there are policies and procedures in place that restrict students from having access to additional coursework they need to acquire the credits they need to get on track for on time high school graduation.
3. Dual Enrollment: While SCOE has a strong partnership with the local community college, very few students have been successful in enrolling and completing courses there. Due to a lack of transportation options, constraints with scheduling, and limited resources for support, many students either avoid or drop out before finishing courses at the community college.

As we plan for the 2025- 2026 school year we will be focusing on these three priority areas and have incorporated specific actions into goals 1 and 2 to address these underlying challenges for socioeconomically disadvantaged students. The actions include the following:
1. Attendance: 1.3, 1.4, 1.8, and 1.9
2. Credit Recovery Opportunities: 1.15
3. Dual Enrollment: 1.6, 1.15, and 2.5

We will continue to analyze data to determine the effectiveness or ineffectiveness of the actions in improving student outcomes.

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.

N/A - There are no Sonoma COE school programs eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committee (PAC) & English Language Parent Advisory Committee (ELAC)	The SCOE Parent Advisory Committee (PAC) and English Language Parent Advisory Committee (ELAC) is composed of Court and Community Parents that meets four times a year to discuss and evaluate the current LCAP and in addition plan for the upcoming LCAP. October 14, 2024 - The agenda of this meeting included discussing the current LCAP and then updating our Parent/School Compact and our Family and Parent Engagement Policy. December 11, 2024 - The agenda of this meeting was to discuss the results of the Fall Parent Questionnaire and to discuss the Youth Truth Survey that will be administered in January. March 31, 2025 - The agenda of this meeting was to discuss the Mid Year LCAP data and to discuss changes for the 25/26 school year. May 8, 2025 - The agenda of this meeting is to celebrate our students and to share the Youth Truth Data with our Court and Community families and to obtain their feedback.
Parents	October 2024 - Parent/caregiver questionnaire was sent out to all Court and Community School Parents/caregivers to elicit feedback on SCOE's Alternative Education Program emphasizing the following areas:

Educational Partner(s)	Process for Engagement
	*Student Engagement *Programs *School Communication October 2024 & April 2025 - Individual Learning Plan (ILP) Meetings: Twice a year, all students and parents/caregivers participate in a mandatory ILP meeting to review student progress and goals. At each meeting the school administrator includes a review of LCAP goals and asks parents for the following input: *Which of these actions do you feel are most important for our school? *Should any of these actions not be prioritized? *How can we better support your child's needs? *Are there any actions you'd like to see our school start doing or changes you'd recommend we make? (NOTE: ILPs in courts school don't include an administrator, so all input form parent/guardians of court school parents is gathered via individual meetings, phone calls, and surveys.) January 2025: Parents/caregivers in the Court and Community School program participated in a YouthTruth survey about their perceptions of the school program in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.
Certificated and Classified Staff (including bargaining units representatives)	January 2025: Staff in the Court and Community School program participated in a YouthTruth survey about their perceptions of the school program in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback. November 7, 2024 - Learning Community LCAP Data Dive #1 The agenda of this meeting included analyzing our LCAP data for the first quarter of the 24-25 school year. We look at our wonders, notices, and then make suggestions for improvement. January 23, 2025 - Learning Community LCAP Data Dive #2

Educational Partner(s)	Process for Engagement
	The agenda of this meeting included analyzing our LCAP data for the second quarter of the 24-25 school year. In addition, we compared our data to the first quarter and identified any continued trends - positive and negative - and discussed changes for improvement. February 13, 2025 - Learning Community Mid Year LCAP Review The agenda of this meeting was to discuss our Mid Year LCAP review with our Court and Community Staff members and to elicit their feedback and suggestions. April 17, 2025 - Learning Community LCAP Data Dive #3 The agenda of this meeting was to discuss all of the LCAP data for the first three quarters and our Youth Truth data from our January 2025 survey.
Students	October 2024 - Students participated in Individual Learning Plan conferences with school staff and their parents/families. January 2025 - Students were surveyed about their perceptions of their school in terms of Engagement, Academic Challenge, Culture, Belonging & Peer Collaboration, Relationships, and College & Career Readiness. In addition, students provided feedback about Project-Based Learning, Emotional and Mental Health, and Drugs and Alcohol. April 2025 - Students participated in Individual Learning Plan conferences with school staff and their parents/families. April 23, 2025 - Students from our Community Schools participated in a focused Student Group looking at our Youth Truth Data.
Principals and Administrators	In March 2025, SCOE's student program administrative leadership team began meeting biweekly to review school programs, student growth, and progress metrics aligned to the LCAP goals. This team includes the leads for Alternative Education, Special Education, and Foster/Homeless Youth and is supported by the SCOE Accountability specialist.

Educational Partner(s)	Process for Engagement
	The purpose of these meetings are to align student programs across the organization, bring focus and prioritization to the goals set forth in the LCAP, and build a cohesive experience for students and staff. Meetings were held on: 3/14/25, 3/28/25, 4/25/25, 5/9/25, 5/23/25, 6/6/25, 6/20/25, 7/4/2025.
Board members	November 7, 2024: Board Presentation to provide a beginning of year update on enrollment, staffing, funding changes, anticipated partnerships and services for the 2024-2025 school year. February 6, 2025: LCAP Mid-Year Monitoring Report presented to the Board to review all metrics and forecast changes to the LCAP for 2025-2026.
Community Partners	May 15, 2025 - All community partners participated in an LCAP engagement meeting. The 2024-25 LCAP goals and proposed 2025-26 LCAP goals were reviewed, all LCAP metrics were shared, and participants were asked to provide input using the following prompts: • Which of these actions do you feel are most important for our school? • Should any of these actions not be prioritized? • How can we better support your child's needs? • Are there any actions you'd like to see our school start doing or changes you'd recommend we make? The following community partners were included in this meeting: • Probation • Restorative Resources (restorative practices) • Keeping Kids in School (improving attendance) • Keystone (substance use/abuse counseling) • Vista (after school program) • Mentor Me (mentors) • New Hope (gang intervention and behavior management) • Seneca (wrap around services) • Child Parent Institute (teen parent support/education)

Educational Partner(s)	Process for Engagement
	Areas that were identified that we are doing well are: reentry to kids from the hall to their district, individualizing our approach with kids, connecting with youth, personalizing the learning, adding electives/internships, data gathering, and addressing issues by staff. The most critical steps identified were: monthly staff check ins, staff culture, transitioning our students back to district or graduation, parent safety concerns, SRJC dual enrollment, and increasing the belief that our education is high quality.
Special Education Local Plan Administrator (SELPA)	May 23, 2025 SCOE had the 2025-2026 LCAP SELPA Consultation with SCOE's SELPA Program Specialist. SCOE shared the restructuring of the LCAP and explained the 6 goals to the specialist. The LCAP includes actions to serve Students with Disabilities that are non-contributing. They are inclusive of services and programs aligned to serve Students with Disabilities. These actions are in Goal 1 and Goal 2 and identified to support students with IEPs at Community Schools and Court School. SCOE shared Goal 3 plans for Title 1 funding to serve the SCOE Special Education Program. The SELPA Specialist was appreciative of the reorganization of the LCAP. The SELPA Specialist is very excited to see the General Education teacher in Goal 3 to co-teach in a SCOE Special Education classroom. The specialist is hopeful that as a county office this will model the way for districts and charters in our county. The SELPA Specialist inquired around students in our districts who are in SDC classes when they are expelled how our Community Schools could offer services to serve and support them.
Equity Multiplier Schools - Community Schools and Court School	Parents/caregivers, staff, and students were engaged in data analysis, reflection, and discussion about the barriers to success for students enrolled in Community and Court School as a component of

Educational Partner(s)	Process for Engagement
	the LCAP input sessions on the dates below. In each meeting, the following data was shared: • Student Academic Progress - IXL Scores in ELA and Math • Student Academic Progress - Credit Acquisition & Progress Towards Graduation Requirements • Student Engagement - Attendance • Student Engagement - Youth Truth Data Meeting Dates • October 14, 2024 - Parents/Caregivers • October 21-24, 2024 - Students • December 11, 2024 - Parents/Caregivers • January 23, 2025: Staff • March 31, 2025 - Parents/Caregivers • April 17, 2025 - Staff • April 23, 2025 - Students • May 8, 2025 - Parents/Caregivers Input Specific to Equity Multipier Goals After a year of input sessions with parents/caregivers, staff, and students, three primary trends stood out in the feedback. All three groups of educational partners agreed that the following need to be prioritized in order to support the students in finding success: • Increased access to credit recovery opportunities • Increased access to school counseling services to better inform student and families of graduation requirements, alternative and traditional pathways to college/career, and more timely progress monitoring • Strategies to minimize interruptions to school
SCOE Special Education Program (Title 1 Actions)	Department Administrator Meetings: Bi-weekly meetings are held in which student needs are reviewed. Reading curricular and instructional practice support is not available to classroom teachers. Teachers have multiple ability levels in classrooms. Team agreement that a specialized reading teacher to support lower performing readers is needed.

Educational Partner(s)	Process for Engagement
	CAASP Test results: Less than 5 % of students enrolled in the program are meeting state standards in the area of English Language Arts

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

The development of the 2025–26 LCAP for the Sonoma County Office of Education (SCOE) was informed by extensive engagement with a broad range of educational partners, including families, students, school staff, and community organizations. Input was gathered through regular committee meetings, surveys, data dives, conferences, and advisory sessions held throughout the 2024–25 school year.

The SCOE Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC), composed of Court and Community School families, met four times to review current goals and suggest updates. In October 2024, members reviewed the current LCAP, helped revise the Family Engagement Policy, and later analyzed results from a parent questionnaire focused on student engagement, program quality, and school communication. Feedback collected through these meetings led to refined priorities around consistent communication and increased support for family involvement.

Individual Learning Plan (ILP) meetings, held in October 2024 and April 2025, provided all families opportunities to offer direct feedback on LCAP goals and services. Parents were asked which actions were most meaningful, what should be prioritized, and how SCOE could better meet student needs. Court school family input, gathered via phone calls and surveys, emphasized the need for more wraparound support and clearer pathways to transition students back to their home districts.

YouthTruth surveys in January 2025 from students, parents/caregivers, and staff provided insights into school climate, engagement, mental health needs, and perceived quality of academic programs. These results were shared and discussed during the April 17, 2025 LCAP Data Dive, the April 23, 2025 Student Focus Group, and at the May 8, 2025 Court and Community Family Event. Key feedback included the need for improved access to mental health services, more electives and career readiness experiences, and stronger belief in the quality of alternative education programs.

Ongoing LCAP Data Dive meetings (November 2024, January 2025, April 2025) and the Mid-Year Review (February 13, 2025) brought together Court and Community staff to analyze data trends, assess the effectiveness of actions, and propose adjustments. These reflections led to increased focus on reducing absenteeism, enhancing reentry supports, and building positive staff culture.

In March 2025, SCOE's student program administrative leadership team initiated biweekly meetings to align services across departments—including Special Education, Alternative Education, and Foster/Homeless Youth—and to prioritize LCAP goals. These collaborative sessions ensured that actions were better coordinated and responsive to identified needs.

Through the SELPA Consultation, SCOE has scheduled a meeting between Community Schools Leadership and District Special Education

leads to discuss further how SCOE Community Schools can potentially serve students with more extensive needs as addressed in their IEPs.

A key moment of collective feedback occurred during the May 15, 2025 LCAP Community Partner Engagement Meeting, which brought together organizations such as Probation, Restorative Resources, Keystone, Seneca, and others. These partners praised SCOE's individualized approach and commitment to student reentry, but also highlighted critical needs like supporting staff morale, improving transitions to home districts, expanding college access (e.g., SRJC dual enrollment), and affirming the quality of education provided. As a result of this comprehensive engagement, SCOE revised its goals and actions in several ways:

- Expanded access to credit recovery and dual enrollment opportunities.
- Strengthened reentry supports for students transitioning back to their home districts.
- Increased investment in counseling and restorative practices.
- Added emphasis on specialized reading instruction for students with disabilities, supported by data from IEP reviews and staff input.
- Enhanced communication systems and staff support structures, including monthly check-ins and data-informed decision-making processes.
- The adopted LCAP reflects a collaborative vision shaped by those closest to the work—families, students, educators, and community partners—and prioritizes equity, reengagement, and academic growth for Sonoma County's most vulnerable youth.

In addition, input specific to the equity multiplier goal includes:
After a year of input sessions with parents/caregivers, staff, and students, three primary trends stood out in the feedback. All three groups of educational partners agreed that the following need to be prioritized in order to support the students in finding success:

- Increased access to intensive academic support and more timely progress monitoring through additional staffing to provide tutoring, 1:1 and small group intervention during the school day, and extra adult support in the classrooms.
- Strengthened reentry supports for students transitioning back to their home districts and strategies to minimize interruptions to school through the hiring of a Wellness & Transition Coach to serve as a liaison between students/families and each student's next school placement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	SCOE Community Schools- Amarosa and Headwaters The Sonoma County Office of Education will promote academic success, emotional well-being, and a sense of safety and belonging for expelled students, while supporting their restorative path toward returning to and thriving in their post SCOE placement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to address the unique and critical needs of expelled students within Sonoma County. California School Dashboard data and local assessments have consistently shown that expelled students are among the most vulnerable populations, often experiencing significant disruptions to their academic progress, emotional stability, and connection to school communities.

Through consultations with educational partners—including educators, support staff, and families—there was a clear consensus that expelled students require targeted supports that go beyond academic remediation. Educational partners emphasized the importance of restorative practices, counseling, and structured opportunities to build resilience and re-engage with learning.

As part of its statutory obligation under LCFF Priority 9 (Coordination of Instruction of Expelled Pupils), the Sonoma County Office of Education is committed to ensuring that expelled students are not only educated but are provided the tools to heal, grow, and reintegrate successfully into their home schools. This goal is directly aligned with that mandate and is designed to promote equity, foster belonging, and support these students in their journey back to thriving within their broader school communities .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Properly Credentialed Teachers	2022-23 SARC: Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0	2023-24 SARC: Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0		2025-26 SARC: Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0	There is no difference between our baseline and Year 1 outcome and we have met our Target for Year 3 outcome at 100%.
1.2	Student Access to instructional Materials	2023-24: All students had access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution	2024-25: All students had access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution		2026-27: All students will have continued access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials	There is no difference between our baseline and Year 1 outcome and we have met our Target for Year 3 outcome at 100%.
1.3	Facilities in Good Repair	2023-24: MET 100% of facilities were reported in good repair, as reported on the FIT.	2024-25: MET 92% of facilities were reported in good repair, as reported on the FIT.		2026-27: 100% of facilities will be reported in good repair, as reported on the FIT.	Decreased 8% - from 100% to 92% of facilities reported in good repair, as reported on the FIT.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Access to/Enrollment in Programs/Services Developed and Provided to Unduplicated Pupils and Individuals with Exceptional Needs	2023-24: MET 100% Access to/ Enrollment in programs/services developed and provided to unduplicated pupils and individuals with exceptional needs	2024-25: MET 100% Access to/ Enrollment in programs/services developed and provided to unduplicated pupils and individuals with exceptional needs		2026-27: 100% Access to/ Enrollment in programs/services developed and provided to unduplicated pupils and individuals with exceptional needs	There is no difference between our baseline and Year 1 outcome and we have met our Target for Year 3 outcome at 100%.
1.5	Implementation of Academic Content Standards	2023-24: 100% Implementation of academic content standards	2024-25: 100% Implementation of academic content standards		2026-27: 100% Implementation of academic content standards.	There is no difference between our baseline and Year 1 outcome and we have met our Target for Year 3 outcome at 100%.
1.6	EL Access to CA Standards Including ELD Standards	2023-24: 100% of EL students have access to the CA Standards including ELD Standards	2024-25: 100% of EL students have access to the CA Standards including ELD Standards		2026-27: 100% of EL students have access to the CA Standards including ELD Standards	There is no difference between our baseline and Year 1 outcome and we have met our Target for Year 3 outcome at 100%.
1.7	Efforts to Seek Parent Input in Decision-Making	2023-24: Court & Community School Parents/Caregivers are invited to fill out the Family Youth Truth Survey and the data cannot be desegregated by school program. Total	2024-25: Court & Community School Parents/Caregivers are invited to fill out the Family Youth Truth Survey and the data cannot be desegregated by		2026-27: 95% (3% increase annually) of Community School parents will participate in the annual YouthTruth survey.	20% decrease in the percentage of Community School Parents that participated in the annual Youth Truth Survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		parent/caregiver engagement: In January of 2024, 86% (N=48) of Community School and Court parents participated in the annual YouthTruth survey	school program. Total parent/caregiver engagement: In January of 2025, 66% (N=44) of Community School and court parents participated in the annual YouthTruth survey			
1.8	Promote Parental Participation in Programs for Unduplicated Pupils and Individuals with Exceptional Needs Youth Truth Family Survey Question: "I feel engaged with my school"	2023-24 N/A (Not included in 2024-2025 LCAP Metrics) Added in 2025	2024-25 85% of respondents reported positively to the Youth Truth Family Survey Question: "I feel engaged with my school"		2026-27 90% of respondents will report positively to the Youth Truth Family Survey Question: "I feel engaged with my school"	NA - Baseline was established in 2025
1.9	Statewide Assessments	2022-23 ENGLISH LANGUAGE ARTS • Met or Exceeded: 6.9% • Nearly Met: 24.14% • Not Met: 68.97% MATH:	2023-24 ENGLISH LANGUAGE ARTS • Met or Exceeded : 0% • Nearly Met: 21.43% • Not Met: 78.57%		2025-26 Based on 2025-2026 Dataquest, 5% of 11th grade students will meet or exceeded the standard for ELA. Based on 2025-2026 Dataquest, 5% of 11th grade students will meet	5.56% decreased in ELA and Math stayed the same.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Met or Exceeded: 0% • Nearly Met: 0% • Not Met: 100%	MATH: • Met or Exceeded: 0% • Nearly Met: 7.14% • Not Met: 92.86%		or exceeded the standard for Math	
1.10	Percentage of ELs who Made Progress Toward English Proficiency on the ELPAC	2022-23 (As reported on the ELPAC Summative Score Dashboard) *There are not enough students in any one grade level to have a growth report, therefore the English Proficiency Level on the ELPAC is reported and measured: Level 4 (Well Developed) - 16.67% Level 3 (Moderately Developed) - 33.33% Level 2 (Somewhat Developed) - 33.33% Level 1 (Beginning to Develop) - 16.67%	2023-24(As reported on the ELPAC Summative Score Dashboard) *There are not enough students in any one grade level to have a growth report, therefore the English Proficiency Level on the ELPAC is reported and measured: Level 4 (Well Developed) - 21.05% Level 3 (Moderately Developed) - 42.11%		2025-26 Increase by 9% (3% increase annually) the percentage of EL students who score moderately or well developed on the ELPAC summative assessment.	The number of EL students how scored moderately or well developed on the ELPAC summative assessment increased 13.16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Level 2 (Somewhat Developed) - 26.32% Level 1 (Beginning to Develop) - 10.53%			
1.11	English Learner Reclassification Rate	2022-23 4 students reclassified	2023-24 6 students reclassified		2025-26: Increase by 9% (3% increase annually) the number of Community School English Learners being reclassified as Fully English Proficient.	Increased by 2 students, 50%
1.12	Percentage of Pupils who Completed A-G Requirements	2023-24 0% of pupils completed a-g requirements	2024-25 0% of pupils completed a-g requirements		2026-27: 3% of pupils completed a-g requirements	No change in the percentage of students that completed a-g requirements.
1.13	Percentage of Pupils who Completed CTE Course Requirements (as measured by semester long course completion with a passing grade in Aeries)	2023-24 Students in the Community School program continue to be provided access to CTE coursework. 15 students (unduplicated) were enrolled in CTE courses in the Fall Semester. 12 of the 15 (80%) earned course credit.	2024-25 Students in the Community School program continue to be provided access to CTE coursework. 9 students (unduplicated) were enrolled in CTE courses in the Fall Semester. 0 of		2026-27: Increase by 6% (2% annually) the number of students enrolled in CTE courses earning 5 semester credits	Decreased 80% in the amount of students that earned CTE credit.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the 9 earned course credit.			
1.14	Percentage of Pupils who Completed A-G and CTE Course Requirements	2023-24 0% of pupils completed a-g and CTE course requirements	2024-25 0% of pupils completed a-g and CTE course requirements		2026-27: 5% of pupils will complete a-g and CTE course requirements	No change in the percentage of students that completed a-g requirements and CTE course requirements.
1.15	Percentage of Pupils Demonstrating College Preparedness (as measured by EAP in years with 11 or more 11th grade students)	2022-23 0 % of pupils demonstrating college preparedness as measured by EAP	2023-24 0% of pupils demonstrating college preparedness as measured by EAP		2025-26: Increase by 9% (3% annually) students who score at the “Standard Met” (Level 3) performance level on the Early Assessment Program (EAP)	No change in the percentage of students that demonstrated college preparedness as measured by EAP
1.16	Chronic Absenteeism	2022-23 Community School chronic absenteeism, as reported on the 2023 Dashboard was 66.7%	2024-25 Community School chronic absenteeism, as reported on the 2024 Dashboard was 60%		2026-27: Decrease chronic absenteeism rate by 15% (5% annually)	Decreased 6.7%
1.17	Attendance Rate	2023-24 In the 23-24 school year, the attendance rate (through quarter 3) was 66.3	2024-25 In the 23-24 school year, the attendance rate (through quarter 3) was 68.4%		2025-26: Increase attendance rate by 15% (5% annually)	Increased 2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	High School Graduation Rate	2022-23 Combined Four and Five-Year Graduation Rate Report Graduation Rate = 46.7%	2023-24 Combined Four and Five-Year Graduation Rate Report Graduation Rate = 22.7%		2025-26: Combined Four and Five-Year Graduation Rate Report Graduation Rate = Above 60%	Decreased 24%
1.19	Middle School Dropout Rate	2022-23 CALPADS Report 1.12: 0% (0 students)	2023-24 CALPADS Report 1.12: 0% (0 students)		2025-26 CALPADS report 1.12: Maintain rate of 0%	No change
1.20	High School Dropout Rate	2022-23 CALPADS report 15.1: 50% (7 of 14 students)	2023-24 CALPADS report 15.1: 19.2% (5 of 26 students)		2025-26 CALPADS report 15.1: Decrease high school dropout rates in the Community School program by 30% (10% annually) over baseline.	Decreased 30.8%
1.21	Pupil Suspension Rate	2022-23 As reported on the 2023 DASS (Dashboard Alternative School Status) the suspension rate was 8.3%.	2023-24 As reported on the 2024 DASS (Dashboard Alternative School Status) the suspension rate was 5.8%.		2025-26: Reduce Community School suspension rate by 6% (2% annually).	Decreased 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.22	Other Local Measures Including a Survey of Pupils, Parents, and Staff on the Sense of School Safety STUDENTS Student Response to the YouthTruth Survey Statement: "I feel safe during school." PARENTS/CAREGIVERS Parent Response to the YouthTruth Survey Statement: "My child's learning environment is safe." STAFF Staff Response to the YouthTruth Survey Statement: "I feel safe from harm while at my school."	2023-24: STUDENTS - 64% agreed or strongly agreed. PARENTS - 86% agreed or strongly STAFF - 78% agreed or strongly	2024-25: STUDENTS - 53% agreed or strongly agreed. PARENTS/CAREGIVERS - 66% agreed or strongly STAFF - 59% agreed or strongly		2026-27: STUDENTS - 85% will agree or strongly PARENTS - 85% will agree or strongly STAFF - 85% will agree or strongly	Student- Decreased 2% Paren/Caregivers- Decreased 20% Staff - Decreased 19%
1.23	Other Local Measures Including a Survey of Pupils, Parents, and Staff on the Sense of School Connectedness STUDENTS Student Response to the YouthTruth Survey	2023-24: STUDENTS No Data - Custom Question added for 2024/25 PARENTS/CAREGIVERS	2024-25: STUDENTS Score of 3.17 out of 5 in how students feel positive in response to the statement.		2026-27: STUDENTS Score of 3.25 out of 5 in how students feel positive in response to the statement.	Student- NA Parent/Caregivers- Decrease 5% Staff- Decrease 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Statement: "I have many opportunities to share my opinions and participate in decision that affect my school." PARENTS/CAREGIVERS Parent Response to the YouthTruth Survey Statement: "I feel empowered to play a meaningful role in decision making at my school." STAFF Staff Response to the YouthTruth Survey Statement: "I feel empowered to play a meaningful role in decision making at my school."	78% agree with the statement STAFF 87% agree with the statement	PARENTS/CAREGIVERS 73% agree with the statement STAFF 70% agree with the statement		PARENTS//CAREGIVERS 80% will agree with the statement STAFF 80% will agree with the statement	
1.24	Access to/Enrollment in a Broad Course of Study	2023-24 MET 100% of students have access to/enrollment in a broad course of study	2024-25 MET 100% of students have access to/enrollment in a broad course of study		2026-27: 100% of students have access to/enrollment in a broad course of study	There is no difference between our baseline and Year 1 outcome and we have met our Target for Year 3 outcome at 100%.
1.25	Other Pupil Outcomes Available in the Subject Areas of English	2023-24	2024-25 Snapshot 1		2026-27: Snapshot 1:	Snapshot 1: ELA = Increased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Arts and Math (IXL)	Snapshot 1 (August 22 to November 10) • N=18 ELA: At or above proficiency/grade level for overall ELA = 0 (0%) • N=19 Math: At or above proficiency/grade level for overall Math = 0 (0%) Snapshot 2 (November 13 to February 23) • N=22 ELA: At or above proficiency/grade level for overall ELA = 0 (0%) • N=24 Math: At or above proficiency/grade level for overall Math = 0 (0%)	(August 19 to September 27) • N=31 ELA: At or above proficiency/grade level for overall ELA = 1 (3%) • N=31 Math: At or above proficiency/grade level for overall Math = 0 (0%) Snapshot 2 (January 13 to February 14) • N=30 ELA: At or above proficiency/grade level for overall ELA = 0 (0%) • N=29 Math: At or above proficienc		• ELA: At or above proficiency/grade level for overall ELA = 5% • Math: At or above proficiency/grade level for overall Math = 5% Snapshot 2: • ELA: At or above proficiency/grade level for overall ELA = 8% • Math: At or above proficiency/grade level for overall Math = 8%	Math = Maintained 0% Snapshot 2: ELA = Maintained 0% Math = Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			y/grade level for overall Math = 0 (0%)			
1.26	District Readmit Rate of Students	2023-24 At the end of the Fall semester, 30 students were eligible for review for district readmission. Of the 30, 5 self-reported no longer having the desire to return to district; 14 students met criteria and were readmitted. This represents a 63% readmit rate.	2024-25 At the end of the Fall semester, 14 students were eligible for review for district readmission. Of the 14, 1 self-reported no longer having the desire to return to district; 12 students met criteria and were readmitted. This represents a 93% readmit rate.		2026-27: At the end of the Fall semester, 100% of student eligible for review for district readmission will meet the criteria.	Readmission rate increased 30%
1.27	Community School Referral and Enrollment Data. Alternative Education/Student Services Administrators meeting agendas. Updated 922 Plan	2023-24: In the 2023-24 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students. Alternative Education/Student Services Administrators	2024-25: In the 2023-24 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students.		2026-27: Continue to provide services to 100% of qualifying expelled students. Quarterly meetings of Alternative Education/Student Services Administrators.	No change and have met our goal of 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		meetings are held quarterly. Triennial review and update of the 922 Plan will occur in June 2024 through a collaborative process with local districts.	Alternative Education/Student Services Administrators meetings are held quarterly. Triennial review and update of the 922 Plan occurred in June 2024 through a collaborative process with local districts. The plan will be evaluated and renewed in 2027.		Complete triennial review and update of the Countywide Plan for Serving Expelled Youth (922 Plan) in Spring of 2027.	
1.28	Credit Acquisition Data	2023-24: Q1: 50 students (grades 9-12) were enrolled for all of Q1, 30% earned 10 or more credits Q3 50 students (grades 9-12) were enrolled for all of Q3. 24.4% earned 10 or more credits	2024-25: Q1: 35 students (grades 9-12) were enrolled for all of Q1, 23% earned 10 or more credits Q3 32 students (grades 9-12) were enrolled for all of Q3. 34% earned 10 or more credits		2026-27: Increase by 9% (3% annually) the number of students (those enrolled for the entire quarter) earning 10 or more credits in the first and third quarters.	Q1: 7% decrease Q3: 9.6% increase
1.36						

Goal Analysis [2024-25]

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

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

SUCCESSFUL IMPLEMENTATION

- 1.1 Staffing and Operations for Base Programs (Fully implemented):100% of teachers and administrators are fully credentialed in the required subject areas for all pupils they are serving, including English learners and students with disabilities. Because SCOE community schools are identified as alternative education programs, teachers may hold a multiple subject credential or a single subject credential in the courses they teach. All teachers have the appropriate certification to serve English learners.

- 1.2 Differentiated Professional Development for Inclusive, Data-Informed, and Culturally Responsive Instruction (Fully Implemented): All planned professional development was successfully delivered, covering key areas such as social-emotional wellness, culturally responsive teaching strategies, effective use of diagnostics and assessment data, training on tools to measure student Lexile and math fluency growth, instructional coaching for best first instruction, interest-based learning, designated and integrated ELD strategies, and best practices to enhance critical thinking skills across all curricular areas.

- 1.3 Expand Access to Project-Based, Arts-Based, Work-Based, and Career Technical Education Pathways (Fully Implemented): Students experienced work-based learning projects that include culinary classes, construction, "Making Wellness" product design, writing cover letters and resumes, and Bite of Reality Program (a hands-on simulation that appeals to teens while giving them a taste of real-world financial realities). In addition, life skills curriculum was delivered to complement the work of the WBL Coordinator. Personnel and materials for Career Technical Education, opportunities for career exploration, and education and work-based learning was offered. Transfr was purchased and used to provide virtual career exploration and experiences using VR headsets and specialized software.

- 1.4 Provide Access to Specialized Services (Fully Implemented): A School Nurse provides services at both community school locations. SCOE is also in the process of reclassifying a member of the community school team to serve as a full time Attendance and Outreach Specialist. In this role, they monitor student engagement and attendance, serve as a biliterate liaison between school and home, and maintain partnerships with community organizations that support students in getting to school successfully.

- 1.5 Provide Access to Expanded Academic Support Staff and Services (Fully Implemented): Staff is provided to individualize academic support for students. Through employing intensive intervention teachers and academic support staff, the students have access to tutoring, 1:1 and small group intervention during the school day, and extra adult support in the classrooms.

- 1.6 Provide Standards-Aligned Instructional Materials, ELD Support, and Technology (Fully Implemented): Students are currently using the Character Based Literacy Program as the base program for ELA, and new novels were purchased this year to accompany the program as we continually look for alternatives to traditional textbooks that are culturally responsive, supportive of English language development, and high interest for the students. A full time English Language Development (ELD) teacher is employed to provide English Language Development instruction and support, including administration of the ELPAC. The ELD teacher not only

provides additional specialized instruction for students, but also provides coaching and support to the teachers for best practices in delivering integrated and designated ELD instruction.

- 1.7 Supplemental Supports and Materials to Accelerate Student Progress Toward IEP and Graduation Goals (Fully Implemented): Supplemental curriculum and instructional materials aligned with CCSS have been implemented to support each student's differentiated learning needs and progress towards their graduation goals. In the last year, community schools have increased their FTE of Resource Specialist Teachers to better meet the needs of students. In addition, Speech and Language Pathologist and School Psychologist services continue to be offered.

- 1.8 Implement a School Wide Student Attendance and Behavior Incentive Program (Fully Implemented): Student attendance and behavior incentives in the Community School program continue to be provided. Partnership with Keeping Kids in School for targeted truancy intervention continues. Relatable guest speakers in which students can "see" themselves - who provided success stories and served role models continue to make presentations to students. In addition, a van was purchased this year to help support the transportation to and from school and expand the opportunities for students to go on field trips, work experiences, and extracurricular activities.

- 1.9 Maintain Expanded Mental Health Counseling and Wellness Services for Students and Families (Fully Implemented): Social-emotional counseling services continue to be provided through contract with SCOE's Behavioral Health department. Social-emotional counseling services for students and families are being provided, including Wellness Center services at both community school locations. Increasing the MH Counseling Specialist staff is allowing for expanded wellness programming and services.

- 1.10 Contracted Restorative Justice Services and Expansion into Classroom Practice (Fully Implemented): Restorative dialogues/circles and conferences continue through a contract with Restorative Resources. Through weekly restorative dialogue sessions with students at both community school sites, student are able to build healthy relationships at school and learn skills to help them better process and respond to conflict in and out of school.

- 1.11 Maintain the Teen Parent Program (Fully Implemented): The teen parent program continues to be operated, including onsite childcare and parenting education.

- 1.12 Collaboration with Community Partners (Fully Implemented): Collaboration with community partners is being implemented through continuation of existing contracts with community based organizations and agencies. Culturally appropriate structures and support that include bilingual services continues to be provided.

- 1.13 Relationship Building (Fully Implemented): Healthy relationships between adults and students are promoted and fostered by continuing to expand on school/community building events, restorative practices expanding into classroom norms, and ongoing professional development about culturally responsive teaching, trauma informed practices, and social emotional learning.

- 1.14 Academic Counseling (Fully Implemented): Academic counseling/advising is provided on a case management system. Support is provided for credit-deficient students, including access to online credit recovery through the SRJC dual enrollment options. Tracking students post-program progress including success at a school they return to or success after graduation continues.

- 1.16 Facilities in Good Repair (Fully Implemented): Safe school facilities are provided by continuing to maintain school facilities in good repair, in collaboration with SCOE's Maintenance, Facilities and Operations Department.

- 1.17 Increase Parent Outreach & Engagement (Fully Implemented): Support staff is being provided for truancy intervention, including bilingual parent outreach. In addition, bilingual staff is provided to translate all materials/school communications, provide translation services at meetings and provide outreach to Spanish-speaking families. The addition of 2 bilingual staff this year has increased our ability to provide support to our Spanish-speaking families. Conversation with staff and agencies related to parent/family engagement strategies is ongoing. Parent Engagement Meetings are being held quarterly that represent all of our students.

- 1.18 922 Plan (Fully Implemented): The implementation of the county-wide 922 plan is being monitored. Quarterly meetings are held with Sonoma County Alternative Education representatives to review and update.

- 1.19 Collaboration and Coordination of Services for Expelled Students (Fully Implemented): SCOE continues to convene quarterly meetings of district Alternative Education/Student Services administrators to foster collaboration, coordination and sharing of best/promising practices.

CHALLENGES IN IMPLEMENTATION

- 1.15 Access to Online Courses for Credit Recovery and A-G Eligibility (Partially Implemented): Early in the year, it was acknowledged that SCOE community schools don’t have any A-G approved courses, CTE approved courses, or access to online credit recovery programs. While they have the ability to earn non A-G credits in person through seat hours and participate in a variety of hands-on career aligned experiences, their ability to accelerate their learning and earn credits necessary for college/career is limited. Similarly, if a student comes to either campus on track to meet A-G requirements, they are unable to maintain their progress. As such, an online credit recovery program has been selected and a new bell schedule has been agreed on to expand opportunities.

DIFFERENCES IN IMPLEMENTATION

- 1.4 Provide Access to Specialized Services: During the 2024-2025 school year, community schools experience a significant increase in attendance rate and decrease in chronic absenteeism at the Headwaters campus. In an effort to work towards the same increase at Amarosa, it was decided that there should be a designated staff member to prioritize the monitoring of attendance, communication with families and supporting agencies, and coordination of solutions. The process has begun to reclassifying a member of the community school team to serve as a full time Attendance and Outreach Specialist.

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

The overall estimated expenditures exceeded last year's total planned expenditures by $249,945.59. While there were minor changes in the cost of contracted services with community partner organizations, the majority of the material differences were due to expanded and/or

funding being shifted from the 2024-25 actions to the 2025-26 actions. These actions and funding allocations were spread out throughout the 2024-25 LCAP and were combined for court and community schools. The updated actions are now separated between community and schools to better monitor progress and spending in alignment with local, state, and federal program monitoring requirements. This overview of the material differences will be the same for Goal 1 and Goal 2 in the 2025-26 LCAP (Please note that the actions below are a reflection of the 2024-25 LCAP):

1.1 STAFFING FOR PROGRAMS: Increased by $919,454.27 because multiple ongoing positions were moved out of specialize and support staff/services and into the base program. Positions include, but are not limited to, the school nurse, teachers delivering required course and instruction, administrators, and special education teachers to meet our base needs.
1.4 SPECIALIST SERVICES: Decreased by $256,101 because the cost of the school psychologist and speech pathologist were shifted into Goal 3 of the 2025-26 LCAP.
1.6 SUPPORT STAFF AND SERVICES: Decreased by $209,497.50 because a community service case worker and truancy intervention case manager were not hired.

2.1 CAREER TECHNICAL EDUCATION AND WORK-BASED LEARNING PERSONNEL AND MATERIALS: Increased by $111,403.33 because
2.2 STUDENT ATTENDANCE AND BEHAVIOR INCENTIVES: Increased by $73,069.02 because the contract for Keeping Kids in School was expanded to $75,000.
2.4 SOCIAL EMOTIONAL COUNSELING SERVICES: Decreased by $96,252.34 because in the 2024-25 LCAP this portion was specific to EL students and in the 2025-26 LCAP all mental health and wellness services are included in actions 1.9 and 2.7.

3.1 COLLABORATION WITH COMMUNITY PARTNERS: Increased by $13,170 because the contract for Circuit Rider was expanded to support the work based learning.
3.6 FACILITIES: Decreased by $135,314.50 because there were minimal updates and repairs made in the 2024-25 school year.

8.1 GRADUATION RATE: Increased by $151,051.97 because the Academic Counselor was identified in action 8.1, 8.2, and 3.3 but the funding was allocated in action 8.2. The cost of the academic counselor has not changed, but is now reflected in 1.14 and 2.9.

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

ACTION 1.1 STAFFING & OPERATIONS FOR BASE PROGRAMS (EFFECTIVE)
This action demonstrated effectiveness based on the following metrics

- Metric 1.1 Properly credentialed teachers: 100% of staff are appropriately assigned and/or fully credentialed
- Metric 1.2 Student access to instructional materials: All students had access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution
- Metric 1.3 Facilities in Good Repair: 2023-24: 100% of facilities were reported in good repair, as reported on the FIT.
- Metric 1.4 Access to/Enrollment in programs/services developed and provided to unduplicated: pupils and individuals with exceptional needs: 100% Access to/ Enrollment in programs/services developed and provided to unduplicated pupils and individuals with exceptional needs

- Metric 1.24 Access to/enrollment in a broad course of study: 100% of students have access to/enrollment in a broad course of study

ACTION 1.2 DIFFERENTIATED PROFESSIONAL DEVELOPMENT FOR INCLUSIVE, DATA-INFORMED, AND CULTURALLY RESPONSIVE INSTRUCTION (EFFECTIVE)
This action demonstrated effectiveness based on the following metrics
- Metric 1.9 Statewide Assessments: 7.4% more students moved from not met to nearly met in math
- Metric 1.25 IXL Assessments: 3% of students increased their proficiency in ELA
- Metric 1.28 Credit Acquisition Data: Increase of 9.6% credits earned in the 3rd Quarter
- Metric 1.10 Percentage of EL students who made progress toward English proficiency on the ELPAC: The number of EL students how scored moderately or well developed on the ELPAC summative assessment increased 13.16%
- Metric 1.11 English learner reclassification rate: Increased by 2 students

Data demonstrating continued growth and/or need for prioritization of this action
- Metric 1.9 Statewide Standards: 5.6% less students met or exceeded proficiency in ELA
- Metric 1.25 IXL Assessments: All students maintained their proficiency in math

ACTION 1.3 EXPAND ACCESS TO PROJECT-BASED, ARTS-BASED, WORK-BASED, AND CAREER TECHNICAL EDUCATION PATHWAYS (SOMEWHAT EFFECTIVE)
This action demonstrated effectiveness based on the following metrics
- Metric 1.17 Attendance Rate: In the 23-24 school year, the attendance rate (through quarter 3) was 68.4%, marking a 2.1% increase
- Metric 1.21 Pupil Suspension Rate: As reported on the 2024 DASS (Dashboard Alternative School Status) the suspension rate was 5.8%, marking a 2.5% decrease

Data demonstrating continued growth and/or need for prioritization of this action
- Metric 1.13 Percentage of pupils who completed CTE course requirements (as measured by semester long course completion with a passing grade in Aeries): 0% of pupils completed CTE course requirements
- Metric 1.14 Percentage of pupils who completed a-g and CTE course requirements: 0% of pupils completed A-G and CTE course requirements
- Metric 1.15 Percentage of pupils demonstrating college preparedness as measured by EAP (in years with 11 or more 11th grade students): 0% of pupils demonstrated college preparedness as measured by EAP

ACTION 1.4 PROVIDE ACCESS TO SPECIALIZED SERVICES (UPDATED ACTION TO INCLUDE NEW STAFF POSITION)
Data demonstrating continued growth and/or need for prioritization of this action
- Metric 1.16 Chronic Absenteeism: Community School chronic absenteeism, as reported on the 2024 Dashboard was 60%, marking a decrease of 6% overall
- Metric 1.17 Attendance Rate: In the 23-24 school year, the attendance rate (through quarter 3) was 68.4%, marking a 2.1% increase

ACTION 1.5 PROVIDE ACCESS TO EXPANDED ACADEMIC SUPPORT STAFF AND SERVICE (SOMEWHAT EFFECTIVE)
This action demonstrated effectiveness based on the following metrics
- Metric 1.9 Statewide Assessments: 7.4% more students moved from not met to nearly met in math
- Metric 1.25 IXL Assessments: 3% of students increased their proficiency in ELA
- Metric 1.28 Credit Acquisition Data: Increase of 9.6% credits earned in the 3rd Quarter

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 1.9 Statewide Standards: 5.6% less students met or exceeded proficiency in ELA
- Metric 1.25 IXL Assessments: All students maintained their proficiency in math

ACTION 1.6 PROVIDE STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS, ELD SUPPORT, AND TECHNOLOGY (EFFECTIVE)
This action demonstrated effectiveness based on the following metrics:

- Metric 1.2 Student access to instructional materials: All students had access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution
- Metric 1.4 Access to/Enrollment in programs/services developed and provided to unduplicated: pupils and individuals with exceptional needs: 100% Access to/ Enrollment in programs/services developed and provided to unduplicated pupils and individuals with exceptional needs
- Metric 1.5 Implementation of academic content standards: 100% Implementation of academic content standards
- Metric 1.6 EL access to CA standards including ELD standards: 100% of EL students have access to the CA Standards including ELD Standards
- Metric 1.10 Percentage of EL students who made progress toward English proficiency on the ELPAC: The number of EL students how scored moderately or well developed on the ELPAC summative assessment increased 13.16%
- Metric 1.11 English learner reclassification rate: Increased by 2 students
- Metric 1.24 Access to/enrollment in a broad course of study: 100% of students have access to/enrollment in a broad course of study

ACTION 1.7 SUPPLEMENTAL SUPPORTS AND MATERIALS TO ACCELERATE STUDENT PROGRESS TOWARD IEP AND GRADUATION GOALS (SOMEWHAT EFFECTIVE)
This action demonstrated effectiveness based on the following metrics

- Metric 1.9 Statewide Assessments: 7.4% more students moved from not met to nearly met in math
- Metric 1.25 IXL Assessments: 3% of students increased their proficiency in ELA
- Metric 1.28 Credit Acquisition Data: Increase of 9.6% credits earned in the 3rd Quarter

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 1.9 Statewide Standards: 5.6% less students met or exceeded proficiency in ELA
- Metric 1.25 IXL Assessments: All students maintained their proficiency in math

ACTION 1.8 IMPLEMENT A SCHOOL WIDE STUDENT ATTENDANCE AND BEHAVIOR INCENTIVE PROGRAM (EFFECTIVE)
This action demonstrated effectiveness based on the following metrics

- Metric 1.17 Attendance Rate: In the 23-24 school year, the attendance rate (through quarter 3) was 68.4%, marking a 2.1% increase
- Metric 1.21 Pupil Suspension Rate: As reported on the 2024 DASS (Dashboard Alternative School Status) the suspension rate was 5.8%, marking a 2.5% decrease

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 1.16 Chronic Absenteeism: Community School chronic absenteeism, as reported on the 2024 Dashboard was 60%, marking a decrease of 6% overall

ACTION 1.9 MAINTAIN EXPANDED MENTAL HEALTH COUNSELING & WELLNESS SERVICES FOR STUDENTS AND FAMILIES

(EFFECTIVE)
This action demonstrated effectiveness based on the following metrics

- Metric 1.17 Attendance Rate: In the 23-24 school year, the attendance rate (through quarter 3) was 68.4%, marking a 2.1% increase
- Metric 1.21 Pupil Suspension Rate: As reported on the 2024 DASS (Dashboard Alternative School Status) the suspension rate was 5.8%, marking a 2.5% decrease

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 1.16 Chronic Absenteeism: Community School chronic absenteeism, as reported on the 2024 Dashboard was 60%, marking a decrease of 6% overall

ACTION1.10 CONTRACTED RESTORATIVE JUSTICE SERVICES & EXPANSION INTO CLASSROOM PRACTICE
This action demonstrated effectiveness based on the following metrics

- Metric 1.21 Pupil Suspension Rate: As reported on the 2024 DASS (Dashboard Alternative School Status) the suspension rate was 5.8%, marking a 2.5% decrease
- Metric 1.22 Student response to the YouthTruth survey statement: "I feel safe during school.": 53% agreed or strongly agreed, marking a slight decrease of 2%
- Metric 1.23 Student response to the YouthTruth survey statement "I have many opportunities to share my opinions and participate in decision that affect my school.": Score of 3.17 out of 5 in how students feel positive in response to the statement (no comparative data as this is a new survey question)

ACTION 1.11 MAINTAIN THE TEEN PARENT PROGRAM
This action demonstrated effectiveness based on the following metrics

- Metric 1.17 Attendance Rate: In the 23-24 school year, the attendance rate (through quarter 3) was 68.4%, marking a 2.1% increase
- Metric 1.23 Student response to the YouthTruth survey statement "I have many opportunities to share my opinions and participate in decision that affect my school.": Score of 3.17 out of 5 in how students feel positive in response to the statement (no comparative data as this is a new survey question)

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 1.16 Chronic Absenteeism: Community School chronic absenteeism, as reported on the 2024 Dashboard was 60%, marking a decrease of 6% overall

ACTION 1.12 COLLABORATION WITH COMMUNITY PARTNERS (EFFECTIVE)
This action demonstrated effectiveness based on the following metrics

- Metric 1.17 Attendance Rate: In the 23-24 school year, the attendance rate (through quarter 3) was 68.4%, marking a 2.1% increase
- Metric 1.21 Pupil Suspension Rate: As reported on the 2024 DASS (Dashboard Alternative School Status) the suspension rate was 5.8%, marking a 2.5% decrease
- Metric 1.26 District Readmit Rate of Students: At the end of the Fall semester, 14 students were eligible for review for district readmission. Of the 14, 1 self-reported no longer having the desire to return to district; 12 students met criteria and were readmitted. This represents a 93% readmit rate and an increase of 30% over last year.

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 1.16 Chronic Absenteeism: Community School chronic absenteeism, as reported on the 2024 Dashboard was 60%, marking a decrease of 6% overall

ACTION 1.13 RELATIONSHIP BUILDING (EFFECTIVE)
This action demonstrated effectiveness based on the following metrics

- Metric 1.22 Student response to the YouthTruth survey statement: "I feel safe during school.": 53% agreed or strongly agreed, marking a slight decrease of 2%
- Metric 1.23 Student response to the YouthTruth survey statement "I have many opportunities to share my opinions and participate in decision that affect my school.": Score of 3.17 out of 5 in how students feel positive in response to the statement (no comparative data as this is a new survey question)

ACTION 1.14 ACADEMIC COUNSELING (EFFECTIVE)
This action demonstrated effectiveness based on the following metrics

- Metric 1.19 Middle School Dropout Rate: Maintained 0% dropout rate
- Metric 1.20 High School Dropout Rate: Decreased the dropout rate by 30.8% from 2022/23 to 2023/24

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 1.18 High School Graduation Rate: Decreased 24% from 2022/23 to 2023/24

ACTION 1.15 ACCESS TO ONLINE COURSE FOR CREDIT RECOVERY AND A-G ELIGIBILITY (NEW ACTION)
Data demonstrating continued growth and/or need for prioritization of this action

- Metric 1.12 Percentage of Pupils who Completed A-G Requirements: 0% of pupils completed A-G course requirements
- Metric 1.14 Percentage of pupils who completed a-g and CTE course requirements: 0% of pupils completed A-G and CTE course requirements
- Metric 1.15 Percentage of pupils demonstrating college preparedness as measured by EAP (in years with 11 or more 11th grade students): 0% of pupils demonstrated college preparedness as measured by EAP

ACTION 1.16 FACILITIES IN GOOD REPAIR (EFFECTIVE)
This action demonstrated effectiveness based on the following metrics

- Metric 1.3 Facilities in good Repair: 2023-24: 100% of facilities were reported in good repair, as reported on the FIT.

ACTION 1.17 INCREASE PARENT OUTREACH & ENGAGEMENT Increase (SOMEWHAT EFFECTIVE)
This action demonstrated effectiveness based on the following metrics

- Metric 1.8 Response to Youth Truth Family Survey Question: "I feel engaged with my school": 85% of respondents reported positively to the Youth Truth Family Survey Question: "I feel engaged with my school" which is far above average for Sonoma County Schools

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 1.7 Efforts to seek parent input in decision-making: In January of 2025, 66% (N=44) of Community School and court parents participated in the annual YouthTruth survey which was a 20% decrease from the prior year
- Metric 1.23 Response to the YouthTruth survey statement "I feel empowered to play a meaningful role in decision making at my school.": 73% of staff agree with the statement which declined minimally

ACTION 1.18 922 PLAN (EFFECTIVE)
This action demonstrated effectiveness based on the following metrics:

- Metric 1.27 In the 2023-24 school year, educational services were offered through SCOE Alternative Ed to 100% of qualifying expelled students. Alternative Education/Student Services Administrators meetings are held quarterly. Triennial review and update of the 922 Plan occurred in June 2024 through a collaborative process with local districts. The plan will be evaluated and renewed in 2027.

ACTION 1.19 COLLABORATION AND COORDINATION OF SERVICES FOR EXPELLED STUDENTS (EFFECTIVE)
This action demonstrated effectiveness based on the following metrics

- Metric 1.26 District Readmit Rate of Students: At the end of the Fall semester, 14 students were eligible for review for district readmission (93% readmit rate), marking an increase of 30%

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

Planned Goal: To better align the actions and metrics to the programs and funding provided in community schools, all previous goals that included students, staff, facilities and partnerships that pertained to the Headwaters and Amarosa campuses were consolidated into Goal 1: The Sonoma County Office of Education will promote academic success, emotional well-being, and a sense of safety and belonging for expelled students, while supporting their restorative path toward returning to and thriving in their home school communities.

Metrics: The verbiage used for the metrics was updated to match required metric language. Pupil Expulsion Rate is not applicable to Community Schools as we don't expel students, therefore, this "required metric" does not appear in the Sonoma COE LCAP. Percentage of pupils who passed the AP exam with a score of 3 or higher is not applicable to Community Schools as AP courses are not offered, therefore, this "required metric" does not appear in the Sonoma COE LCAP.

Target Outcomes: The data format for the targeted outcomes were updated to match the baseline and annual update metrics. In addition, the targeted outcomes were updated to reflect gradual increases over a multi year timeframe that takes into account historical trends and and enrollment patterns.

Actions: Similar to the change made to the planned goal, all actions from the previous goals that aligned to the programs and funding for community schools were shifted into Goal 1. There were multiple actions throughout the 2024-25 LCAP that were duplicates because they were mirrored in multiple goals. Every action has been captured and consolidated into Goal 1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staffing and Operations for Base Programs	The LEA will continue to provide teachers and administrators that are fully credentialed in the subject areas and for all pupils they are serving, including English learners, socioeconomically disadvantaged, and students with disabilities. This staffing represents the base program for SCOE Community Schools. Additionally, the LEA will maintain operating costs for SCOE community schools	$1,471,328.95	No
1.2	Differentiated Professional Development for Inclusive, Data-Informed, and Culturally Responsive Instruction	In response to feedback from staff and educational partners, the LEA will implement a differentiated professional learning plan for all certificated and support staff. This plan will include training, coaching, and collaboration opportunities in the following areas: • Strategies to engage students and families in addressing social-emotional wellness • Culturally responsive teaching and learning practices • Classroom use of diagnostic tools to inform instruction • Effective use of Lexile and math fluency growth monitoring tools • Instructional coaching focused on best first instruction • Coaching to support implementation of “learning through interests” models • Evidence-based strategies to support literacy development • Designated and Integrated English Language Development (ELD) practices • Best practices to develop critical thinking across content areas • Content-specific pedagogy and strategies to meet diverse learner needs Professional learning will be tiered based on staff roles and experience and delivered through workshops, PLCs, coaching cycles, and instructional rounds. This action is designed to build instructional capacity and ensure all students, particularly unduplicated pupils, benefit from high-quality, inclusive teaching.	$3,292.50	No
1.3	Expand Access to Project-Based, Arts-Based, Work-Based,	The LEA will continue expanding student access to multiple pathways for demonstrating academic understanding through Project-Based Learning (PBL), Arts-Based Learning, and Work-Based Learning (WBL). This includes embedding these strategies into core academic classrooms as an	$294,969.70	Yes

Action #	Title	Description	Total Funds	Contributing
	and Career Technical Education Pathways	instructional approach—not just as supplemental or pull-out options. To support this, the LEA will fund personnel, professional development, and instructional materials that strengthen implementation across grade levels and subject areas. The LEA will also provide staff and resources including: • Personnel to support CTE course expansion and integration • Inclusion of Arts Curriculum (visual arts, poetry, etc.) • Ongoing review and development of new CTE course offerings • Career exploration experiences such as guest speakers, job shadowing, and career fairs • Life skills curriculum aligned with the work of the Work-Based Learning Coordinator to prepare students for employment, financial literacy, and postsecondary planning These strategies are designed to make learning relevant and rigorous, especially for unduplicated pupils, and to increase long-term student engagement, self-efficacy, and career readiness.		
1.4	Provide Access to Specialized Services	The LEA will provide access to specialized services through the following through the employment of an Attendance and Outreach Specialist	$112,886.45	No
1.5	Provide Access to Expanded Academic Support Staff and Services	The LEA will provide access to expanded academic support and services through the following staff: • Intensive intervention teachers • Academic support staff	$55,866.69	No
1.6	Provide Standards-Aligned Instructional Materials, ELD Support, and Technology	The LEA will continue selecting and purchasing standards-aligned instructional materials with an emphasis on innovative, flexible options such as digital textbooks, online platforms, and other web-based resources as alternatives to traditional hard-copy textbooks. Hard-copy materials will be considered only when digital formats do not meet instructional needs. This approach supports access, engagement, and alignment with updated	$176,239.27	No

Action #	Title	Description	Total Funds	Contributing
		content standards across subjects. In addition, the LEA will: • Maintain and upgrade technology resources (hardware, software, and infrastructure) to ensure all students and teachers have access to reliable tools for teaching and learning. • Purchase English Language Development (ELD) instructional and support materials that are aligned to California ELD standards. • Employ a credentialed ELD teacher to deliver both designated and integrated ELD instruction and support English learners, including the administration of the English Language Proficiency Assessments for California (ELPAC) and progress monitoring.		
1.7	Supplemental Supports and Materials to Accelerate Student Progress Toward IEP and Graduation Goals	The LEA will provide targeted services, supports, and supplemental materials to improve outcomes for students with disabilities (SWD), particularly those identified as socioeconomically disadvantaged (SED) and/or with hearing impairments (HI), who are not making progress in ELA and Math at rates comparable to their peers. These supports will include: • Supplementing the district's adopted curriculum with Common Core State Standards (CCSS)-aligned instructional materials specifically identified to support individualized education program (IEP) goals and differentiated learning needs. • Procuring and implementing ELD standards-aligned materials, as needed, to support SWD who are also English learners in meeting both ELD and IEP goals. • Providing intervention resources that target foundational literacy and numeracy gaps while remaining aligned to grade-level expectations. • Offering professional learning and planning time for special education teachers and support staff to collaborate with general education teachers on accommodations, modifications, and effective instructional strategies. • Resource Specialist Teachers • Speech-Language Pathologist services • School Psychologist (0.2 FTE)/Specialized Counseling Services	$370,123.03	No

Action #	Title	Description	Total Funds	Contributing
1.8	Implement a School Wide Student Attendance and Behavior Incentive Program	The LEA will provide student attendance and behavior incentives in the Community School program. In partnership with Keeping Kids in School, targeted truancy intervention will be an ongoing priority. Strategies will include: • Bringing in guest speakers who are representative of the student body, so students can “see” themselves in the success stories and have role models on campus. • Exploring business partnerships for student incentives (i.e., lunch) • Bring together student voice groups to provide input into new approaches to motivate students' attendance and participation in their learning	$82,312.50	No
1.9	Maintain Expanded Mental Health Counseling and Wellness Services for Students and Families	The LEA will maintain and enhance its expanded social-emotional counseling services to support student well-being, engagement, and academic success. This action includes: • Sustaining increased staffing of mental health counseling specialists to provide timely, on-campus support for students′ emotional and behavioral needs. • Delivering direct counseling services to students and families, including individual and group sessions, crisis response, and referrals to external providers. • Implementing and expanding wellness activities and programming across school sites, with a targeted focus on mindfulness, trauma-informed practices, and peer connection events. • Partnering with school staff and educational partners to integrate wellness into the school climate through regular programming and prevention-focused mental health education.	$376,985.92	Yes
1.10	Contracted Restorative Justice Services and	The LEA will continue to contract with Restorative Resources to support the implementation of restorative justice practices, including the facilitation of restorative dialogues, circles, and conferences in response to student	$27,437.50	Yes

Action #	Title	Description	Total Funds	Contributing
	Expansion into Classroom Practice	conflict and behavioral incidents. Services will focus on accountability, repairing harm, and re-engagement in the learning environment. In addition, the LEA will: • Explore expansion of restorative practices into general education and alternative education classrooms as a proactive classroom management and relationship-building strategy. • Provide training and coaching for teachers on integrating restorative conversations and community-building circles into daily practice. • Target implementation efforts to reduce suspension and exclusionary discipline—particularly for students identified as socioeconomically disadvantaged (SED), who are disproportionately impacted by disciplinary removals.		
1.11	Maintain the Teen Parent Program	The LEA will continue to operate the teen parent program, including onsite childcare and parenting education	$82,446.19	Yes
1.12	Collaboration with Community Partner	Create intentional collaboration with community partners by continuing existing contracts with community based organizations and agencies. Consider expansion of contracts to include community service graduation requirement.	$189,617.05	No
1.13	Relationship Building	Promote and establish healthy relationships between adults and students in order to expand on school/community-building events. Additionally, seek opportunities for student voice and student governance related to school culture, including co-creating and maintaining agreements.	$0.00	No
1.14	Academic Counseling	Provide increased academic counseling focused on a case management system. Provide intensive support for credit-deficient students, including access to online credit recovery options. Utilize a system for tracking students post program progress including success at a school they return	$125,374.96	Yes

Action #	Title	Description	Total Funds	Contributing
		to or success after graduation. Provide transition planning services in Court School, to include post-release support.		
1.15	Access to Online Courses for Credit Recovery and A-G Eligibility	The LEA will ensure that students have access to all remedial, college prep, and career technical education courses they need to meet their high school graduation path requirements. Though an online platform (subject.com), students can earn credits in courses that are not currently offered in person. In addition, this platform will increase the ability for students to participate in independent study and keep current with learning during transition times between schools and/or programs.	$150,000.00	No
1.16	Facilities	The LEA will provide safe school facilities by continuing to maintain school facilities in good repair.	$63,655.00	No
1.17	Increase Parent Outreach & Engagement	Continue to foster family engagement through the following strategies: • Increase bilingual outreach to include truancy intervention, student behavior and academic progress • Promote and encourage participation in school engagement events • Increase Parent Attendance at Individual Learning Plan (ILP) Conferences • Increase opportunities for parent/caregivers to provide input/feedback about LEA programming through surveys, virtual and in person meetings • Increase access to translated communication and materials	$0.00	No
1.18	922 Plan	The LEA will continue to monitor implementation of county-wide 922 Plan. Conduct triennial review and update.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.19	Collaboration and Coordination of Services for Expelled Students	The LEA will continue to convene quarterly meetings of district Alternative Education/Student Services administrators to foster collaboration, coordination and sharing of best/promising practices.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SCOE Court School The Sonoma County Office of Education will ensure that incarcerated youth receive rigorous, meaningful education that supports their academic progress toward graduation, while offering intensive, individualized support to address their unique learning and emotional needs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to persistent opportunity gaps and educational disruptions experienced by incarcerated youth in Sonoma County. Local data and educational partner input highlight that these students often enter juvenile facilities significantly behind in academic progress and face compounded challenges related to trauma, mental health, and interrupted schooling. Without intentional, individualized support, their ability to graduate and reintegrate into the broader educational and community settings is severely limited.

The California Education Code requires county offices of education to provide instruction to incarcerated youth (EC § 48645.3), but the Sonoma County Office of Education recognizes that meeting this requirement demands more than minimal compliance. Through engagement with educators, juvenile justice partners, and families, the need for a comprehensive, student-centered approach became clear—one that combines rigorous instruction aligned with graduation requirements and intensive emotional and behavioral supports.

This goal reflects the LEA’s commitment to equity, restorative education, and long-term student success, ensuring that incarcerated youth are not defined by their circumstances but are given every opportunity to thrive academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Properly Credentialed Teachers	2022-23 SARC: Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0	2023-24 SARC: Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0		2023-24 SARC: Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0	There is no difference between our baseline and Year 1 outcome and we have met our Target for Year 3 outcome at 100%.
2.2	Student Access to Instructional Materials	2023-24: All students had access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution.	2024-25: All students had access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution		2026-27: All students will have continued access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials	There is no difference between our baseline and Year 1 outcome and we have met our Target for Year 3 outcome at 100%.
2.3	Access to/Enrollment in Programs/Services Developed and Provided to Unduplicated Pupils and Individuals with Exceptional Needs	2023-24: MET 100% access to/enrollment in programs/services developed and provided to unduplicated pupils	2024-25: MET 100% access to/enrollment in programs/services developed and provided to unduplicated		2026-27: 100% access to/enrollment in programs/services developed and provided to unduplicated	No change/met the goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and individuals with exceptional needs	pupils and individuals with exceptional needs		pupils and individuals with exceptional needs	
2.4	Implementation of Academic Content Standards	2023-24: 100% Implementation of academic content standards	2024-25: 100% Implementation of academic content standards		2026-27: 100% Implementation of academic content standards	There is no difference between our baseline and Year 1 outcome and we have met our Target for Year 3 outcome at 100%.
2.5	EL Access to CA Standards including ELD Standards	2023-24: 100% of EL students have access to the CA Standards including ELD Standards	2024-25: 100% of EL students have access to the CA Standards including ELD Standards		2026-27: 100% of EL students have access to the CA Standards including ELD Standards	There is no difference between our baseline and Year 1 outcome and we have met our Target for Year 3 outcome at 100%.
2.6	Efforts to Seek Parent/Caregiver Input in Decision-Making	2023-24: Court & Community School Parents/Caregivers are invited to fill out the Family Youth Truth Survey and the data cannot be desegregated by school program. Total parent/caregiver engagement: In January of 2024, 86% (N=48) of Court and Community School parents participated in	2024-25: Court & Community School Parents/Caregivers are invited to fill out the Family Youth Truth Survey and the data cannot be desegregated by school program. Total parent/caregiver engagement: In January of 2025, 66% (N=44)		2026-27: Court & Community School Parents/Caregivers are invited to fill out the Family Youth Truth Survey and the data cannot be desegregated by school program. Total parent/caregiver engagement: In January of 2025, 85% of	Decrease in participation by 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the annual YouthTruth survey	of Court and Community School parents participated in the annual YouthTruth survey		Court and Community School parents participated in the annual YouthTruth survey	
2.7	Promote Parental Participation in Programs for Unduplicated Pupils and Individuals with Exceptional Needs Youth Truth Family Survey Question: "I feel engaged with my school"	2023-24 N/A (Not included in 2024-2025 LCAP Metrics) Added in 2025	2024-25 85% of respondents reported positively to the Youth Truth Family Survey Question: "I feel engaged with my school"		2026-27: 90% Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs	There is no difference between our baseline and Year 1 outcome and we have met our Target for Year 3 outcome at 100%.
2.8	Statewide Assessments	2022-23 ENGLISH LANGUAGE ARTS • Met or Exceeded: 0% • Nearly Met: 21.05% • Not Met: 78.95% MATH: • Met or Exceeded: 0% • Nearly Met: 0% • Not Met: 100%	2023-24 ***Less that 11 Students Tested - No Data Available*** ENGLISH LANGUAGE ARTS • Met or Exceeded : NA • Nearly Met: NA • Not Met: NA MATH:		2025-26 Based on 2025-2026 Dataquest, 5% of 11th grade students will meet or exceeded the standard for ELA. Based on 2025-2026 Dataquest, 5% of 11th grade students will meet or exceeded the standard for Math	No change as data is unavailable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Met or Exceeded : NA • Nearly Met: NA • Not Met: NA			
2.9	Percentage of ELs who Made Progress Toward English Proficiency on the ELPAC	2022-23 (As reported on the ELPAC Summative Score Dashboard) In order to protect student privacy, data was suppressed because fewer than 11 students were enrolled and tested.	2023-24 (As reported on the ELPAC Summative Score Dashboard) In order to protect student privacy, data was suppressed because fewer than 11 students were enrolled and tested.		2025-26 Increase by 9% (3% increase annually) the percentage of EL students scoring moderately or well developed on the EPACS summative assessment.	No change as data is unavailable
2.10	English Learner Reclassification Rate	2022-23 1 student reclassified	2023-24 2 students reclassified		2025-26 Increase by 9% (3% increase annually) the number of English Learners being reclassified as Fully English Proficient.	Increased by 1 student, 100%
2.11	Percentage of Pupils who Completed A-G Requirements	2023-24 0% of pupils completed a-g requirements	2024-25 0% of pupils completed a-g requirements		2026-27 3% of pupils will complete a-g requirements	No change in the percentage of students that

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						completed a-g requirements.
2.12	Percentage of Pupils who Completed CTE Course Requirements (as measured by semester long course completion with a passing grade in Aeries)	2023-24 0% of pupils completed CTE course requirements	2024-25 0% of pupils completed CTE course requirements		2026-27 Increase by 6% (2% annually) the number of students enrolled in CTE courses earning 5 semester credits.	No change in the amount of students that earned CTE credit
2.13	Percentage of Pupils who Completed A-G and CTE Course Requirements	2023-24 0% of pupils who completed a-g and CTE course requirements	2024-25 0% of pupils who completed a-g and CTE course requirements		2026-27 5% of pupils who completed a-g and CTE course requirements	No change in the percentage of students that completed a-g requirements and CTE course requirements.
2.14	Percentage of Pupils Demonstrating College Preparedness (as measured by EAP)	2023-24 0% of pupils demonstrating college preparedness as measured by EAP	2024-25 0% of pupils demonstrating college preparedness as measured by EAP		2026-27 Increase by 9% (3% annually) students who score at the “Standard Met” (Level 3) performance level on the Early Assessment Program (EAP).	No change in the percentage of students that demonstrated college preparedness and measured by EAP
2.15	Chronic Absenteeism	2022-23 Court School Chronic absenteeism, as	2023-24 Court School Chronic absenteeism, as		2025-26 Maintain a 0% chronic absenteeism rate.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reported on the 2023 Dashboard was 0%	reported on the 2024 Dashboard was 0%			
2.16	Attendance Rate	2023-24: In the 23-24 school year, the attendance rate (through quarter 3) was 97%	2024-25: In the 24-25 school year, the attendance rate (through quarter 3) was 94.9%		2025-26 Increase the attendance rate by 15% (5% annually)	Decrease 2.1%
2.17	High School Graduation Rate	2022-23 Combined Four and Five- Year Graduation Rate Report Graduation Rate = 53.8%	2023-24 Combined Four and Five- Year Graduation Rate Report Graduation Rate = 50%		2025-26 Combined Four and Five- Year Graduation Rate Report Graduation Rate = 60%	Decrease 3.8%
2.18	Middle School Dropout Rate	2022-23 CALPADS report 15.1 Court: 0% (0 students)	2023-24 CALPADS report 15.1 Court: 0% (0 students).		2025-26 Maintain rate of 0%	No change/met the goal
2.19	High School Dropout Rate	2022-23 Court: 0% (0 students)	2023-24 Court: 0% (0 students)		2025-26 Maintain rate of 0%.	No change
2.20	Pupil Suspension Rate	2022-23 As reported on the 2023 DASS (Dashboard Alternative School Status) the Court	2023-24 As reported on the 2024 DASS (Dashboard Alternative School Status) the Court		2025-26 Reduce Court suspension rate by 6% (2% annually).	Increase 9.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School suspension rate was 0%	School suspension rate was 9.3%			
2.21	Other Local Measures Including a Survey of Pupils, Parents, and Sfaff on the Sense of School Connectedness STUDENTS Student Response to the Youth Truth Survey Statement: "I am getting a high quality education at this school". PARENTS/CAREGIVERS Parent Response to the Youth Truth Survey Statement: "I feel empowered to play a meaningful role in decision making at my school." STAFF Staff Response to the Youth Truth Survey Statement: "I feel empowered to play a meaningful role in decision making at my school."	2023-24 STUDENTS 31.3% of students agree or strongly agree. PARENTS/CAREGIVERS 78% of staff agree with the statement STAFF 87% of staff agree with the statement	2024-25 STUDENTS 20.9% agree or strongly agree. PARENTS/CAREGIVERS 73% agree with the statement STAFF 70% agree with the statement		2026-27 STUDENTS 50% of students agree or strongly agree. PARENTS//CAREGIVERS 80% of staff will agree with the statement STAFF 80% of staff will agree with the statement	Students- Decreased 10.4% Parents- Decreased 5% Staff- Decreased 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.22	Access to/Enrollment in a Broad Course of Study	2023-24 MET 100% of students have access to/enrollment in a broad course of study	2024-25 MET 100% of students have access to/enrollment in a broad course of study		2026-27: 100% of students have access to/enrollment in a broad course of study	There is no difference between our baseline and Year 1 outcome and we have met our Target for Year 3 outcome at 100%.
2.23	Other Pupil Outcomes Available in the Subject Areas of Math and English Language Arts (IXL)	2023-24: Snapshot 1: August 22 to November 10 N=24 ELA 23 Math At or above proficiency/grade level for overall ELA = 1 (4%) At or above proficiency/grade level for overall Math = 1 (4%) Snapshot 2: November 13 to February 23 N=20 Math 20 ELA At or above proficiency/grade level for overall ELA = 1 (5%) At or above proficiency/grade level for overall Math = 0 (0%)	2024-25: Snapshot 1: August 19 to September 27 N=26 ELA At or above proficiency/grade level for overall ELA = 0 (0%) N=22 Math At or above proficiency/grade level for overall Math = 0 (0%) Snapshot 2: January 13 to February 14 N= 12 ELA At or above proficiency/grade level for overall ELA = 0 (0%) N=14 Math At or above proficiency/grade level for overall Math = 0 (0%)		2026-27: Snapshot 1: At or above proficiency/grade level for overall ELA = 5% At or above proficiency/grade level for overall Math = 5% Snapshot 2: At or above proficiency/grade level for overall ELA = 8% At or above proficiency/grade level for overall Math = 8%	Snapshot 1: ELA = Decreased 4% Math = Decreased 4% Snapshot 2: ELA = Decreased 5% Math = No change, 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.24	Credit Acquisition Data	2023-24: Court School Q1: 15 students (grades 9-12) were enrolled for all of Q1. 47% earned 10 or more credits (this represents a 44% decrease over prior year). Q3: 18 students (grades 9-12) were enrolled for all of Q1. 89% earned 10 or more credits (this represents a 2.6% decrease over prior year).	2024-25: Court School Q1: 18 students (grades 9-12) were enrolled for all of Q1. 83% earned 10 or more credits (this represents a 36% increase over prior year). Q3: 21 students (grades 9-12) were enrolled for all of Q3. 67% earned 10 or more credits (this represents a 22% decrease over prior year).		2026-27: Increase by 9% (3% annually) the number of students (those enrolled for the entire quarter) earning 10 or more credits in the first and third quarters.	Q1 - 36% Increase Q3 - 22% Decrease

Goal Analysis [2024-25]

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

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

SUCCESSFUL IMPLEMENTATION

- 2.1 Staffing and Operations for Base Programs (Fully implemented): 100% of teachers and administrators are fully credentialed in the required subject areas for all pupils they are serving, including English learners and students with disabilities. Because SCOE court schools are identified as alternative education programs, teachers may hold a multiple subject credential or a single subject credential in the courses they teach. All teachers have the appropriate certification to serve English learners.

- 2.2 Differentiated Professional Development for Inclusive, Data-Informed, and Culturally Responsive Instruction (Fully Implemented): All planned professional development was successfully delivered, covering key areas such as social-emotional wellness, culturally responsive teaching strategies, effective use of diagnostics and assessment data, training on tools to measure student Lexile and math fluency growth, instructional coaching for best first instruction, interest-based learning, designated and integrated ELD strategies, and best practices to enhance critical thinking skills across all curricular areas.

- 2.3 Expand Access to Project-Based, Arts-Based, Work-Based, and Career Technical Education Pathways (Fully Implemented): Students experienced work-based learning projects that include writing cover letters and resumes and Bite of Reality Program (a hands-on simulation that appeals to teens while giving them a taste of real-world financial realities). In addition, life skills curriculum was delivered to complement the work of the WBL Coordinator. Personnel and materials for Career Technical Education, opportunities for career exploration, and education and work-based learning were offered. Transfr was purchased and used to provide virtual career exploration and experiences using VR headsets and specialized software. For the first time, court school also offered a career fair for students.

- 2.4 Provide Access to Expanded Academic Support Staff and Services (Fully Implemented): Staff is provided to individualize academic support for students. Through employing intensive intervention teachers and academic support staff, the students have access to tutoring, 1:1 and small group intervention during the school day, and extra adult support in the classrooms.

- 2.5 Provide Standards-Aligned Instructional Materials, ELD Support, and Technology (Fully Implemented): Students are currently using CCSS aligned curriculum. To meet the safety reqirements of court school, hard-copy materials are provided to support access and engagement through direct instruction. An English Language Development (ELD) teacher is employed to provide English Language Development instruction and support, including administration of the ELPAC. The ELD teacher not only provides additional specialized instruction for students, but also provides coaching and support to the teachers for best practices in delivering integrated and designated ELD instruction.

- 2.6 Supplemental Supports and Materials to Accelerate Student Progress Toward IEP and Graduation Goals (Fully Implemented): Supplemental curriculum and instructional materials aligned with CCSS have been implemented to support each student’s differentiated learning needs and progress towards their graduation goals. In the last year, court schools have increased their FTE of Resource Specialist Teachers to better meet the needs of students.

- 2.8 Relationship Building (Fully Implemented): Healthy relationships between adults and students are promoted and fostered by continuing ongoing professional development about culturally responsive teaching, trauma informed practices, and social emotional learning. The direct instruction model of teaching has supported teachers in getting to know student's interests and motivators better, leading to more targeted and engaging instructional practices and resources.

- 2.9 Academic Counseling (Fully Implemented): The academic counselor is allocated to serve students in cout school one day/week (0.2 FTE). This provides time to support transcript analysis, progress monitoring, credit recovery needs, and transition planning for the student's next school placement.

- 2.10 Increase Parent Outreach & Engagement (Fully Implemented): In partnership with the probation department, SCOE staff stays in contact with parent/caregivers to provide updates on student progress. In addition, parent/guardians particpate in ILP meetings virutally and participate in surveys and parent/caregiver meetings. are

CHALLENGES IN IMPLEMENTATION
There were no challenges in implementing the actions in 2024-25.

DIFFERENCES IN IMPLEMENTATION
2.7 Maintain Expanded Mental Health Counseling and Wellness Services for Students and Families: Historically, the probation department has provided mental health services. Beginning in the 2025-26 school year, SCOE will employ a Wellness & Transition Coach to provide support for students as the plan for and reenter their school community. This staff member will serve as a support person in court school and a liaison between the student/family and their next placement.

2.11 Implementation of Targeted Reading Intervention Through a Reading Specialist (0.6 FTE): The reading level of students in court school are are below grade level. While reading instruction is a key part of their day to day instruction, there is a need for more focused and specialized support. Beginning in 2025-26 a reading specialist will be employed.

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

The overall estimated expenditures exceeded last year's total planned expenditures by $249,945.59. While there were minor changes in the cost of contracted services with community partner organizations, the majority of the material differences were due to expanded and/or funding being shifted from the 2024-25 actions to the 2025-26 actions. These actions and funding allocations were spread out throughout the 2024-25 LCAP and were combined for court and community schools. The updated actions are now separated between community and schools to better monitor progress and spending in alignment with local, state, and federal program monitoring requirements. This overview of the material differences will be the same for Goal 1 and Goal 2 in the 2025-26 LCAP (Please note that the actions below are a reflection of the 2024-25 LCAP):

1.1 STAFFING FOR PROGRAMS: Increased by $919,454.27 because multiple ongoing positions were moved out of specialize and support staff/services and into the base program. Positions include, but are not limited to, the school nurse, teachers delivering required course and instruction, administrators, and special education teachers to meet our base needs.
1.4 SPECIALIST SERVICES: Decreased by $256,101 because the cost of the school psychologist and speech pathologist were shifted into Goal 3 of the 2025-26 LCAP.
1.6 SUPPORT STAFF AND SERVICES: Decreased by $209,497.50 because a community service case worker and truancy intervention case manager were not hired.

2.1 CAREER TECHNICAL EDUCATION AND WORK-BASED LEARNING PERSONNEL AND MATERIALS: Increased by $111,403.33 because

2.2 STUDENT ATTENDANCE AND BEHAVIOR INCENTIVES: Increased by $73,069.02 because the contract for Keeping Kids in School was expanded to $75,000.
2.4 SOCIAL EMOTIONAL COUNSELING SERVICES: Decreased by $96,252.34 because in the 2024-25 LCAP this portion was specific to EL students and in the 2025-26 LCAP all mental health and wellness services are included in actions 1.9 and 2.7.

3.1 COLLABORATION WITH COMMUNITY PARTNERS: Increased by $13,170 because the contract for Circuit Rider was expanded to support the work based learning.
3.6 FACILITIES: Decreased by $135,314.50 because there were minimal updates and repairs made in the 2024-25 school year.

8.1 GRADUATION RATE: Increased by $151,051.97 because the Academic Counselor was identified in action 8.1, 8.2, and 3.3 but the funding was allocated in action 8.2. The cost of the academic counselor has not changed, but is now reflected in 1.14 and 2.9.

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

ACTION 2.1 STAFFING & OPERATIONS FOR BASE PROGRAMS (EFFECTIVE)
This action demonstrated effectiveness based on the following metrics

- Metric 2.1 Properly credentialed teachers: 100% of staff are appropriately assigned and/or fully credentialed
- Metric 2.2 Student access to instructional materials: All students had access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution
- Metric 2.3 Access to/Enrollment in programs/services developed and provided to unduplicated: pupils and individuals with exceptional needs: 100% Access to/ Enrollment in programs/services developed and provided to unduplicated pupils and individuals with exceptional needs
- Metric 2.22 Access to/enrollment in a broad course of study: 100% of students have access to/enrollment in a broad course of study

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 2.21 Student response to the Youth Truth Survey statement, "I am getting a high quality education at this school". 20.9% of students agree or strongly agree. 73% of parents agree with the statement, and 70% of staff agree with the statement, marking a decrease from all groups

ACTION 2.2 DIFFERENTIATED PROFESSIONAL DEVELOPMENT FOR INCLUSIVE, DATA-INFORMED, AND CULTURALLY RESPONSIVE INSTRUCTION (EFFECTIVE)
This action demonstrated effectiveness based on the following metrics

- Metric 2.8 Statewide Assessments: No Data was available due to low enrollment (less than 11 students tested)
- Metric 2.9 Percentage of EL students who made progress toward English proficiency on the ELPAC: In order to protect student privacy, data was suppressed because fewer than 11 students were enrolled and tested
- Metric 2.10 English learner reclassification rate: Increased by 1 student, which is double the year before

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 2.24 Credit Acquisition Data: 21 students (grades 9-12) were enrolled for all of Q3. 67% earned 10 or more credits (this represents a 22% decrease over prior year)
- Metric 2.23 IXL Assessments: 5% of students decreased their proficiency in ELA & all students maintained their proficiency in math

ACTION 2.3 EXPAND ACCESS TO PROJECT-BASED, ARTS-BASED, WORK-BASED, AND CAREER TECHNICAL EDUCATION PATHWAYS (SOMEWHAT EFFECTIVE)
This action demonstrated some effectiveness based on the increase in access to college/career and hands-on activities including the job fair, the poetry units, robotics, and access to music instruction
Data demonstrating continued growth and/or need for prioritization of this action

- Metric 2.16 Attendance Rate: 2024-25: In the 24-25 school year, the attendance rate (through quarter 3) was 94.9%, marking a 2.1% decrease
- Metric 2.12 Percentage of pupils who completed CTE course requirements (as measured by semester long course completion with a passing grade in Aeries): 0% of pupils completed CTE course requirements
- Metric 2.13 Percentage of pupils who completed a-g and CTE course requirements: 0% of pupils completed A-G and CTE course requirements
- Metric 2.14 Percentage of pupils demonstrating college preparedness as measured by EAP (in years with 11 or more 11th grade students): 0% of pupils demonstrated college preparedness as measured by EAP

ACTION 2.4 PROVIDE ACCESS TO EXPANDED ACADEMIC SUPPORT STAFF AND SERVICE (SOMEWHAT EFFECTIVE)
This action demonstrated effectiveness based on the following metrics

- Metric 2.8 Statewide Assessments: No Data was available due to low enrollment (less than 11 students tested)
- Metric 2.9 Percentage of EL students who made progress toward English proficiency on the ELPAC: In order to protect student privacy, data was suppressed because fewer than 11 students were enrolled and tested
- Metric 2.10 English learner reclassification rate: Increased by 1 student, which is double the year before

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 2.11 Percentage of Pupils who Completed A-G Requirements: 0% of pupils completed A-G course requirements
- Metric 2.24 Credit Acquisition Data: 21 students (grades 9-12) were enrolled for all of Q3. 67% earned 10 or more credits (this represents a 22% decrease over prior year)
- Metric 2.23 IXL Assessments: 5% of students decreased their proficiency in ELA & all students maintained their proficiency in math

ACTION 2.5 PROVIDE STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS, ELD SUPPORT, AND TECHNOLOGY (EFFECTIVE)
This action demonstrated effectiveness based on the following metrics:

- Metric 2.2 Student access to instructional materials: All students had access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution
- Metric 2.4 Implementation of academic content standards: 100% Implementation of academic content standards
- Metric 2.5 EL access to CA standards including ELD standards: 100% of EL students have access to the CA Standards including ELD Standards
- Metric 2.9 Percentage of EL students who made progress toward English proficiency on the ELPAC: In order to protect student privacy, data was suppressed because fewer than 11 students were enrolled and tested
- Metric 2.10 English learner reclassification rate: Increased by 1 student, which is double the year before
- Metric 2.11 Percentage of Pupils who Completed A-G Requirements: 0% of pupils completed A-G course requirements
- Metric 2.22 Access to/enrollment in a broad course of study: 100% of students have access to/enrollment in a broad course of study

ACTION 2.6 SUPPLEMENTAL SUPPORTS AND MATERIALS TO ACCELERATE STUDENT PROGRESS TOWARD IEP AND GRADUATION GOALS (SOMEWHAT EFFECTIVE)
Data demonstrating continued growth and/or need for prioritization of this action

- Metric 2.8 Statewide Assessments: No Data was available due to low enrollment (less than 11 students tested)
- Metric 2.23 IXL Assessments: 5% of students decreased their proficiency in ELA & all students maintained their proficiency in math
- Metric 2.24 Credit Acquisition Data: 21 students (grades 9-12) were enrolled for all of Q3. 67% earned 10 or more credits (this represents a 22% decrease over prior year)

ACTION 2.7 MAINTAIN EXPANDED MENTAL HEALTH COUNSELING & WELLNESS SERVICES FOR STUDENTS AND FAMILIES (UPDATED ACTION TO INCLUDE NEW STAFF POSITION)
Data demonstrating continued growth and/or need for prioritization of this action

- Metric 2.15 Chronic Absenteeism: 0% as reported on the 2024 CA Dashboard which is the same as the prior year.
- Metric 2.16 Attendance Rate: In the 24-25 school year, the attendance rate (through quarter 3) was 94.9%, marking a decrease 2.1%. This is primarily due to suspensions from class because of behavior challenges in and out of class time.
- Metric 2.20 Pupil Suspension Rate: 9.3% as reported on the 2024 DASS (Dashboard Alternative School Status), marking 9.3% increase from the prior year

ACTION 2.8 RELATIONSHIP BUILDING (SOMEWHAT EFFECTIVE)
This action demonstrated strong effectiveness based on the following metrics

- Metric 2.7 Response to Youth Truth Family Survey Question "I feel engaged with my school": 85% of respondents reported positively to the Youth Truth Family Survey Question: "I feel engaged with my school" which is far above average for Sonoma County Schools

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 2.6 Efforts to seek parent input in decision-making: In January of 2025, 66% (N=44) of Community School and court parents participated in the annual YouthTruth survey which was a 20% decrease from the prior year

ACTION 2.9 ACADEMIC COUNSELING (EFFECTIVE)
This action demonstrated strong effectiveness based on the following metrics

- Metric 2.18 Middle School Dropout Rate: Maintained 0% dropout rate
- Metric 2.19 High School Dropout Rate: Maintained 0% dropout rate

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 2.17 High School Graduation Rate: Decreased 3.8% from 2022/23 to 2023/24

ACTION 2.10 INCREASE PARENT OUTREACH & ENGAGEMENT Increase (SOMEWHAT EFFECTIVE)
This action demonstrated strong effectiveness based on the following metrics

- Metric 2.7 Response to Youth Truth Family Survey Question: "I feel engaged with my school": 85% of respondents reported positively to the Youth Truth Family Survey Question: "I feel engaged with my school" which is far above average for Sonoma County Schools

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 2.6 Efforts to seek parent input in decision-making: In January of 2025, 66% (N=44) of Community School and court parents participated in the annual YouthTruth survey which was a 20% decrease from the prior year
- Metric 2.21 Student response to the Youth Truth Survey statement, "I am getting a high quality education at this school": 73% of parents agree with the statement, marking a decrease of 5%

ACTION 2.11 IMPLEMENTATION OF TARGETED READING INTERVENTION THROUGH A READING SPECIALIST (0.6 FTE) (NEW ACTION)

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

Planned Goal: Historically, court school has been included in the LCAP with community schools making it difficult to monitor programatic outcomes, funding allocation, and required services for incarcerated students. As such, all actions and metrics that were included or specially identified for students in Court School, were moved into Goal 2: The Sonoma County Office of Education will ensure that incarcerated youth receive rigorous, meaningful education that supports their academic progress toward graduation, while offering intensive, individualized support to address their unique learning and emotional needs.

Metrics: The verbiage used for the metrics was updated to match required metric language. Pupil Expulsion Rate is not applicable to Court Schools as we don't expel students, therefore, this "required metric" does not appear in the Sonoma COE LCAP. Percentage of pupils who passed the AP exam with a score of 3 or higher is not applicable to Court Schools as AP courses are not offered, therefore, this "required metric" does not appear in the Sonoma COE LCAP.

Target Outcomes: The data format for the targeted outcomes were updated to match the baseline and annual update metrics. In addition, the targeted outcomes were updated to reflect gradual increases over a multi year timeframe that takes into account historical trends and and enrollment patterns.

Actions: Similar to the change made to the planned goal, all actions from the previous goals that aligned to the programs and funding for court school were shifted into Goal 2. Because SCOE partners the probation department to provide services and facilities, there were several actions that didn't align including:

- Facilities (Maintained by probation department)
- Provide Access to Specialized Services (Provided by probation department)
- Implement a School Wide Student Attendance and Behavior Incentive Program (Not allowed in court school)
- Contracted Restorative Justice Services and Expansion into Classroom Practice (Provided by probation department)
- Collaboration with Community Partners (Maintained in partnership with probation department)
- Maintain the Teen Parent Program (Not applicable)
- 922 Plan (Not applicable)
- Collaboration and Coordination of Services for Expelled Students (Not applicable)

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staffing and Operations for Base Programs	The LEA will continue to provide teachers and administrators that are fully credentialed in the subject areas and for all pupils they are serving, including English learners, socioeconomically disadvantaged, and students with disabilities. This staffing represents the base program for SCOE Community Schools. Additionally, the LEA will maintain operating cost for SCOE court school.	$825,019.14	No
2.2	Differentiated Professional Development for Inclusive, Data-Informed, and Culturally Responsive Instruction	In response to feedback from staff and educational partners, the LEA will implement a differentiated professional learning plan for all certificated and support staff. This plan will include training, coaching, and collaboration opportunities in the following areas: • Strategies to engage students and families in addressing social-emotional wellness • Culturally responsive teaching and learning practices • Classroom use of diagnostic tools to inform instruction • Effective use of Lexile and math fluency growth monitoring tools • Instructional coaching focused on best first instruction • Coaching to support implementation of "learning through interests" models • Evidence-based strategies to support literacy development • Designated and Integrated English Language Development (ELD) practices • Best practices to develop critical thinking across content areas • Content-specific pedagogy and strategies to meet diverse learner needs Professional learning will be tiered based on staff roles and experience and delivered through workshops, PLCs, coaching cycles, and instructional rounds. This action is designed to build instructional capacity and ensure all students, particularly unduplicated pupils, benefit from high-quality, inclusive teaching.	$8,958.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Expand Access to Project-Based, Arts-Based, Hands On, and Career Technical Education Pathways	Providing hands on experiences and learning in court school poses unique challenges including access to the materials, resources, and technology found in a tradition school environment. The LEA is committed to investing in innovative strategies for students to engage in multiple models for demonstrating academic understanding through Project-Based, Arts-Based, and Hands On Learning. To support this, the LEA will fund personnel, professional development, and instructional materials that strengthen implementation across grade levels and subject areas including: • Inclusion of Arts Curriculum (visual arts, poetry, etc.) • Implementation of an annual career fair • Increased access to technology specific for students in juvenile hall with preloaded career exploration content • Life skills curriculum aligned with the work of the Work-Based Learning Coordinator to prepare students for employment, financial literacy, and postsecondary planning These strategies are designed to make learning relevant and rigorous, especially for unduplicated pupils, and to increase long-term student engagement, self-efficacy, and career readiness.	$91,362.49	Yes
2.4	Provide Access to Expanded Academic Support Staff and Services	The LEA will provide access to expanded academic support and services through intensive intervention and academic support staff. (COST REFLECTED IN EQUITY MULTIPLIER GOAL 4, ACTION 1)	$0.00	No
2.5	Provide Standards-Aligned Instructional Materials, ELD Support, and Technology	The LEA will continue selecting and purchasing standards-aligned instructional materials. Due to the limitations of the court schoon environment, hard-copy materials will be necessary in most courses to support access, engagement, and alignment with updated content standards across subjects.	$27,440.37	No

Action #	Title	Description	Total Funds	Contributing
		In addition, the LEA will prioritize materials and support specific to the needs of English learner students including: • Purchase English Language Development (ELD) instructional and support materials that are aligned to California ELD standards. • Employ a credentialed ELD teacher to deliver both designated and integrated ELD instruction and support English learners, including the administration of the English Language Proficiency Assessments for California (ELPAC) and progress monitoring.		
2.6	Supplemental Supports and Materials to Accelerate Student Progress Toward IEP and Graduation Goals	The LEA will provide targeted services, supports, and supplemental materials to improve outcomes for students with disabilities (SWD), particularly those identified as socioeconomically disadvantaged (SED) and/or with hearing impairments (HI), who are not making progress in ELA and Math at rates comparable to their peers. These supports will include: • Supplementing the district's adopted curriculum with Common Core State Standards (CCSS)-aligned instructional materials specifically identified to support individualized education program (IEP) goals and differentiated learning needs. • Procuring and implementing ELD standards-aligned materials, as needed, to support SWD who are also English learners in meeting both ELD and IEP goals. • Providing intervention resources that target foundational literacy and numeracy gaps while remaining aligned to grade-level expectations. • Offering professional learning and planning time for special education teachers and support staff to collaborate with general education teachers on accommodations, modifications, and effective instructional strategies. • Resource Specialist teacher • School Psychologist • Speech-Language Pathologist services (0.4 FTE)	$252,100.14	No

Action #	Title	Description	Total Funds	Contributing
2.7	Maintain Expanded Mental Health Counseling and Wellness Services for Students and Families	The LEA will work in partnership with the probation department to maintain and enhance its expanded social-emotional counseling services to support student well-being, engagement, and academic success. Historically, probation has provided all counseling services for students in court school. The LEA will expand these offerings by contributing additional FTE to the facility. This action includes: • Sustaining increased staffing of mental health counseling specialists to provide timely, in class support for students' emotional and behavioral needs. • Delivering direct counseling services to students and families, including individual and group sessions, crisis response, and referrals to external providers. • Implementing and expanding wellness activities and programming across school sites, with a targeted focus on mindfulness, trauma-informed practices, and peer connection events. • Partnering with school staff and educational partners to integrate wellness into the school climate through regular programming and prevention-focused mental health education.	$0.00	No
2.8	Relationship Building	The LEA will promote and establish healthy relationships between adults and students and seek opportunities for student voice related to student agency, decision making and , co-creating and maintaining academic and behavioral agreements.	$0.00	No
2.9	Academic Counseling	The LEA will provide increased academic counseling focused on a case management, intensive support for credit-deficient students, and transition planning services in Court School, to include post-release support.	$30,210.39	Yes
2.10	Increase Parent Outreach & Engagement *****IS THIS APPROPRIATE FOR	Continue to foster family engagement through the following strategies: • Increase bilingual outreach to include truancy intervention, student behavior and academic progress • Promote and encourage participation in school engagement events	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	COURT SCHOOL*******	• Increase Parent Virtual Attendance at Individual Learning Plan (ILP) Conferences • Increase opportunities for parent/caregivers to provide input/feedback about LEA programming through surveys, virtual and in person meetings • Increase access to translated communication and materials		
2.11	Implementation of Targeted Reading Intervention Through a Reading Specialist (0.6 FTE)	Sonoma County Office of Education will employ a credentialed Reading Specialist to provide targeted reading intervention and literacy instruction for students in court school who are reading below grade level. The Reading Specialist will design and implement evidence-based small group and individualized instruction focused on phonemic awareness, decoding, fluency, vocabulary, and comprehension skills. Services will prioritize unduplicated students (English learners, foster youth, and low-income students) while being available school wide to support overall literacy goals. In addition, the Reading Specialist will lead professional development for classroom teachers and offer family literacy workshops to build capacity for supporting reading at home.	$73,752.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SCOE Special Education Program (Title 1) By October 2025, the Sonoma County Office of Education Special Education Program will integrate targeted, specialized reading instruction to students with disabilities in order to increase academic achievement in English Language Arts (ELA) and measured in May 2026.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was created to address significant and persistent disparities in English Language Arts (ELA) achievement among students with disabilities served by the Sonoma County Office of Education Special Education Program. Multiple data sources, including the California School Dashboard and local assessments, demonstrate that these students consistently perform below grade level in reading and require specialized, intensive support to make adequate academic progress.

Educational partners—such as special education teachers, families, and instructional leaders—have emphasized the urgent need for targeted literacy interventions that are aligned with research-based practices and responsive to individual student learning profiles. This feedback has informed the development of a systemic approach to improve literacy outcomes across the program.

This goal also aligns with allowable uses of Title I, Part A funds, which support efforts to improve academic achievement for the highest-need students. Specifically, Title I funds may be used to provide supplemental academic instruction, including specialized reading programs and targeted interventions for students who are most at risk of failing to meet state academic standards. By directing Title I resources to support evidence-based reading instruction for students with disabilities, this goal promotes educational equity and reinforces the district's commitment to closing the achievement gap in ELA.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Properly credentialed teachers	2022-23 SARC: Appropriately Assigned: 65.14 % Fully Credentialed: 62.11 % Without Full Credential: 23.17 % Vacant Positions: 0 Teachers of English Learners Misassignments: 15.3 %	2024-25: Appropriately Assigned: 90 % Fully Credentialed: 98 % Without Full Credential: 2 % Vacant Positions: 0 Teachers of English Learners Misassignments: 0 %		2026-27 Appropriately Assigned: 95 % Fully Credentialed: 100 % Without Full Credential: 0 % Vacant Positions: 0 Teachers of English Learners Misassignments: 0 %	Difference between 2022/23 and 2024/25: Appropriately Assigned: + 24,86 % Fully Credentialed: +35.89 % Without Full Credential: +74.83% Vacant Positions: 0 Teachers of English Learners Misassignments: +74.7%
3.2	Student access to instructional materials	2023-24: All students had access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution.	2024-25: All students had access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials Resolution.		2026-27 All students will have continued access to their own copies of standards aligned instructional materials for use at school and at home, as reported in the Sufficiency of Instructional Materials	Difference between 2023/24 and 2024/25: No difference, on track
3.3	Efforts to seek parent input in decision-making	2023-24 Participation in IEP Meeting percentage - 92 %	2024-25 Participation in IEP Meeting percentage - 96 %		2026-27 Participation in IEP Meeting percentage- 100%	Difference between 2023/24 and 2024/25: + 4 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Statewide Assessments	2022-23 Special Education: In the 2022-2023 school year, 4.55 % met or exceeded the standard for ELA. N=44 4.76% met or exceeded the standards for Math. N=42	2023-24 Special Education: In the 2023-2024 school year, 4 % met or exceeded the standard for ELA. N=31 1 % met or exceeded the standard for Math. N = 31		2025- 26 There will be a 30% over baseline (10% annually) increase of long-term students tested meeting or exceeding standards in English Language Arts and Math, as measured by the SBAC.	Difference between 2022/23 and 2023/24: ELA = - .55 %; Math - 3.76 %. The student population has decreased overall in the special education program by 32 % from 2022/23 to 2023/24.
3.5	Other pupil outcomes available in the subject areas English Language Arts Read 180 Student Information SRA Reading Mastery	2024-25 N/A- This will be a new program assessment in the 2025-2026 school year; therefore, no baseline data is available at this time.	2024-25 N/A- This will be a new program assessment in the 2025-2026 school year; therefore, no baseline data is available at this time.		2026-27 Students participating in the targeted reading intervention program will increase by 1 year grade level ability for each year participating in the program.	Difference between 2023/24 and 2024/25: N/A
3.6	Teacher participation in professional development	2023-24: Teachers participated in Picture Exchange Communication System training (PECS), and the Student Annual Needs Determination Inventory training (SANDI) to support student access to	2024-25: Teachers participated in Picture Exchange Communication System training (PECS), and the Student Annual Needs Determination		2026-27 100% of teachers will participate in professional development related to: Read 180 SRA Reading Mastery PECS	Difference between 2023/24 and 2024/25: 100% of teachers increased their training by the addition of one area (sensory regulation).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		language and reading skills development.	Inventory training (SANDI) to support student access to language and reading skills development. Teachers participated in sensory regulation training to support students access to language instruction.		SANDI Sensory Regulation	

Goal Analysis [2024-25]

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

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

Goal 3 and all actions within Goal 3 will be new for the 2025-2026 school year. There were no previous actions in the 2024-2025 LCAP that were specific to the SCOE Special Education Program; therefore, there is no analysis on implementation.

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

Goal 3 and all actions within Goal 3 will be new for the 2025-2026 school year. There were no previous actions in the 2024-2025 LCAP that were specific to the SCOE Special Education Program; therefore, there is no analysis on material differences.

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

Goal 3 and all actions within Goal 3 will be new for the 2025-2026 school year. There were no previous actions in the 2024-2025 LCAP that were specific to the SCOE Special Education Program; therefore, there is no analysis on effectiveness or ineffectiveness.

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

Goal 3 and all actions within Goal 3 will be new for the 2025-2026 school year. There were no previous actions in the 2024-2025 LCAP that were specific to the SCOE Special Education Program; therefore, the new Goal 3 will focus solely on the Title 1 funds that the SCOE Special Education Program will be utilizing. In developing the new goal, we have identified metrics 3.1 through 3.6 to measure progress towards the goal. Since these were all new metrics (3.1- 3.6) designed for this goal, we used prior data to determine baseline data where applicable as well as a desired outcome.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Implementation of Targeted Reading Intervention Through a Reading Specialist (0.4 FTE)	Sonoma County Office of Education will employ a credentialed Reading Specialist to provide targeted reading intervention and literacy instruction for students in grades 1–8 who are reading below grade level. The Reading Specialist will design and implement evidence-based small group and individualized instruction focused on phonemic awareness, decoding, fluency, vocabulary, and comprehension skills. Services will prioritize unduplicated students (English learners, foster youth, and low-income students) while being available schoolwide to support overall literacy goals. In addition, the Reading Specialist will lead professional development for classroom teachers and offer family literacy workshops to build capacity for supporting reading at home.	$83,614.50	No
3.2	Technology Access Expansion – Student and Teacher Devices	SCOE Special Education Program will purchase and provide updated laptops to all classroom teachers and to students in grades 3–8, with a checkout option for students in grades 1–2. Devices will be distributed equitably to ensure all students, especially those who are low-income, foster youth, or English learners, have consistent access to instructional technology both at school and at home. This action will also support teachers in lesson planning, digital curriculum access, and communication with families. Device deployment will be accompanied by digital literacy training and technical support for families and staff. Laptops for teachers (2) and students (15)	$15,419.88	No

Action #	Title	Description	Total Funds	Contributing
3.3	Literacy-Focused Professional Development with Read 180 Training and SRA Reading Mastery	SCOE Special Education Program will will provide ongoing, evidence-based professional development for teachers focused on foundational and academic literacy, with a specific emphasis on effective implementation of the Read 180 intervention program and the SRA Reading Mastery Program. This training will support teachers in differentiating instruction, integrating small-group strategies, and using program diagnostics to inform instruction. Professional learning will include coaching, collaboration time, and follow-up support to ensure program fidelity and improve student reading outcomes, especially for unduplicated pupils in grades 1–8 identified as reading below grade level. PD for Read 180 for 3 teachers, PD for Reading Mastery for 3 teachers	$5,487.50	No
3.4	Purchase and Implementation of Read 180 Supplemental Instructional Materials	SCOE Special Education Program will purchase Read 180 Universal and Read 180 Next Generation supplemental instructional materials to support literacy intervention for students in grades 4–8 who are reading below grade level. Materials include student workbooks, digital licenses, assessments, interactive software, and adaptive curriculum modules. These resources will supplement core instruction and provide targeted support for unduplicated pupils identified as needing intensive reading intervention. Materials will be used in dedicated intervention blocks, as well as integrated into English Language Development (ELD) and special education support settings. Read 180 subscriptions for 2 classes	$27,437.50	No
3.5	General Education Co-Teacher in Inclusive Special Education Classroom	SCOE Special Education Program will implement a co-teaching model in selected elementary classrooms by assigning a general education teacher to co-teach alongside a special education teacher. This action is designed to support inclusive education by providing all students—particularly those with Individualized Education Programs (IEPs) and unduplicated	$153,658.85	No

Action #	Title	Description	Total Funds	Contributing
		students—greater access to grade-level content, differentiated instruction, and individualized supports. Co-teachers will collaboratively plan, deliver, and assess instruction while ensuring behavioral and academic accommodations are effectively implemented.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier- Community Schools and Court School By September 2025, the Sonoma County Office of Education will leverage Equity Multiplier funding to expand support for socioeconomically disadvantaged students by minimizing educational interruptions, increasing credit acquisition, and enhancing intensive academic support services to help students accelerate their academic progress and have a smooth reentry process from SCOE Court and Community schools to their next placement. This goal has been developed to address the College and Career Indicator and Graduation Rate Indicator on the California Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to address opportunity gaps and chronic barriers to academic success experienced by socioeconomically disadvantaged students in Sonoma County, particularly those attending schools identified for Equity Multiplier funding. California School Dashboard data and local indicators highlight elevated rates of chronic absenteeism, disrupted credit accumulation, and limited postsecondary planning support for these students.

Through ongoing consultation with educational partners—including families, school staff, community organizations, and students—consistent themes emerged: the need for strengthened counseling services, targeted credit recovery opportunities, and direct supports to reduce the frequency and impact of educational interruptions such as school mobility, homelessness, or caregiving responsibilities.

Equity Multiplier funding provides an essential opportunity to implement these supports systematically. The goal aligns with LCFF priorities including Priority 5 (Student Engagement), Priority 6 (School Climate), and Priority 4 (Student Achievement). The targeted use of Equity Multiplier resources ensures that interventions are principally directed toward historically underserved student groups, and is consistent with the intent of the funding—to eliminate barriers and create sustainable pathways to high school graduation and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	High School Graduation Rate	2022-23 COMMUNITY SCHOOLS Combined Four and Five-Year Graduation Rate Report - Graduation Rate = 46.7% COURT SCHOOL Combined Four and Five- Year Graduation Rate Report - Graduation Rate = 53.8%	2023-24 COMMUNITY SCHOOLS Combined Four and Five-Year Graduation Rate Report - Graduation Rate = 22.7% COURT SCHOOL Combined Four and Five- Year Graduation Rate Report - Graduation Rate = 50%		2025-26: Combined Four and Five-Year Graduation Rate Report - Graduation Rate = Above 60%	COMMUNITY SCHOOLS Decreased 24% COURT SCHOOL Decrease 3.8%
4.2	Credit Acquisition Data	2023-24: COMMUNITY SCHOOLS Q1: 50 students (grades 9-12) were enrolled for all of Q1, 30% earned 10 or more credits Q3: 50 students (grades 9-12) were enrolled for all of Q3. 24.4% earned 10 or more credits COURT SCHOOL Q1:15 students (grades 9-12) were enrolled for all of Q1. 47% earned 10 or more credits (this represents a 44%	2024-25: COMMUNITY SCHOOLS Q1: 35 students (grades 9-12) were enrolled for all of Q1, 23% earned 10 or more credits Q3: 32 students (grades 9-12) were enrolled for all of Q3. 34% earned 10 or more credits COURT SCHOOL Q1: 18 students (grades 9-12) were enrolled for all of		2026-27: Increase by 9% (3% annually) the number of students (those enrolled for the entire quarter) earning 10 or more credits in the first and third quarters	COMMUNITY SCHOOLS • Q1: 7% decrease • Q3: 9.6% increase COURT SCHOOL • Q1: 36% Increase • Q3: 22% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		decrease over prior year). Q3: 18 students (grades 9-12) were enrolled for all of Q1. 89% earned 10 or more credits (this represents a 2.6% decrease over prior year).	Q1. 83% earned 10 or more credits (this represents a 36% increase over prior year). Q3: 21 students (grades 9-12) were enrolled for all of Q3. 67% earned 10 or more credits (this represents a 22% decrease over prior year).			
4.3	District Readmittance Rate	2023-24 COMMUNITY SCHOOLS At the end of the Fall semester, 30 students were eligible for review for district readmission. Of the 30, 5 self-reported no longer having the desire to return to district; 14 students met criteria and were readmitted. This represents a 63% readmit rate. COURT SCHOOL - NA	2024-25 COMMUNITY SCHOOLS At the end of the Fall semester, 14 students were eligible for review for district readmission. Of the 14, 1 self-reported no longer having the desire to return to district; 12 students met criteria and were readmitted. This represents a 93% readmit rate.		2026-27: At the end of the Fall semester, 100% of student eligible for review for district readmission will meet the criteria.	COMMUNITY SCHOOLS Readmission rate increased 30% COURT SCHOOL - NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			COURT SCHOOL - NA			

Goal Analysis [2024-25]

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

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

SUCCESSFUL IMPLEMENTATION

- 4.1 Provide Additional Staffing to Increase Intensive Academic Support (Fully implemented): Staff is provided to individualize academic support for students. Through employing intensive intervention teachers and academic support staff, the students have access to

CHALLENGES IN IMPLEMENTATION

There were no challenges in implementing the actions in 2024-25.

DIFFERENCES IN IMPLEMENTATION

- 4.2 Provide Additional Staffing to Increase Wellness Coaching for Students in Transition (Fully Implemented): To support smooth transition as students are reentering school in their next placement, a Wellness Coach will be hired to serve as a liaison between SCOE staff, students/families, and staff at the next placement. This is a new action item in response to input gathered about transitions and minimizing educational interruptions.

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

There we no material differences between the budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

4.1 PROVIDED ADDITIONAL STAFFING TO INCREASE INTENSIVE ACADEMIC SUPPORT (EFFECTIVE)

This action demonstrated strong effectiveness based on the following metrics

- Metric 4.2 Credit Acquisition Data: Court school experienced a 36% Increase in quarter 1, and the community schools experienced a 9.6% increase in quarter 3.
- Metric 4.3 District Readmittance Rate: At the end of the Fall semester, 14 students were eligible for review for district readmission, 12 of which met criteria and were readmitted. This represents a 93% readmit rate and an increased rate of 30% from the prior year.

Data demonstrating continued growth and/or need for prioritization of this action

- Metric 4.1 High School Graduation Rate
- Metric 4.2 Credit Acquisition Data: Court school experienced a 22% decrease in quarter 3, and the community schools experienced a 7% decrease in quarter 1.

4.2 PROVIDE ADDITIONAL STAFFING TI INCREASE WELLNESS COACHING FOR STUDENTS IN TRANSITION (NEW ACTION)

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

Planned Goal: The goal was reworded to include the addition of a wellness coach to support transitions in and out of SCOE programs, but maintains the same intention and purpose of increasing academic outcomes, graduation rates, and credit acquisition.

Metrics: The verbiage used for the metrics was updated to match required metric language and be consistent with other goal areas.

Target Outcomes: The data format for the targeted outcomes were updated to match the baseline and annual update metrics. In addition, the targeted outcomes were updated to reflect gradual increases over a multi year timeframe that takes into account historical trends and and enrollment patterns.

Actions: One action was added to include the addition of a wellness coach to support transitions in and out of SCOE programs:

- 4.2 Provide Additional Staffing to Increase Wellness Coaching for Students in Transition (Fully Implemented): To support smooth transition as students are reentering school in their next placement, a Wellness Coach will be hired to serve as a liaison between SCOE staff, students/families, and staff at the next placement. This is a new action item in response to input gathered about transitions and minimizing educational interruptions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide Additional Staffing to Increase Intensive Academic Support	The LEA will continue to employ an academic support providers to work 1:1, in small groups, and as a push in to whole class instruction for students in need of intensive intervention in the area of English language arts, English language development, and Math.	$162,663.79	No

Action #	Title	Description	Total Funds	Contributing
4.2	Provide Additional Staffing to Increase Wellness Coaching for Students in Transition	The LEA will employ a wellness coach to work 1:1 with students in transition between schools and/or programs. This staff member will support students and families in understanding their rehabilitation plans, high school graduation requirement needs, and rights as they pertain to the services and supports available in the schools and community at large. The Wellness Coach will serve as a liaison between the students initial SCOE placement and their next school placement. For students in community schools (Amarosa or Headwaters) this is typically returning to a school in their home district after successfully completing there rehabilitation plan. For students in Juvenile Hall, this is typically either returning to their home school or entering one of SCOE's community schools.	$134,043.21	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Learning Recovery Emergency Block Grant Funds By August 2025, the Sonoma County Office of Education Court and Community Schools will utilize Learning Recovery Emergency Block funding to enhance access to targeted academic interventions, aimed at increasing achievement in core academic areas and addressing learning gaps caused by disruptions in education.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was created to respond to the urgent academic needs of students enrolled in the Sonoma County Office of Education Court and Community Schools, who have experienced significant educational disruption due to justice involvement, school mobility, or other destabilizing life circumstances. Local performance data and educational partner input consistently show that these students enter with substantial learning gaps, particularly in core academic subjects such as English Language Arts and Mathematics.

The goal is specifically aligned with allowable uses of Learning Recovery Emergency Block Grant (LREBG) funding, which permits investments in evidence-based strategies to accelerate academic progress and support learning recovery. Through LREBG, the Court and Community Schools can enhance access to targeted interventions—such as small-group instruction, tutoring, and diagnostic assessments—designed to identify and address students' individual academic needs.

Educational partners, including teachers, counselors, and community agencies, have highlighted the need for focused, intensive supports to rebuild foundational academic skills and re-engage students in meaningful learning. This goal supports LCFF Priority 4 (Student Achievement) and Priority 5 (Student Engagement), and ensures that LREBG funds are used to promote equitable academic recovery and improve long-term educational outcomes for one of the most underserved student populations in the county.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Statewide Assessments	2022-23 COMMUNITY SCHOOLS English Language Arts: • Met or Exceeded: 6.9% • Nearly Met: 24.14% • Not Met: 68.97% Math: • Met or Exceeded: 0% • Nearly Met: 0% • Not Met: 100% COURT SCHOOL English Language Arts: • Met or Exceeded: 0% • Nearly Met: 21.05% • Not Met: 78.95% Math: • Met or Exceeded: 0% • Nearly Met: 0% • Not Met: 100%	2023-24: COMMUNITY SCHOOLS English Language Arts: • Met or Exceeded: 0% • Nearly Met: 21.43% • Not Met: 78.57% Math: • Met or Exceeded: 0% • Nearly Met: 7.14% • Not Met: 92.86% COURT SCHOOL ***Less that 11 Students Tested - No Data Available*** English Language Arts: • Met or Exceeded: NA • Nearly Met: NA • Not Met: NA		2025-26 Based on 2025-2026 Dataquest, 5% of 11th grade students will meet or exceeded the standard for ELA. Based on 2025-2026 Dataquest, 5% of 11th grade students will meet or exceeded the standard for Math	COMMUNITY SCHOOLS 5.56% decreased in ELA and Math stayed the same. COURT SCHOOL No change as data is unavailable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math: • Met or Exceeded : NA • Nearly Met: NA • Not Met: NA			
5.2	IXL Assessments	2023-24 COMMUNITY SCHOOLS Snapshot 1 (August 22 to November 10) • N=18 ELA: At or above proficiency/grade level for overall ELA = 0 (0%) • N=19 Math: At or above proficiency/grade level for overall Math = 0 (0%) Snapshot 2 (November 13 to February 23) • N=22 ELA: At or above proficiency/grade level for overall ELA = 0 (0%)	2024-25 COMMUNITY SCHOOLS Snapshot 1 (August 19 to September 27) • N=31 ELA: At or above proficiency/grade level for overall ELA = 1 (3%) • N=31 Math: At or above proficiency/grade level for overall Math = 0 (0%) Snapshot 2		Snapshot 1: At or above proficiency/grade level for overall ELA = 5% At or above proficiency/grade level for overall Math = 5% Snapshot 2: At or above proficiency/grade level for overall ELA = 8% At or above proficiency/grade level for overall Math = 8%	COMMUNITY SCHOOLS Snapshot 1: ELA = Increased 3% Math = Maintained 0% Snapshot 2: ELA = Maintained 0% Math = Maintained 0% COURT SCHOOL Snapshot 1: ELA = Decreased 4% Math = Decreased 4% Snapshot 2: ELA = Decreased 5% Math = No change, 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• N=24 Math: At or above proficiency/grade level for overall Math = 0 (0%) COURT SCHOOL Snapshot 1: August 22 to November 10 N=24 ELA 23 Math At or above proficiency/grade level for overall ELA = 1 (4%) At or above proficiency/grade level for overall Math = 1 (4%) Snapshot 2: November 13 to February 23 N=20 Math 20 ELA At or above proficiency/grade level for overall ELA = 1 (5%) At or above proficiency/grade level for overall Math = 0 (0%)	(January 13 to February 14) • N=30 ELA: At or above proficiency/grade level for overall ELA = 0 (0%) • N=29 Math: At or above proficiency/grade level for overall Math = 0 (0%) COURT SCHOOL Snapshot 1: August 19 to September 27 N=26 ELA At or above proficiency/grade level for overall ELA = 0 (0%) N=22 Math At or above proficiency/grade level for overall Math = 0 (0%) Snapshot 2:			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			January 13 to February 14 N= 12 ELA At or above proficiency/grade level for overall ELA = 0 (0%) N=14 Math At or above proficiency/grade level for overall Math = 0 (0%)			
5.3	Graduation Rate	2022-23 COMMUNITY SCHOOLS Combined Four and Five-Year Graduation Rate Report - Graduation Rate = 46.7% COURT SCHOOL Combined Four and Five- Year Graduation Rate Report - Graduation Rate = 53.8%	2023-24 COMMUNITY SCHOOLS Combined Four and Five-Year Graduation Rate Report - Graduation Rate = 22.7% COURT SCHOOL Combined Four and Five- Year Graduation Rate Report - Graduation Rate = 50%		2025-26: Combined Four and Five-Year Graduation Rate Report - Graduation Rate = Above 60%	COMMUNITY SCHOOLS Decreased 24% COURT SCHOOL Decrease 3.8%
5.4	Credit Acquisition Data	2023-24: COMMUNITY SCHOOLS	2024-25: COMMUNITY SCHOOLS		2026-27: Increase by 9% (3% annually) the number of	COMMUNITY SCHOOLS • Q1: 7% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Q1: 50 students (grades 9-12) were enrolled for all of Q1, 30% earned 10 or more credits Q3: 50 students (grades 9-12) were enrolled for all of Q3. 24.4% earned 10 or more credits COURT SCHOOL Q1:15 students (grades 9-12) were enrolled for all of Q1. 47% earned 10 or more credits (this represents a 44% decrease over prior year). Q3: 18 students (grades 9-12) were enrolled for all of Q1. 89% earned 10 or more credits (this represents a 2.6% decrease over prior year).	Q1: 35 students (grades 9-12) were enrolled for all of Q1, 23% earned 10 or more credits Q3: 32 students (grades 9-12) were enrolled for all of Q3. 34% earned 10 or more credits COURT SCHOOL Q1: 18 students (grades 9-12) were enrolled for all of Q1. 83% earned 10 or more credits (this represents a 36% increase over prior year). Q3: 21 students (grades 9-12) were enrolled for all of Q3. 67% earned 10 or more credits (this represents a 22% decrease over prior year).		students (those enrolled for the entire quarter) earning 10 or more credits in the first and third quarters	• Q3: 9.6% increase COURT SCHOOL • Q1: 36% Increase • Q3: 22% Decrease

Goal Analysis [2024-25]

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

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

The Learning Recovery Emergency Block Grant Goal 5 is new for the 2025-2026 school year. There were no previous actions tied to this goal; therefore, there is no analysis at this time. Analysis for implementation will take place in the 2026-2027 LCAP.

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

The Learning Recovery Emergency Block Grant Goal 5 is new for the 2025-2026 school year. There were no previous actions tied to this goal; therefore, there is no analysis at this time. Analysis for material difference will take place in the 2026-2027 LCAP.

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

The Learning Recovery Emergency Block Grant Goal 5 is new for the 2025-2026 school year. There were no previous actions tied to this goal; therefore, there is no analysis at this time. Analysis for effectiveness and ineffectiveness will take place in the 2026-2027 LCAP.

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

The Learning Recovery Emergency Block Grant (LREBG) Goal 5 is new for the 2025-2026 school year as SCOE plans to utilize remaining and potential future funds associated with the allowable uses. The metrics and all data tied to the metrics have been added this year. Action 5.1 is a new action which is being funded out of the LREBG funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Provide Additional Staffing to Increase Intensive Academic Support (0.73 FTE)	The LEA will continue to employ an academic support provider to work 1:1, in small groups, and as a push in to whole class instruction for students in need of intensive intervention in the area of English language arts and math	$55,472.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	County Office of Education Foster Youth Coordination of Services By June 2026, the Sonoma County Office of Education will have actively increased support to charters and school districts in identifying foster youth, coordinating targeted services, and strengthening support systems to remove educational barriers, reduce suspensions, improve attendance, and increase graduation rates.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the persistent educational barriers faced by foster youth across Sonoma County. Data from the California School Dashboard and local assessments reveal that foster youth experience disproportionately high rates of absenteeism, suspension, and academic disengagement, and are less likely to graduate compared to their peers. These outcomes reflect the need for systemic coordination and targeted interventions to meet the complex and often unmet needs of this highly mobile and vulnerable student group.

Through engagement with educational partners—including charter schools, district liaisons, child welfare agencies, and community organizations—Sonoma County Office of Education (SCOE) identified a critical need for centralized support to ensure that foster youth are accurately identified and connected to the services that address their academic, social, and emotional well-being.

As required by LCFF Priority 10 (Coordination of Services for Foster Youth), county offices of education play a unique and essential role in supporting local educational agencies to develop and strengthen systems that ensure foster youth have equitable access to education. This goal aligns with that mandate and is designed to improve identification, increase service delivery, and remove the systemic barriers that hinder educational progress. By reducing suspensions, improving attendance, and raising graduation rates, SCOE is committed to ensuring foster youth have the opportunity to thrive in school and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	High school graduation rate	Data from the Foster Youth Services Coordinating Program Technical Assistance Team database for the 2022-23 school year reflects the following: 58.5% of Foster Youth in Sonoma County Graduated	Data from the Foster Youth Services Coordinating Program Technical Assistance Team database for the 2023-24 school year reflects the following: 56.7% of Foster Youth in Sonoma County Graduated		By 2026-27 the goal is to have 65% of Foster Youth in Sonoma County graduating representing a 7.5% increase.	Decrease of 1.8%
6.2	Chronic Absenteeism	Data from the Foster Youth Services Coordinating Program Technical Assistance Team database for the 2022-23 school year reflects the following: 41.1% of Foster Youth in Sonoma County we chronically absent	Data from the Foster Youth Services Coordinating Program Technical Assistance Team database for the 2022-23 school year reflects the following: 42% of Foster Youth in Sonoma County we chronically absent		By 2026-27 the goal is to have 35% of Foster Youth in Sonoma County graduating representing a 6.1% decrease.	Increase of 0.9%
6.3	Suspension rate	Data from the Foster Youth Services Coordinating Program Technical Assistance Team database for the	Data from the Foster Youth Services Coordinating Program Technical Assistance Team		Data from the Foster Youth Services Coordinating Program Technical Assistance Team	Increase of 1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 school year reflects the following: 14.3% of Foster Youth in Sonoma County were suspended for at least one school day	database for the 2022-23 school year reflects the following: 16.1% of Foster Youth in Sonoma County were suspended for at least one school day		database for the 2022-23 school year reflects the following: 10% of Foster Youth in Sonoma County were suspended for at least one school day representing a 4.3% decrease	
6.4	State Assessments	2022-23 ENGLISH LANGUAGE ARTS • Met or Exceeded: 29.5% MATH: • Met or Exceeded: 5.8%	2023-24 ENGLISH LANGUAGE ARTS • Met or Exceeded : 26% MATH: • Met or Exceeded : 21%		2025-26 ENGLISH LANGUAGE ARTS • Met or Exceeded : 33% MATH: • Met or Exceeded : 25%	ENGLISH LANGUAGE ARTS Decrease of 3.5% MATH: Increase of 15.2%
6.5	Tutoring Hours Used by Sonoma County Foster Youth	2022-23 149 Hours County Wide	2023-24 551 Hours County Wide		2025-26 700 Hours County Wide	Increase of 402 Tutoring Hours
6.6	Professional Development for LEA Staff	10 Trainings were provided (specific to AB490 Training) 55 LEA Staff Participants Impacted (estimate)	13 Formal Trainings were provided 83 LEA Staff Participants Impacted		In 2026-27 a minimum of 17 formal trainings will be provided 100 LEA Staff Participants Impacted	Increase of 3 Trainings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.7	Specialized Training/Collaborative attended by SCOE Foster Youth Staff Multi-agency collaborative meetings attended Technical assistance provided to Human Services staff	2023-24 Participated in 33 multi-agency collaborative meetings. Participated in 10 full days of professional development training	2024-25 Participated in 66 multi-agency collaborative meetings. Participated in 30 full days of professional development training		2026-27 Decrease to 50 Multi-Agency Collaborative Meetings as our training increases their capacity Maintain 30 full days of professional development training	Increase of 33 multi-agency collaborative meetings. Increase of 20 full days of professional development training

Goal Analysis [2024-25]

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

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

SUCCESSFUL IMPLEMENTATION

- 6.1 Highly Specialized Staff (Fully implemented): The Foster Youth Team were able to successfully implement and increase the services and expertise offered to LEAs by increasing the team by 1.0 FTE. Expanding from a 2 person to 3 person department also allowed for deeper specialization and collaboration, increased access to professional development, and increased capacity to support/mentor LEA staff members in meeting the needs of foster youth enrolled in their schools.
- 6.2 Educational Resources (Fully Implemented): The resources allocated for this action ensured that foster youth were able to maintain school enrollment, either in their school of origin or in a neighboring LEA with minimal disruption. By providing students with the school supplies and technology they need for success in school, numerous barriers were removed for foster youth to access their learning.
- 6.3 Expanded Educational Services: The funds allocated to expand educational serves allowed for a substantial increase in the number of tutoring hours for foster youth. In addition, SCOE's foster youth program was able to provide students engaged in the Court Appointed Special Advocate (CASA) program with summer enrichment educational opportunities.
- 6.4 Professional Development for LEA Staff: The expansion of the Foster Youth Team led to an increased the number of professional development sessions delivered to LEAs and community partners. The team is not able to offer a wider range of training topics.

CHALLENGES IN IMPLEMENTATION
There were no challenges in implementing the actions in 2024-25.

DIFFERENCES IN IMPLEMENTATION

- 6.1 Highly Specialized Staffing: Over the course of the 2024-25 school year, the Foster Youth Team added an 1.0 FTE in the form of an attendance and outreach specialist. This position was added in response 2 specific data points:

1. The number of students in Sonoma County that are in foster care or experiencing homelessness continues to rise.
2. Students in foster care experience significantly higher rates of chronic absenteeism and mobility in enrollment.

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

6.1 Highly Specialized Staff (Effective): The Foster Youth Team were able to attend a wide variety of trainings to effectively equip each team member with knowledge, skills, and best practices to support staff in school districts to increase academic performance for foster youth. In addition this training helped the team further improve guidance and strategies to accurately identify foster youth in Sonoma County schools. The training was acquired through attended regional meetings, statewide conferences, and professional development provided by the Sonoma County Office of Education.

6.2 Educational Resources (Effective): While chronic absenteeism and suspension rates continued to increase over the past year, the Foster Youth Team were able to provide a larger number of students with technology and basic school supplies. As a result, we hope to see an increase in student engagement, including attendance and increase in graduation rates over the next 2 years.

6.3 Expanded Educational Services (Effective): Through concerted efforts, the Foster Youth Team were able to increase the amount of free tutoring offered to foster youth through online and in-person tutoring. We believe this increase in academic support has a correlation on the increase in ELA and Math achievement scores.

6.4 Professional Development for LEA Staff (Effective): The Foster Youth Team increased our professional development hours and individual training offered and implemented, equipping LEA staff and community partners with the knowledge, skills, and strategies needed to identify and support foster youth effectively.

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

Planned Goal: County Offices of Education are required to provide foster youth services and guidance to all LEAs within the county. The plan and metrics for these services must be reported in the SCOE annual LCAP. Historically, the foster youth goal has been limited to serving the foster youth enrolled in court and community schools. Goal 6 has been updated to reflect the services provided county wide though the SCOE Foster and Homeless Youth Department.

Metrics: All metrics were updated to reflect county wide data. This is critical in analyzing the progress of foster youth students in comparison to their non-foster youth peers.

Target Outcomes: Since all metrics are new for this LCAP, the baseline was established using state generated data. The targeted outcomes were updated to reflect gradual increases over a multi year timeframe that takes into account historical trends and and enrollment patterns in Sonoma County.

Actions: The actions were updated to align with SCOE's state approved Foster Youth Services Coordinating Program (FYSCP) Annual Plan and Budget.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Highly Specialized Staffing	hiring highly specialized staff is essential to provide the expertise, coordination, and targeted interventions needed to address the complex educational, social, and emotional needs of foster youth. These professionals will ensure accurate identification, facilitate cross-agency collaboration, and implement evidence-based practices that directly support improved outcomes for this vulnerable student population.	$473,755.63	No
6.2	Educational Resources	Students in foster care often experience instability in access to basic resources. This includes providing access to items such as backpacks, school supplies, clothing, and technology to ensure that students are prepared for school and can fully participate in learning without added stress or stigma.	$8,780.00	No

Action #	Title	Description	Total Funds	Contributing
6.3	Expanded Educational Services	In order to have equitable access to extracurricular activities and expanded learning opportunities alongside their non-foster peers, support is provided for students to participate in services such as academic tutoring, after school enrichment activities, and summer camps/classes.	$75,784.57	No
6.4	Professional Development	Providing high-quality professional development is critical to equipping both internal and district office staff with the knowledge, skills, and strategies needed to identify and support foster youth effectively. This training ensures consistent, up to date practices are implemented across schools, so students in foster care receive the coordinated services and supportive environments necessary to overcome barriers and succeed academically.	$8,780.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$799,506	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.417%	0.000%	$0.00	3.417%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Expand Access to Project-Based, Arts-Based, Work-Based, and Career Technical Education Pathways **Need:** Increase access for unduplicated pupils to relevant, career aligned learning experiences to increase engagement and academic outcomes.	By providing engaging, relevant, hands-on learning opportunities, student attendance, academic outcomes, and behavior will improve. This is provided on a schoolwide basis because although initially targeted at socioeconomically disadvantaged students, which is 100% of our students, all students within the community schools may benefit from expanded access to	Metric 1.17 Attendance Rate Metric 1.21 Pupil Suspension Rate: Metric 1.13 Percentage of pupils who completed CTE course requirements Metric 1.14 Percentage of pupils who completed a-g

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	work based, Career Technical Education, and project based learning.	and CTE course requirements
1.9	**Action:** Maintain Expanded Mental Health Counseling and Wellness Services for Students and Families **Need:** Increased services for students experience chronic absenteeism, high suspension rates, challenges in engaging positively in school. **Scope:** Schoolwide	Providing 1:1 and small group counseling and coaching in problem solving, life skills, and restorative practices. This is provided on a schoolwide basis because although initially targeted at socioeconomically disadvantaged students, which is 100% of our students, all students within the community schools may benefit from expanded access to mental health counseling.	Metric 1.16 Chronic Absenteeism Metric 1.17 Attendance Rate Metric 1.23 Sense of School Connectedness
1.10	**Action:** Contracted Restorative Justice Services and Expansion into Classroom Practice **Need:** Increased services to students in need of support in conflict management, communication skills, and wellness pracitces. **Scope:** Schoolwide	By providing weekly restorative circles for students and professional development for staff. This is provided on a schoolwide basis because although initially targeted at socioeconomically disadvantaged students, which is 100% of our students, all students within the community schools may benefit from expanded access to Restorative Justice practices.	Metric 1.21 Pupil Suspension Rate Metric 1.22 Student response to the YouthTruth survey statement: "I feel safe during school." Metric 1.23 Student response to the YouthTruth survey statement "I have many opportunities to share my opinions and participate in decision that affect my school."

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.11	**Action:** Maintain the Teen Parent Program **Need:** Increased services to meet the unique needs of teen parents. **Scope:** Schoolwide	By providing on campus child care, parenting education, and access to in person classroom instruction with like aged peers. This is provided on a schoolwide basis for unduplicated students who are teen parents in order to help them access learning while their child/ren receive onsite care.	Metric 1.17 Attendance Rate Metric 1.23 Student response to the YouthTruth survey statement "I have many opportunities to share my opinions and participate in decision that affect my school." Metric 1.16 Chronic Absenteeism
1.14	**Action:** Academic Counseling **Need:** Improved services for students who need credit recovery, support in meeting graduation requirements, and plan development for post high school. **Scope:** Schoolwide	By providing support for unduplicated credit-deficient students to understand graduation requirements, progress monitoring, and post high school pathways. This is provided on a schoolwide basis because although initially targeted at unduplicated students, which is 100% of our students, all students within the community schools may benefit from access to an academic counselor.	Metric 1.19 Middle School Dropout Rate Metric 1.20 High School Dropout Rate Metric 1.18 High School Graduation Rate
2.3	**Action:** Expand Access to Project-Based, Arts-Based, Hands On, and Career Technical Education Pathways **Need:** Increased access to engaging and relevant instruction through, Project-Based, Arts-Based, Hands On, and Career Technical Education Pathways	By providing experiential learning for unduplicated pupils. This is provided on a schoolwide basis because although initially targeted at unduplicated students, which is 100% of our students, all students within the court school may benefit from expanded access to work based, Career Technical Education, and project based learning.	Metric 2.16 Attendance Rate Metric 2.12 Percentage of pupils who completed CTE course requirements Metric 2.13 Percentage of pupils who completed CTE and a-g requirements Metric 2.20 Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.9	**Action:** Academic Counseling **Need:** Improved services for students who need credit recovery, support in meeting graduation requirements, and plan development for post high school. **Scope:** Schoolwide	By providing support for unduplicated credit-deficient students to understand graduation requirements, progress monitoring, and post high school pathways. This is provided on a schoolwide basis because although initially targeted at unduplicated students, which is 100% of our students, all students within the court school may benefit from access to academic counseling.	Metric 1.19 Middle School Dropout Rate Metric 1.20 High School Dropout Rate Metric 1.18 High School Graduation Rate

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Sonoma County Office of Education does not receive an Additional 15% Concentration Grant Funding.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$23,396,503	$799,506	3.417%	0.000%	3.417%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,752,063.00	$1,904,166.44	$0.00	$1,440,046.23	$6,096,275.67	$4,712,089.39	$1,384,186.28

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staffing and Operations for Base Programs	All	No			Specific Schools: SCOE Community Schools All Grades	Ongoing	$1,272,158.61	$199,170.34	$1,177,486.54	$24,924.15	$0.00	$268,918.26	$1,471,328.95	
1	1.2	Differentiated Professional Development for Inclusive, Data-Informed, and Culturally Responsive Instruction	All	No			Specific Schools: SCOE Community Schools All Grades	Ongoing	$0.00	$3,292.50	$3,292.50	$0.00	$0.00	$0.00	$3,292.50	
1	1.3	Expand Access to Project-Based, Arts-Based, Work-Based, and Career Technical Education Pathways	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community Schools All Grades	Ongoing	$241,575.00	$53,394.70	$122,764.00	$134,965.70	$0.00	$37,240.00	$294,969.70	
1	1.4	Provide Access to Specialized Services	All Unduplicated Students	No			Specific Schools: SCOE Community Schools All Grades	Ongoing	$102,857.82	$10,028.63	$0.00	$0.00	$0.00	$112,886.45	$112,886.45	
1	1.5	Provide Access to Expanded Academic Support Staff and Services	All Unduplicated Students	No			Specific Schools: SCOE Community Schools	Ongoing	$50,903.59	$4,963.10	$0.00	$0.00	$0.00	$55,866.69	$55,866.69	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							All Grades									
1	1.6	Provide Standards-Aligned Instructional Materials, ELD Support, and Technology	All English Learners	No			Specific Schools: SCOE Community Schools All Grades	Ongoing	$99,520.49	$76,718.78	$0.00	$39,578.25	$0.00	$136,661.02	$176,239.27	
1	1.7	Supplemental Supports and Materials to Accelerate Student Progress Toward IEP and Graduation Goals	All Students with Disabilities	No			Specific Schools: SCOE Community Schools All Grades	Ongoing	$321,731.07	$48,391.96	$0.00	$157,139.95	$0.00	$212,983.08	$370,123.03	
1	1.8	Implement a School Wide Student Attendance and Behavior Incentive Program	All Unduplicated Students	No			Specific Schools: SCOE Community Schools All Grades	Ongoing	$0.00	$82,312.50	$0.00	$0.00	$0.00	$82,312.50	$82,312.50	
1	1.9	Maintain Expanded Mental Health Counseling and Wellness Services for Students and Families	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community Schools All Grades	Ongoing	$340,830.00	$36,155.92	$376,985.92	$0.00	$0.00	$0.00	$376,985.92	
1	1.10	Contracted Restorative Justice Services and Expansion into Classroom Practice	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SCOE Community Schools All Grades	Ongoing	$0.00	$27,437.50	$27,437.50	$0.00	$0.00	$0.00	$27,437.50	
1	1.11	Maintain the Teen Parent Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SCOE Community Schools-Amarosa All Grades	Ongoing	$70,566.00	$11,880.19	$82,446.19	$0.00	$0.00	$0.00	$82,446.19	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	Collaboration with Community Partner	All	No			Specific Schools: SCOE Community Schools All Grades	Ongoing	$0.00	$189,617.05	$19,755.00	$169,862.05	$0.00	$0.00	$189,617.05	
1	1.13	Relationship Building	All	No			Specific Schools: SCOE Community Schools All Grades	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.14	Academic Counseling	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SCOE Community Schools All Grades	Ongoing	$114,236.87	$11,138.09	$125,374.96	$0.00	$0.00	$0.00	$125,374.96	
1	1.15	Access to Online Courses for Credit Recovery and A-G Eligibility	All	No			Specific Schools: SCOE Community Schools All Grades	Ongoing	$0.00	$150,000.00	$0.00	$150,000.00	$0.00	$0.00	$150,000.00	
1	1.16	Facilities	All	No			Specific Schools: SCOE Community Schools All Grades	Ongoing	$0.00	$63,655.00	$63,655.00	$0.00	$0.00	$0.00	$63,655.00	
1	1.17	Increase Parent Outreach & Engagement	All	No			Specific Schools: SCOE Community Schools All Grades	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.18	922 Plan	All	No			Specific Schools: SCOE	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Community Schools All Grades									
1	1.19	Collaboration and Coordination of Services for Expelled Students	All	No			Specific Schools: SCOE Community Schools All Grades	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Staffing and Operations for Base Programs	All	No			Specific Schools: SCOE Court School All Grades	Ongoing	$734,622.65	$90,396.49	$683,219.51	$2,195.00	$0.00	$139,604.63	$825,019.14	
2	2.2	Differentiated Professional Development for Inclusive, Data-Informed, and Culturally Responsive Instruction	All	No			Specific Schools: SCOE Court School All Grades	Ongoing	$6,162.00	$2,796.00	$2,195.00	$0.00	$0.00	$6,763.00	$8,958.00	
2	2.3	Expand Access to Project-Based, Arts-Based, Hands On, and Career Technical Education Pathways	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SCOE Court School All Grades	Ongoing	$33,932.11	$57,430.38	$37,240.49	$54,122.00	$0.00	$0.00	$91,362.49	
2	2.4	Provide Access to Expanded Academic Support Staff and Services	All	No			Specific Schools: SCOE Court Scholl All Grades	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.5	Provide Standards-Aligned Instructional Materials, ELD Support, and Technology	All English Learners	No			Specific Schools: SCOE Court School All Grades	Ongoing	$24,880.24	$2,560.13	$0.00	$0.00	$0.00	$27,440.37	$27,440.37	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.6**	Supplemental Supports and Materials to Accelerate Student Progress Toward IEP and Graduation Goals	All Students with Disabilities	No			Specific Schools: SCOE Court School All Grades	Ongoing	$229,704.00	$22,396.14	$0.00	$252,100.14	$0.00	$0.00	$252,100.14	
2	**2.7**	Maintain Expanded Mental Health Counseling and Wellness Services for Students and Families	All	No			Specific Schools: SCOE Court School All Grades	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.8**	Relationship Building	All	No			Specific Schools: SCOE Court School All Grades	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.9**	Academic Counseling	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SCOE Court School All Grades	Ongoing	$27,526.55	$2,683.84	$30,210.39	$0.00	$0.00	$0.00	$30,210.39	
2	**2.10**	Increase Parent Outreach & Engagement *****IS THIS APPROPRIATE FOR COURT SCHOOL*******	All	No			Specific Schools: SCOE Court School All Grades	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.11**	Implementation of Targeted Reading Intervention Through a Reading Specialist (0.6 FTE)	Unduplicated Students	No			Specific Schools: SCOE Court School All Grades	Ongoing	$67,200.00	$6,552.00	$0.00	$0.00	$0.00	$73,752.00	$73,752.00	
3	**3.1**	Implementation of Targeted Reading Intervention Through a Reading Specialist (0.4 FTE)	Students with Disabilities	No			Specific Schools: SCOE Olivet TREC; SCOE LJMS TREC	Ongoing	$76,186.33	$7,428.17	$0.00	$0.00	$0.00	$83,614.50	$83,614.50	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							1-8									
3	3.2	Technology Access Expansion – Student and Teacher Devices	Students with Disabilities	No			Specific Schools: SCOE Olivet TREC; SCOE LJMS TREC 1-8	Ongoing	$0.00	$15,419.88	$0.00	$0.00	$0.00	$15,419.88	$15,419.88	
3	3.3	Literacy-Focused Professional Development with Read 180 Training and SRA Reading Mastery	Students with Disabilities	No			Specific Schools: SCOE Olivet TREC; SCOE LJMS TREC 1-8	Ongoing	$0.00	$5,487.50	$0.00	$0.00	$0.00	$5,487.50	$5,487.50	
3	3.4	Purchase and Implementation of Read 180 Supplemental Instructional Materials	Students with Disabilities	No			Specific Schools: SCOE Olivet TREC; SCOE LJMS TREC 1-8	Ongoing	$0.00	$27,437.50	$0.00	$0.00	$0.00	$27,437.50	$27,437.50	
3	3.5	General Education Co-Teacher in Inclusive Special Education Classroom	Students with Disabilities	No			Specific Schools: Olivet TREC 1-5	Ongoing	$140,008.06	$13,650.79	$0.00	$0.00	$0.00	$153,658.85	$153,658.85	
4	4.1	Provide Additional Staffing to Increase Intensive Academic Support	All Socioeconomically Disadvantaged Students	No			Specific Schools: SCOE Community Schools and Court School All Grades	2025-2026	$148,212.96	$14,450.83	$0.00	$162,663.79	$0.00	$0.00	$162,663.79	
4	4.2	Provide Additional Staffing to Increase Wellness Coaching for Students in Transition	All Socioeconomically Disadvantaged Students	No			Specific Schools: SCOE Community Schools and	2025-2026	$122,135.04	$11,908.17	$0.00	$134,043.21	$0.00	$0.00	$134,043.21	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Court School All Grades									
5	**5.1**	Provide Additional Staffing to Increase Intensive Academic Support (0.73 FTE)	All	No			Specific Schools: SCOE Community Schools and Court School All Grades	2025-2026	$55,472.00	$0.00	$0.00	$55,472.00	$0.00	$0.00	$55,472.00	
6	**6.1**	Highly Specialized Staffing	Foster Youth	No			Specific Schools: County Wide All Grades	Ongoing	$431,668.00	$42,087.63		$473,755.63			$473,755.63	
6	**6.2**	Educational Resources	Foster Youth	No			Specific Schools: County Wide All Grades	Ongoing	$0.00	$8,780.00		$8,780.00			$8,780.00	
6	**6.3**	Expanded Educational Services	Foster Youth	No			Specific Schools: County Wide All Grades	Ongoing	$0.00	$75,784.57		$75,784.57			$75,784.57	
6	**6.4**	Professional Development	Foster Youth	No			Specific Schools: County Wide All Grades	Ongoing	$0.00	$8,780.00		$8,780.00			$8,780.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$23,396,503	$799,506	3.417%	0.000%	3.417%	$802,459.45	0.000%	3.430 %	**Total:**	$802,459.45
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$802,459.45

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Expand Access to Project-Based, Arts-Based, Work-Based, and Career Technical Education Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Schools All Grades	$122,764.00	
1	**1.9**	Maintain Expanded Mental Health Counseling and Wellness Services for Students and Families	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Schools All Grades	$376,985.92	
1	**1.10**	Contracted Restorative Justice Services and Expansion into Classroom Practice	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SCOE Community Schools All Grades	$27,437.50	
1	**1.11**	Maintain the Teen Parent Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SCOE Community Schools- Amarosa All Grades	$82,446.19	
1	**1.14**	Academic Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SCOE Community Schools All Grades	$125,374.96	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Expand Access to Project-Based, Arts-Based, Hands On, and Career Technical Education Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SCOE Court School All Grades	$37,240.49	
2	2.9	Academic Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SCOE Court School All Grades	$30,210.39	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,676,215.00	$4,926,160.59

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Staffing for Programs	No	$2,067,251.00	$2,986,705.27
1	**1.2**	Staff Professional Learning	No	$0.00	$0.00
1	**1.3**	Project-Based/Work-Based Learning	No	$0.00	$0.00
1	**1.4**	Specialist Services	No	$506,645.00	$248,543.23
1	**1.5**	CCSS & ELD Instructional Materials and technology	No	$15,197.00	$33,699.10
1	**1.6**	Support Staff and Services	Yes	$384,000.00	$174,502.50
1	**1.7**	CCSS & ELD Curriculum and Instructional Materials (Special Education Program)	No	$0.00	$1,667.25
2	**2.1**	Career Technical Education and Work-Based Learning personnel and materials	Yes	$196,557.00	$307,960.33
2	**2.2**	Student attendance and behavior incentives	Yes	$24,513.00	$97,582.02
2	**2.3**	Life skills curriculum	Yes	$19,756.00	$13,877.89
2	**2.4**	Social-emotional counseling services	Yes	$240,143.00	$143,890.66

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Restorative Resources Contract	Yes	$32,925.00	$27,437.50
2	2.6	Teen Parent Program	Yes	$76,375.00	$77,123.37
3	3.1	Collaboration with Community Partners	Yes	$19,755.00	$32,925
3	3.2	Relationship Building	Yes	$0.00	$0.00
3	3.3	Academic Counseling	Yes	$0.00	$0.00
3	3.4	Culturally Appropriate Structure and Support	Yes	$0.00	$0.00
3	3.5	Social-Emotional Counseling	Yes	$0.00	$0.00
3	3.6	Facilities	No	$193,482.00	$58,167.50
3	3.7	Restorative Practice	Yes	$0.00	$0.00
4	4.1	English Language Development Instruction	No	$0.00	$0.00
4	4.2	Student progress toward English language proficiency.	No	$0.00	0
4	4.3	Staff professional development related to English Language Development.	No	$0.00	$0.00
4	4.4	English Language Development Intensive Intervention and Support	Yes	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.1**	Parent Outreach & Engagement	No	$0.00	$0.00
5	**5.2**	Translation Services	No	$0.00	$0.00
6	**6.1**	922 Plan	No	$0.00	$0.00
6	**6.2**	Referral and Enrollment		$0.00	$0.00
6	**6.3**	Collaboration and Coordination of Services for Expelled Students		$0.00	$0.00
7	**7.1**	Foster Youth services	No	$564,910.00	$571,027
8	**8.1**	Graduation Rate	Yes	$0.00	$151,051.97
8	**8.2**	Credit acquisition and credit recovery supports.	Yes	$334,706.00	$0.00
8	**8.3**	Guidance Support and Record Transfer for Court School Students	Yes	$0.00	$0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$786,434	$897,078.00	$854,529.06	$42,548.94	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Support Staff and Services	Yes	$384,000.00	$174,502.50		
2	2.1	Career Technical Education and Work-Based Learning personnel and materials	Yes	$196,557.00	$307,960.33		
2	2.2	Student attendance and behavior incentives	Yes	$1.00	$0.00		
2	2.3	Life skills curriculum	Yes	$1.00	$0.00		
2	2.4	Social-emotional counseling services	Yes	$240,143.00	$143,890.89		
2	2.5	Restorative Resources Contract	Yes	$0.00	$0.00		
2	2.6	Teen Parent Program	Yes	$76,375.00	$77,123.37		
3	3.1	Collaboration with Community Partners	Yes	$1.00	$0.00		
3	3.2	Relationship Building	Yes	$0.00	$0.00		
3	3.3	Academic Counseling	Yes	$0.00	$0.00		
3	3.4	Culturally Appropriate Structure and Support	Yes	$0.00	$0.00		
3	3.5	Social-Emotional Counseling	Yes	$0.00	$0.00		
3	3.7	Restorative Practice	Yes	$0.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.4**	English Language Development Intensive Intervention and Support	Yes	$0.00	$0.00		
8	**8.1**	Graduation Rate	Yes	$0.00	$151,051.97		
8	**8.2**	Credit acquisition and credit recovery supports.	Yes	$0.00	$0.00		
8	**8.3**	Guidance Support and Record Transfer for Court School Students	Yes	$0.00	$0.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$22,873,757	$786,434	0.00	3.438%	$854,529.06	0.000%	3.736%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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