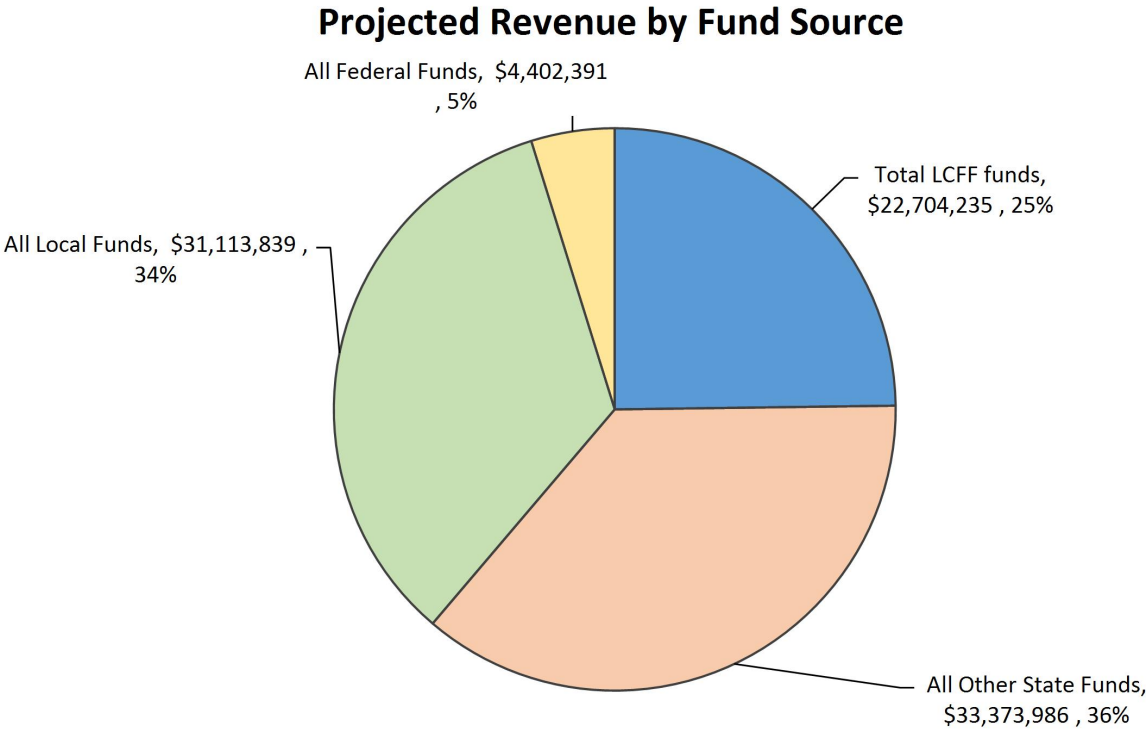


COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Solano County Office of Education
CDS Code: 4810488
School Year: 2026-27
COE contact information:
Dr. Valerie Garrett
Director of Educational Options
vgarrett@solanocoe.net
(707) 399-4840

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students 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 2026-27 School Year



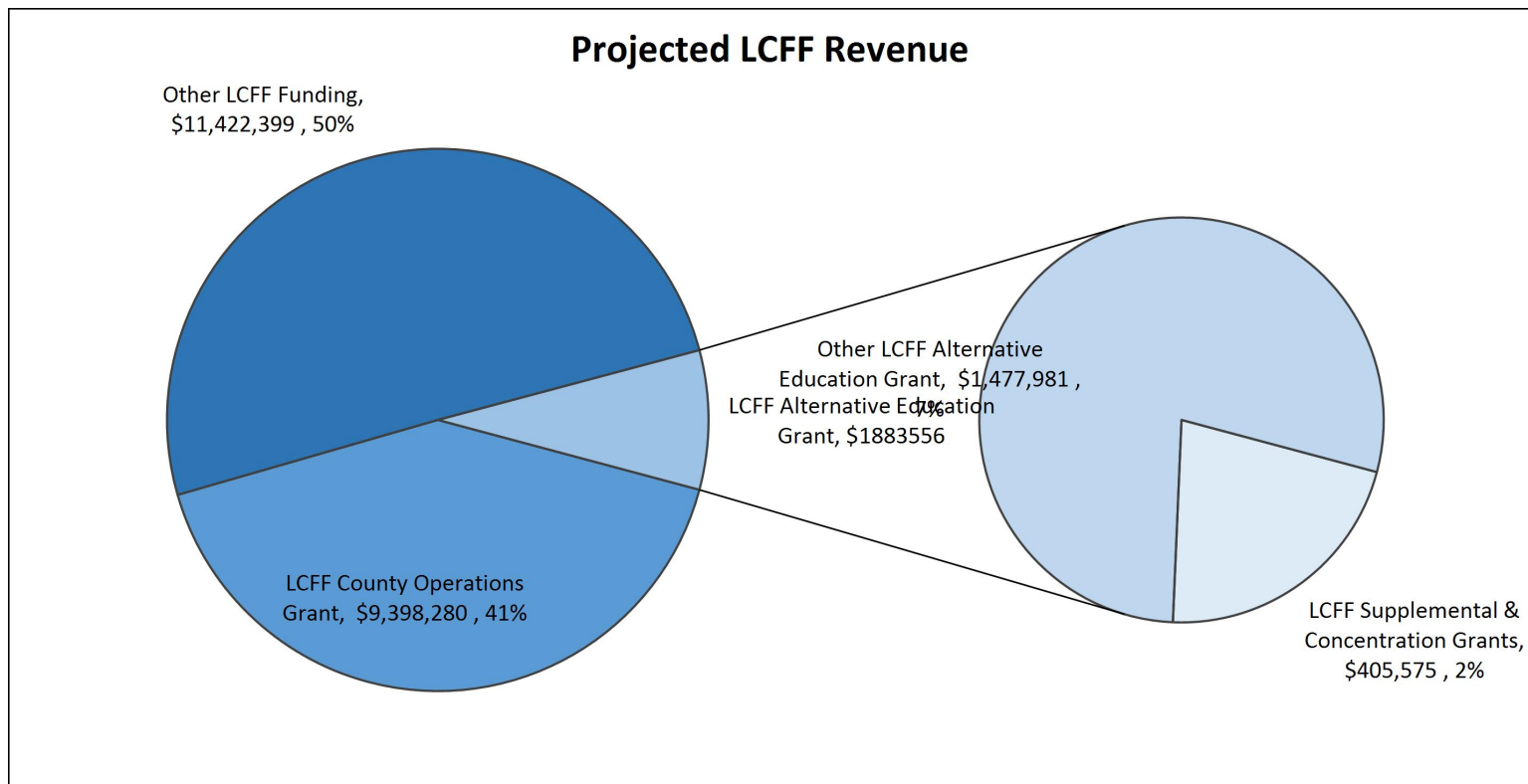
This chart shows the total general purpose revenue Solano County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Solano County Office of Education is \$91,594,451, of which \$22,704,235 is Local Control Funding Formula (LCFF), \$33,373,986 is other

state funds, \$31,113,839 is local funds, and \$4,402,391 is federal funds.

Of the \$33,373,986 attributed to All Other State Funds, \$182,889 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

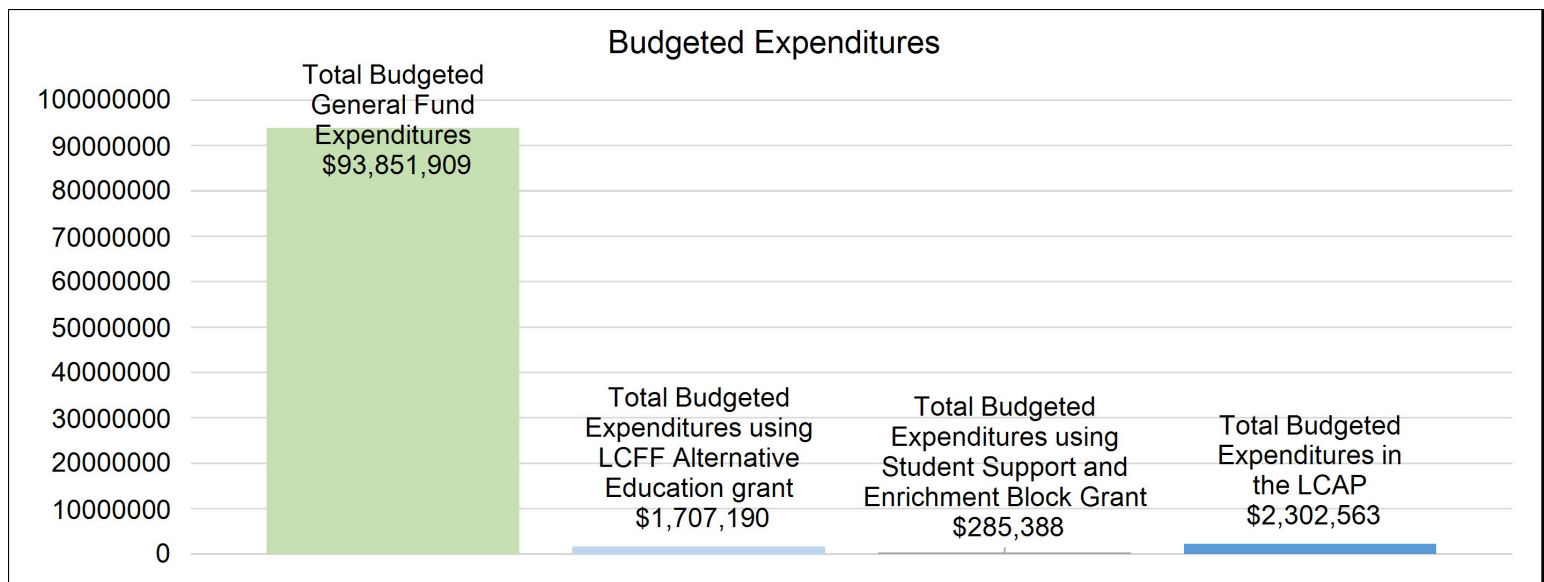


This chart shows the LCFF revenue Solano County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Solano County Office of Education is \$22,704,235, of which \$9,398,280 is attributed to the LCFF County Operations Grant, \$1,883,556 is attributed to the LCFF Alternative Education Grant, and \$11,422,399 is other LCFF funds. Of the \$1,883,556 attributed to the LCFF Alternative Education Grant, \$405,575 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Differentiated/Technical Assistance, Special Education, Home to School Transportation

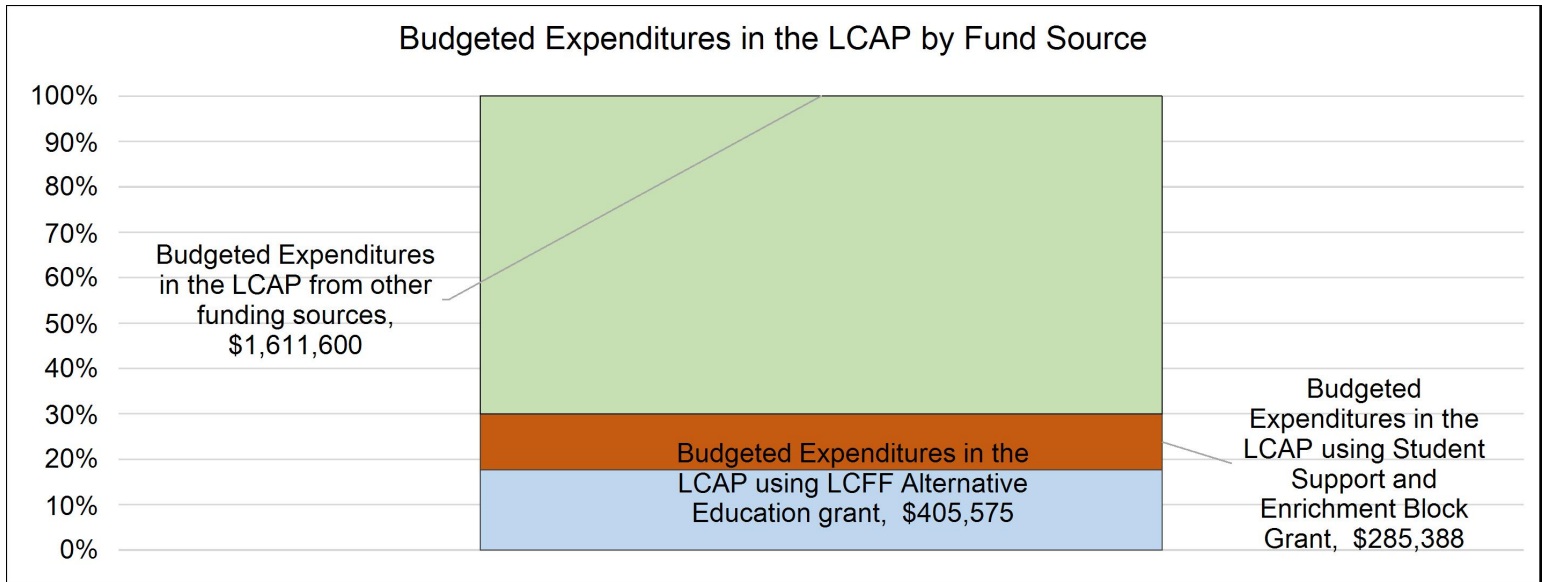
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Solano County Office of Education plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Solano County Office of Education plans to spend \$93,851,909 for the 2026-27 school year. Of that amount, \$1,707,190 is attributed to the Alternative Education Grant and \$285,388 is attributed to the Student Support and Enrichment Block Grant. \$91,549,346 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- In addition to our court and community school programs, the Solano County Office of Education works in partnership with Solano County's local education agencies (LEAs) and one community college district. This collaboration has contributed to provide students with access to diverse services and programs including:
- *College and Career Readiness Education (CCR)
 - * Workforce Development leadership
 - * Youth development programs
 - * Support to LEAs related to curriculum, instruction, and assessments including Differentiated Assistance
 - *Extensive learning programs for students with disabilities, infant through age 22.
 - *Instructional support for students with disabilities enrolled in LEAs and SCOE programs.
 - *Coordination among LEAs to support attendance, positive behavior, wellness, reduced absenteeism, and implement effective practices.
 - *Development, monitoring, and evaluation of the County Wide Plan to reduce suspensions and expulsions.
 - *Fiscal oversight of the County's six school district budgets.
- The table above also includes the operations grant that funds AB1200 Oversight, Differentiated Assistance, home to school transportation services & special education.
- The alternative education grant funds the actions identified in the LCAP based on the supplemental and concentration funds, as well as the core instructional program for Alternative Education at Golden Hills Community School and Evergreen Academy.



This chart provides a quick summary of how much Solano County Office of Education plans to spend for 2026-27 for planned actions and services in the LCAP.

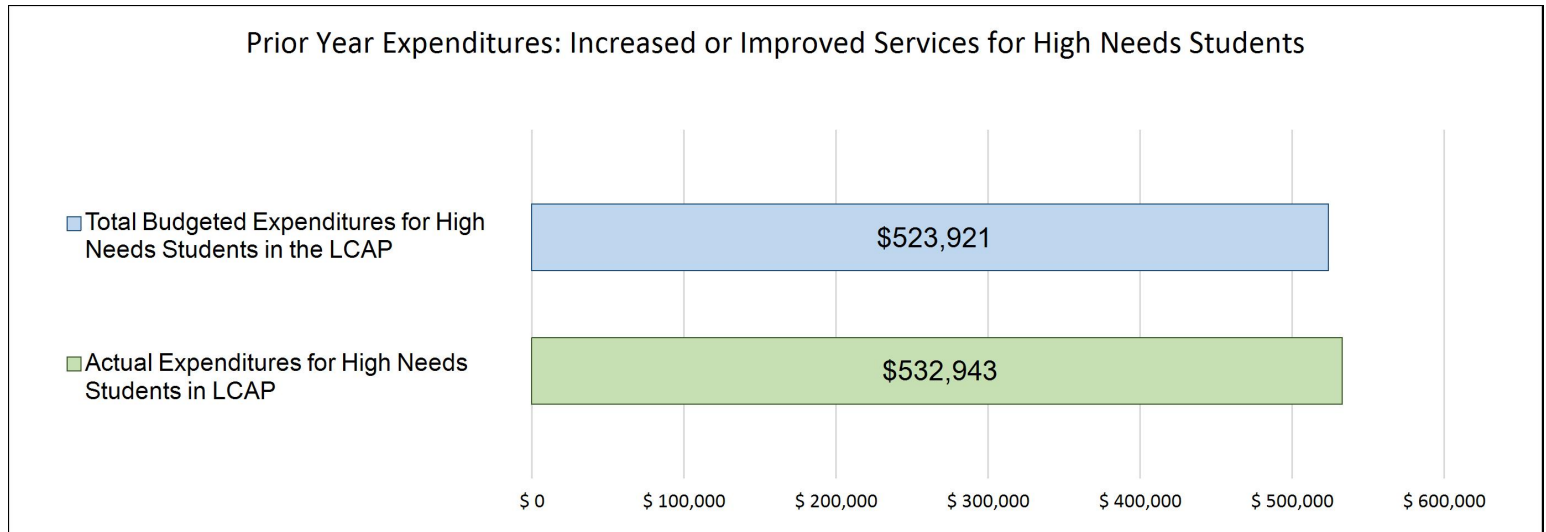
The text description of the above chart is as follows: Solano County Office of Education plans to spend \$2,302,563 on actions/services in the LCAP. Of those funds, \$405,575 is attributed to the Alternative Education Grant and \$285,388 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Solano County Office of Education is projecting it will receive \$405,575 based on the enrollment of foster youth, English learner, and low-income students. Solano County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Solano County Office of Education plans to spend \$553,054 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Solano County Office of Education's LCAP budgeted \$523,921 for planned actions to increase or improve services for high needs students. Solano County Office of Education actually spent \$532,943 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

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.

The Solano County Office of Education (SCOE) operates two alternative education schools: Golden Hills Community School (GHCS) and Evergreen Academy which is located at the Solano County Juvenile Detention Facility (JDF). Both campuses are located in the city of Fairfield. Golden Hills Community School serves students in grades 7-12 who have been expelled or placed by the Solano County Probation Department (Probation). The academic program includes classroom-based instruction as well as an independent study program. Students enrolled at GHCS are referred primarily by the Fairfield-Suisun Unified School District and other districts within Solano County. Students' participation in the programs typically ranges from one semester to a year. The school enrolled 79 students at California Basic Educational Data System (CBEDS) data collection time. The number of students enrolled increased during the school year as referrals were made by the districts. During the 2025-2026 school year, the cumulative number of students served at Evergreen Academy was 16 students and Golden Hills Community School served 65 students which includes students enrolled in the Independent Study Program. The Independent Study option relies on a blended instructional model where students are able to complete their coursework virtually or in person. Students are required to engage with check in sessions with the classroom teacher to ensure sufficient academic progress. Students complete their coursework through the Edgenuity online standards-based curriculum program. Students enrolled at Golden Hills Community School and Evergreen Academy have access to these courses which supports them with meeting high school graduation requirements.

High school students who are incarcerated attend Evergreen Academy. The cumulative number of students served per year at Evergreen Academy has dramatically decreased over the past several years due to increased diversion efforts. Lower numbers over the past four years are shown below:

2022-23 56
2023-24 61
2024-25 60
2025-26 30

During the 2025-2026 school year, SCOE served an overall daily average of approximately 23 students divided into three pods at Evergreen Academy. The daily average fluctuated at Evergreen Academy due to the number of students entering and exiting the school throughout the school year. The majority of SCOE students need credit recovery in addition to grade-level and intervention instruction. The focus of the Juvenile Court and Community School (JCCS) programs is to provide students with courses that will allow them to progress toward graduation. Students access elective courses through the online learning portal, Edgenuity. Both GHCS and Evergreen Academy have received the Western Association of Schools and Colleges (WASC) accreditation. Evergreen Academy was reviewed for a six -year accreditation and was approved during the 2024-25 school year. GHCS received a six-year accreditation in 2022 and successfully completed the Mid-Cycle visit during the 2024-2025 school year.

During the 2025-2026 school year, SCOE programs employed five general education teachers, a Career Technical Education (CTE) Instructor, two College and Career Development Specialists, a Science, Technology, Engineering, Arts, and Mathematics (STEAM) teacher, a Resource Specialist dedicated to serving students with disabilities and an Academic Intervention Teacher at Golden Hills Community School. A second Academic Intervention Teacher position is vacant at Evergreen Academy. Special Education related services for students at GHCS are provided by staff from the contracting districts. SCOE offers related services at Evergreen Academy. Through LCAP funding, SCOE supported the social-emotional needs of foster, homeless, expelled, low income, and English learner (EL) students by employing two Student Support Specialists (SSS). The Student Support Specialists address the following key areas with students: (1) Emotional learning, (2) Effective anger management strategies, and (3) Re-entry plans for students returning to their school districts of residence or other placements. Additional support is available for students through the services of the Mental Health and Wellness Clinicians. The Mental Health and Wellness Clinicians provides students with individualized support which includes intensive counseling services. At Evergreen Academy, SCOE provided transaction case management for students exiting the program and returning to their school of residence. SCOE also provides a continuum of behavioral health services at Evergreen Academy.

SCOE has made the educational program rich with College and Career Readiness services. Golden Hills Community School students and Evergreen Academy students were able to take college classes online through an agreement with Solano Community College. Work-Ready! Certification (WRC) and Safe Food Handler certification are offered at both sites. The Introduction to Construction Trades course was established three years ago. The trades classroom at Evergreen Academy was established in partnership with probation and serves current high school students and recent graduates. Students in the Introduction to Construction Trades course learn skills that prepare them for entry into post-secondary programs. Students are also engaged with activities that assist them exploring careers in the trades. Through the College and Career Readiness Department, students at Golden Hills Community School and Evergreen Academy have access to innovative instruction taught by the STEAM teacher. The STEAM teacher provides weekly instruction at GHCS and Evergreen Academy which provides students with hands-on activities to deepen their knowledge. The Innovation Lab at Golden Hills Community School affords students the opportunity to engage with state-of-the art equipment inside of classroom space that encourages creativity and exploration. Evergreen Academy students participate with STEAM lessons that afford them hands-on experiences within their classrooms. All SCOE students have

access to individual Chromebooks for research and instruction.

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

Evergreen Academy (Juvenile Detention Facility)

Hispanic 6 students

African American 8 students

White 2 students

Golden Hills Community School

Hispanic 38 students

Asian/Indian 1 student

African American 16 students

Filipino 2 students

White 14 students

Two or More Races 8 students

These percentages show that SCOE's programs serve students that are predominately of color. This data aligns with the persistent inequities that exist in both the educational and juvenile justice systems. During the 2025-26 school year, SCOE served 8 students classified as English learners at Golden Hills Community School and 1 student at Evergreen Academy. The number of students receiving Special Education services during the 2025-26 school was 16 at Golden Hills Community School and 8 at Evergreen Academy.

Community Challenges- The following challenges were identified during 2025-26 Community School meetings:

A. Homelessness

B. Food Scarcity

C. Violent Crimes

D. Affordable Childcare

E. Transportation

F. Mental Health

G. Substance Abuse- Alcohol and Drugs

H. Employment-Adequate preparation for higher paying jobs

I. Inflation-Food, Gas, Clothing

J. Rising gas prices

In addition to operating alternative education schools, SCOE works together with the six school districts in Solano County and Solano

Community College to provide the following array of programs and services to meet the varying needs of students (not included in the LCAP):

- College and Career Readiness (CCR) education/Workforce Development leadership, data collection, curriculum and instruction, professional learning, and differentiated assistance.
- Educational and related services for students with moderate to severe disabilities infant through age 22.
- Instructional support to students in district schools and SCOE programs who are deaf/hard hearing.
- Technical assistance and differentiated assistance to school districts in need of this level of support.
- Coordination of services to homeless students and foster youth countywide.
- Professional learning in the core academic areas to local educators. This includes coaching for administrators in the areas of effective educational leadership skills.
- Professional learning for implementing Positive Behavioral Interventions and Supports to over 80 schools.
- Coordination and leadership for implementing the Multi-Tiered Systems of Support for selected districts.
- Coordination among the Student Services departments for all Solano districts to support attendance, reduce absenteeism, and implement effective policies.
- Fiscal oversight of the County's six school district budgets.

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

Reflections: Annual Performance

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

During the 2025-2026 school year, SCOE has continued to engage teachers and administrators with student data analysis to improve classroom instruction and provide students with robust course offerings for students in grades 7-12. SCOE's 2025 California Dashboard suspension data was rated at or around 0% of students were suspended for at least one day. This data is significant because it entails the suspension data for African American, Foster Youth, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. This rate is

lower than the statewide average of 2.9%. Student suspension rates remain significantly low because of the implementation of trauma-responsive and restorative practices in all classrooms which is in alignment with previous year's suspension data. Professional learning provided by SCOE has further contributed to increasing the capacity of teachers, administrators, and school support staff members to utilize effective instructional and social-emotional strategies. Assessment data collected through the administration of the Renaissance Star exams in language arts and mathematics highlights the need for continued academic intervention support for students and professional learning for teachers to support the delivery of instruction that meets the diverse needs of all learners.

The SCOE College and Career Readiness Department provided all students with access to career exploration and Work-Based Learning activities. These activities included career-focused field trips and guest speakers. Students interested in obtaining their Serv-safe Food Handlers certification were provided with the necessary preparation to qualify for this certification. Evergreen Academy students earned all, or a portion of the Work-Ready! Certification (WRC). The WRC program provides students with access to the updated and new industry standards. The WRC is endorsed by the local Chambers of Commerce and the Workforce Development Board of Solano County as a locally recognized certificate. Students who receive their high school diploma from Evergreen Academy were able to enroll in online courses through Solano Community College. SCOE staff assisted with the application and enrollment process as needed. The percentage of students who received their post-secondary education exploration and support reached 100%. In collaboration with Solano Probation, SCOE has successfully provided the Introduction to Construction Trades course at Evergreen Academy. The course is taught by a full-time CTE instructor who served high school students and recent high school graduates. Prior to the 2025-2026 school year, three students received the National Center for Construction Education and Research (NCCER) Core Certification. During the 2025-2026 school year, NCCER student preparation planning continued with a focus on increasing the numbers of students eligible for certification. During the 2025-2026 school year, the Introduction to Construction Trades courses at Golden Hills Community School and Evergreen Academy provided students with expanded opportunities to engage with plumbing, drywall, electrical, and wood working lessons. SCOE staff members continued to partner with the Travis Air Force Base to provide mentorship to Golden Hills Community School students. The mentors assist students with understanding the connection between obtaining their high school diplomas and preparing for future employment.

SCOE has increased the use of instructional technology by providing each student at Evergreen Academy and Golden Hills Community School with 1:1 access to Chromebook devices. SCOE teachers are provided with laptops and smartboards to all classes which assist them with presenting the curriculum through innovative activities. Professional learning opportunities for teachers assists them with increasing the use of technology in all subject matters. The increased use of Google Classroom, Edgenuity, and other online instructional platforms continues to be used in all classrooms. Project-Based Learning and Science, Technology, Engineering, Arts, and Math (STEAM) instruction provides students with additional access to core instruction. Students at Golden Hills Community School and Evergreen Academy have access to a full-time STEAM instructor who incorporates interactive activities as the core foundation of the STEAM instruction. The Innovation Lab at Golden Hills Community School is accessed weekly by students who have the opportunity to utilize state-of-the-art technological instruments. Evergreen Academy students are afforded the opportunity to engage with innovative lessons that bring the Innovation Lab experience to their classrooms.

SCOE has increased the number of training courses to support foster and homeless youth. Current educational partners and the development of new partners assisted SCOE with increasing the availability of services for students. 100% of the students enrolled at Evergreen Academy and 100% of the students at Golden Hills Community School are designated as unduplicated. These services will

continue to provide additional resources for students identified as English Learners. Foster Youth, Low Income, and academically challenged.

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

Our 2023 CA School Dashboard Data reflects the lowest performance levels on the following state indicators:
The Solano County Office of Education overall is in the lowest performance level for all student groups who are designated as socioeconomically disadvantaged for the college and career indicator and graduation rate.

Our 2025 CA School Dashboard Data reflects the lowest performance levels on the following state indicators:
Solano County Office of Education overall is in the lowest performance level for all student groups and students who are socioeconomically disadvantaged for the college and career indicator and graduation rate. Golden Hills Community School is in the lowest performance level for students who are socioeconomically disadvantaged for the college and career indicator. We continue to review our data and practices to address the unique needs of the students we serve. Our data reflects the complexities of serving our students for a shorter period of time. This is true when considering college and career pathways/ways of completing the requirements of this area and the length of time required for completion in this area as well. Students have access to college and career opportunities such as our construction trades program; however, students are not in our programs for long enough to complete the requirements to be counted in the dashboard data. The CA School Dashboard data also reflects the 4 and 5-year graduation rates, which is not the intention of the program and services we provide. When considering the one year graduation rate, which we can have more influence over, we have a 86.4% graduation rate for all students at Golden Hills Community School and no data shows for Evergreen Academy in order to protect the identification of students. Student populations a Golden Hills Community School and Evergreen Academy are transit. Students are enrolled for varied lengths of time. 100% of the students enrolled at Golden Hills Community School and Evergreen Academy who are eligible for graduation are graduated.

Solano COE does not have unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-27 LCAP year.

Reflections: Technical Assistance

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

Technical Assistance/Differentiated Assistance (DA), consultation and support have been available and provided through the California Department of Education (CDE). We have requested to work with the CDE team as our DA provider. SCOE's JCCS programs are eligible for DA based on the CA School Dashboard results for students who are socio-economically disadvantaged in the areas of College and Career Readiness and Graduation Rate. We qualify for Comprehensive School Improvement (CSI) status based on Graduation Rate as well. We continue to review our data and practices to address the unique needs of the students we serve. Our data reflects the complexities of serving our students for a shorter period of time. This is true when considering college and career pathways/ways of completing the requirements of

this area and the length of time required for completion in this area as well. Students have access to college and career opportunities such as our construction trades program; however, students are not in our programs for long enough to complete the requirements to be counted in the dashboard data. Students are afforded the opportunity to be dual enrolled in college courses through our partnership with Solano Community College. Dual enrollment supports students with obtaining college courses while gaining hands on experience and support with enrolling in college courses and completing coursework. This opportunity encourages students to complete their high school credits while engaging in coursework that prepares them for the completion of college degree following high school graduation. The CTE Courses provides students an opportunity to engage in coursework that prepares them for entry into the construction trades program. Our expansion of Pax and Patterson coursework offers students access to additional curricular areas including nursing and cosmetology. Students also have access to career readiness activities such as mock interviews with local Solano County employers who provide students with realistic experiences with interviewing and insight into what employers expect from future employees. Through the College and Career Readiness curriculum, students are also instructed on how to complete a Letter of Interest and Resume. The coursework concludes with the students creating a professional portfolio that they can utilized for interviews with prospective colleges, universities, trades programs, or future employers. The CA School Dashboard data reflects the 4 and 5-year graduation rates, which is not the intention of the program and services we provide. When considering the one-year graduation rate, it is important to note that students at Golden Hills Community School and Evergreen Academy are enrolled at varied times of the academic school year. The one-year graduation rate is also impacted by the number of eligible graduates who enroll in our programs but complete their high school diplomas with their school districts of residence. 100% of students who are eligible for graduation and remain enrolled in Golden Hills Community School or Evergreen Academy are graduated.

Comprehensive Support and Improvement

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

Schools Identified

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

Golden Hills Community school is currently eligible for comprehensive support and improvement due to the combined four and five year graduation rate which is 48.8%. Golden Hills is an alternative school campus that serves students from various school districts in Solano County. It is important to note that the graduation rate is heavily impacted by the fact that these students are enrolled at the campus for varied periods of time and are not part of a consistent cohort. In comparison, the Dashboard Alternative School Status (DASS) one year grade rate data report shows that the graduation rate for Golden Hills Community School students is at 86.4%. Our School Plan for Student Achievement (SPSA) also serves as our plan to address the Comprehensive Support and Improvement (CSI) needs identified.

Support for Identified Schools

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

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

1. Funding- SCOE will utilize funds in order to provide resources that assist students with meeting graduation requirements. These resources will include staffing, instructional materials, and other supports that promote higher graduation rates.
2. Academic Planning-The classroom teachers and Student Support Specialist will assist and document each student's academic plan to achieve graduation in their Individualized Learning Plans (ILPs).

3. Academic Intervention Support- Students who are in need of academic support will have access to academic intervention support which assists them with accessing and successfully completing their required courses for graduation.
4. Social Emotional Support- Social-emotional support will be provided for students who are in need of support with managing their behaviors which can impede them from engaging with classroom instruction. Social-emotional support contributes to supporting students manage challenges while completing their required coursework for graduation.
5. English Language Development Instruction- Enhanced instructional support for integrated and designated English language development instruction for all students identified as English language learners.

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

Monitoring and Evaluating Effectiveness

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

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

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

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	The parental engagement process involved the following activities: Golden Hills Community School: 1. LCAP Parent Survey-Online/ Paper Copies (English and Spanish) 2. Participation/Attendance at LCAP Educational Partner Meetings 3. Participation/Attendance at School Site Council (SSC) Meetings Evergreen Academy: 1. LCAP Parent Survey-Online/Paper Copies (English and Spanish) 2. Participation/Attendance at School Site Council (SSC) Meetings 3. Participation/Attendance at LCAP Educational Partner Meetings. Summary of Engagement Process: The educational partners' engagement process began in November 2025 and ten LCAP Educational Partner Meetings took place during the 2025-2026 school year. Meetings were facilitated with parents, students, community members, partner agencies within Solano County, and Solano County Office of Education (SCOE) staff and managers. The feedback collected from the parents was categorized into themes and added to the plan in order to determine the actions and services that are identified in the plan. Equity Multiplier Funding Summary:

Educational Partner(s)	Process for Engagement
	Golden Hills Community School: LCAP Educational Partner meetings were held and provided parents an opportunity to address the specific actions that would support the use of the Equity Multiplier funds. Increased access to resources, college and career readiness and academic tutoring support contributed to the identifying the specific goals and actions that would support the goals in the LCAP. Evergreen Academy: LCAP Educational Partner meetings were held and provided parents an opportunity to address the specific actions that would support the use of the Equity Multiplier funds. Recommendations to ensure higher level of high school graduation rates and entry into the post-secondary education and job preparation opportunities influenced the development of the goals and actions identified in the LCAP.
Students	Golden Hills Community School: 1. LCAP Student Survey- Online/ Paper Copies (English and Spanish) 2. Participation/Attendance at LCAP Educational Partner Meetings 3. Participation/Attendance at School Site Council (SSC) Meetings Evergreen Academy: 1. LCAP Student Survey-Online/Paper Copies (English and Spanish) 2. Participation/Attendance at School Site Council (SSC) Meetings 3. Participation/Attendance at LCAP Educational Partner Meetings. Summary of Engagement Process: The educational partners' engagement process began in November 2025 and ten LCAP Educational Partner Meetings took place during the 2025-2026 school year. Meetings were facilitated with parents, students, community members, partner agencies within Solano County, and Solano County Office of Education (SCOE) staff and managers. The feedback collected from the students was categorized into themes and added to the plan in order to determine the actions and services that are identified in the plan.

Educational Partner(s)	Process for Engagement
	Equity Multiplier Funding Summary: Golden Hills Community School: LCAP Educational Partner meetings were held and provided students an opportunity to address the specific actions that would support the use of the Equity Multiplier funds. Students identified the need to have increased access to tutoring services, extended learning opportunities, and exposure to college and career professionals who can assist them with planning their future paths in education and the workforce. The feedback collected contributed to the development of the LCAP. Evergreen Academy: LCAP Educational Partner meetings were held and provided students an opportunity to address the specific actions that would support the use of the Equity Multiplier funds. Identified needs included transition support upon student's exit from Evergreen Academy, tutoring support, and hands-on support with navigating high school graduation requirements and requirements for entering post-secondary educational programs and entry into the workforce.
Teachers, Administrators, and other school personnel	Golden Hills Community School: 1. LCAP Staff Survey-Online/ Paper Copies (English and Spanish) 2. Participation/ Attendance at LCAP Educational Partner Meetings 3. Participation/ Attendance at School Site Council (SSC) Meetings Evergreen Academy: 1. LCAP Parent Survey-Online/Paper Copies (English and Spanish) 2. Participation/Attendance at School Site Council (SSC) Meetings 3. Participation/Attendance at LCAP Educational Partner Meetings. Summary of Engagement Process: The educational partners' engagement process began in November 2025 and ten LCAP Educational Partner Meetings took place during the 2025-2026 school year. Meetings were facilitated with parents, students, community members, partner agencies within Solano County, and Solano County Office of Education (SCOE) staff and managers. The valuable feedback collected from these meetings was included in the development of the plan. The feedback collected from the teachers,

Educational Partner(s)	Process for Engagement
	administrators, and other school personnel was categorized into themes and added to the plan in order to determine the actions and services that are identified in the plan. Equity Multiplier Funding Summary: Golden Hills Community School: LCAP Educational Partner meetings were held and provided teachers, administrators, and other school personnel an opportunity to address the specific actions that would support the use of the Equity Multiplier funds. Increased access to college and career readiness activities and educational programs were recommended. Support for teachers to continue to build a classroom culture that inspires students to complete high school and enter into post-secondary institutions of learning or entry into the workforce. Evergreen Academy: School: LCAP Educational Partner meetings were held and provided teachers, administrators, and other school personnel an opportunity to address the specific actions that would support the use of the Equity Multiplier funds. Academic support provided to engage students with understanding the requirements for entry into college and the workforce were identified as major areas of focus. These recommendations contributed to the development of the LCAP.
Bargaining Units	Local Bargaining Units provided feedback for the LCAP during a designated Educational Partner Meeting for the SCOE Bargaining Units. Members provided feedback during the meeting that was included in the plan. Summary of Engagement Process: The educational partners' engagement process began in November 2025 and ten LCAP Educational Partner Meetings took place during the 2025-2026 school year. Meetings were facilitated with parents, students, community members, partner agencies within Solano County, and Solano County Office of Education (SCOE) staff and managers. The feedback collected from the Bargaining Units was categorized into themes and

Educational Partner(s)	Process for Engagement
	added to the plan in order to determine the actions and services that are identified in the plan. Equity Multiplier Summary: Bargaining Unit members provided recommendations to support students at Golden Hills Community School and Evergreen Academy. The recommendations identified the following areas of focus: 1. Provide opportunities for students to engage with professional in various career fields. 2. Assist students with tutoring or educational software that they can use to assist them with understanding their coursework. 3. Instruct students with curriculum that prepares them for entry into higher education and the workforces. 4. Mentor students so that they are encouraged to graduate from high school and consider higher education. The recommendations provided contributed to the goals and actions identified in the LCAP to support all learners.
Solano Board of Education	The Solano County Board of Education provided input for the LCAP during a regularly scheduled Board of Education Meeting. The session was available for the public to access in-person or online. The recommendations shared during the Board of Education meeting were included in the plan. Summary of Engagement Process: The educational partners' engagement process began in November 2025 and ten LCAP Educational Partner Meetings took place during the 2025-2026 school year. Meetings were facilitated with parents, students, community members, partner agencies within Solano County, and Solano County Office of Education (SCOE) staff and managers. The feedback collected from the Solano Board of Education was categorized into themes and added to the plan in order to determine the actions and services that are identified in the plan. Equity Multiplier Summary:

Educational Partner(s)	Process for Engagement
	The Board of Education provided recommendations that supported the students at Golden Hills Community School and Evergreen Academy. The recommendations provided addressed the need to provide students with instruction that includes intervention support, mentoring, transition support, and access to presentations and field trips when available that promote graduation from high school and entry into post-secondary programs or the workforce. The feedback was used to determine the specific actions and services identified in the LCAP
Solano County SELPA	The Solano County SELPA provided feedback concerning our goals for addressing the needs of students with disabilities. Students have access to all instructional programs with appropriate services to support their success as measured by their Individualized Education Programs (IEPs.)

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

The educational partners' engagement process began in November 2025 and ten LCAP Educational Partner Meetings took place during the 2025-2026 school year. Meetings were facilitated with parents, students, community members, partner agencies within Solano County, and Solano County Office of Education (SCOE) staff and managers. The valuable feedback collected from these meetings was included in the development of the plan. Consultation with the Solano County Office of Education's bargaining units' representatives further assisted with the development of the plan. Feedback collected from the Solano County Education Association, California School Employees Association, Solano Chapter, and the Solano School Bus Drivers, Public Employees Union Local 1 contributed to the plan's focus of serving the needs of all learners. SCOE engaged the community. SCOE engaged in Educational Partner Meetings with Evergreen Academy and Golden Hills Community School (GHCS), students, parents, guardians, and staff members. SCOE also met with the representatives from the Student Services Department of each school district through the countywide Student Services Representatives Council. The council meets monthly to discuss issues related to child welfare and attendance and is also the body that develops and updates the Countywide Plan for Expelled Students. SCOE also met with the Solano County Board of Education throughout the LCAP development process. Additionally, the School Site Councils (SSCs) at Evergreen Academy and Golden Hills Community School serves as the primary parent advisory committee for English learners. The SSC committees at both schools are comprised of parents/families, teachers, support staff members, community members, and site administrators. Recommendations were also received from the Foster Youth Education Planning Team (FYEPT), which includes foster youth advocacy representatives and the Solano Homeless Education and Resource Team (HEART) which works to support youth who are experiencing homelessness through the combined efforts of community-based organizations in Solano County. Other educational partner meetings included individuals from the following partner agencies:

Solano County Juvenile Court System
Solano County Department of Health and Social Services-Child Welfare Services

Solano County Probation Department
Solano County Resource Family Association

Local Education Agencies:

Benicia Unified School District
Dixon Unified School District
Fairfield-Suisun Unified School District
Travis Unified School District
Vacaville Unified School District
Vallejo City Unified School District

Educational Partners:

Solano Community College
University of California, Davis
Job Corps
East Bay Consortium of Educational Institutions- (Dixon and Vallejo)

Community Partners:

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

The following meetings were held throughout the educational partner engagement process:

November 18, 2025

1:00 p.m.-2:00 p.m. Golden Hills Community School, Parents, SCOE Staff, and Solano County Probation Staff

November 19, 2025

11:00 a.m.-12:00 p.m. Evergreen Academy, Students, Parents, Staff, and Community Members

December 18, 2025

1:00 p.m.-2:00 p.m. Parents of English Learners

January 6, 2026

3:00 p.m.-4:00 p.m. SCOE Bargaining Units Representatives and SCOE Staff

February 5, 2026

10:00 a.m.-11:30 p.m. Foster Youth Planning Team (FYEPT)

February 13, 2026

11:00 a.m.-12:30 a.m. Solano Homeless Education and Resource Team (HEART)

March 11, 2026

6:00 p.m.-7:00 p.m. Solano County Board of Education

March 18, 2026

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

April 22, 2026

1:00 p.m.-2:00 p.m. Evergreen Academy Students, Parents, Staff, and Community Members

May 6, 2026

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

All parents/guardians were invited to participate in the educational partner engagement meetings. The parents of English learners, homeless/foster youth, and low-income students were able to provide their recommendations for the specific supports needed to support their children academically and socially. Interpreting services were available for Spanish speakers at all meetings. All participants reviewed the current LCAP goals and decided that the current goals were appropriate for continuation during the 2026-2027 school year. LCAP parent, student, and staff surveys were also conducted virtually and in print form.

The feedback collected from the LCAP surveys was categorized into specific themes. The themes outlined the specific areas of focus that the educational partner groups identified as areas of need. Recommendations such as increasing Project-Based Learning opportunities, increased social-emotional learning resources, increased access to music, arts, technology, and tutoring for students performing below grade level were frequently recommended at the educational partner meetings. The incorporation of increased technology use in all classrooms were also a top priority which is in alignment with SCOE's efforts to provide students with access to technology in all core content areas.

During the educational partner meetings, SCOE received rich input from educational partners. The recommendations provided by the educational partners allowed SCOE to develop a responsive plan to address the areas of concern and interest. SCOE staff, students, parents, and community members worked collaboratively in order to determine the specific goals and services that focus on increasing student outcomes and sharpening student strategies accordingly. The meetings were positive, with a substantial discussion about the purpose of our programs and the student populations we serve. The priorities that received consensus among SCOE educational partners are listed below.

Parents/guardians expressed the following concerns/priorities:

- Music Instruction for students-Vocal and instrumental
- Studio Experience for students- Music industry representatives could come to both campuses and teach students about the music business while they create songs

- Musical Instruments- At both campuses, provide students with drums, keyboards, pianos, trumpets, or other instruments to support students with reading music notes and expose them to the study of music as an art
- New library books for both campuses (Cooking, Automotive, Careers, Biographies, Science Fiction, Technology, and Art/Music, Graphic Novels, Language Books, and books about countries around the world)
- Increased opportunities for internships- Automotive, Culinary, Cosmetology, and other local businesses
- Gardening classes for students
- Cooking classes for students
- Puppy therapy dogs for both campuses/ Partnership with the SPCA for students to learn how to care for cats and dogs
- Transition services are needed for students and families that need assistance with educational and basic needs (Support with transferring to new school, program, and access to community resources for food and shelter)
- Wellness Center activities and materials to support students who are dealing with stress and anxiety
- Digital Citizenship Classes- Teach students about internet safety and how to use social media platforms appropriately (Instagram, Facebook, Chat Rooms, Gaming Rooms)
- Increase the number of colleges/universities presentations
- Increase the number of pathways through the College and Career Readiness activities with a focus on Culinary, Cosmetology, Automotive, and Engineering (Advanced technologies)
- Health Education- Classes focused on healthy eating, managing anxiety, and navigating social media images versus real life
- Health Education-Healthy Relationships-Focus on emotional and physical relationships
- Community resources for parents-Housing assistance, transportation support, food, and employment services in order to improve their abilities to support their families
- Laundry Services for families
- Parenting classes- Classes designed to support parents with managing effective communication with teenagers

Students identified the following priorities:

- Music Classes-Instruments and DJ equipment
- CTE options in Culinary, Cosmetology, Automotive, and Technology
- DMV Courses/ Support with studying for the Driver's Permit Exam
- Specific to Evergreen Academy, students are requesting more access to online resources through the internet
- Equipment to support physical fitness- Weight balls, jump ropes, exercise bands, and other equipment
- Parenting classes for young mothers and fathers
- Support for homeless students with clothing, personal items. Job assistance, and transportation
- Specific to Evergreen Academy- Opportunities to participate with job internships which prepare students for future employment
- Dog training internships- Students who are 18 years or up with the Solano County SPCA
- Summer School-Specific to Golden Hills Community School
- Life skill classes-washing clothes, cooking, and personal finance
- Counseling services for students who are dealing with stress
- New materials for the Wellness Centers- Puzzles, games, coloring books, reading books, sand, blankets, earphones, tea, cocoa, and other snacks
- Increased field trips

- Increased access to Project Based Learning to support students with obtaining credits along with Edgenuity
- Library books that feature various cultures and career fields
- Internships with local business to learn about career options (Mechanics, plumbers, construction, cosmetology, culinary, and Information Technology jobs)

Staff identified the following priorities:

- Subscriptions for educational software (Added support for math and reading skills)
- Additional CTE courses- Culinary, automotive, and cosmetology, careers in medicine
- Library books- Updated classroom libraries with materials that are diverse
- Professional learning focused on social-emotional support for students and instructional strategies for diverse learners
- Field trips for student learning and engagement- Local Business, Colleges, Museums, Music Studios, and other educational facilities
- Counseling services for students who are dealing with challenges in their lives
- Fitness equipment-Safe equipment options for Golden Hills Community School
- Access to educational software and subscriptions to engage students with extra academic support in all content areas
- Art Instruction-Painting, pottery, graphic design
- Comfortable chairs/cushions for students who need a quiet space in the classroom
- Student Materials for the Wellness Centers at Golden Hills and Evergreen Academy- Furniture, coloring materials, games, fidgets, stress balls, journals, and other equipment that students can utilize while accessing the Wellness Center

Input from the Bargaining Units identified the following priorities:

- Food giveaways for families throughout the community ((Year Round)
- Tutoring support for students before and after school
- Professional learning for teachers and support staff focused on addressing student needs (Academic/Emotional)
- Connections for students and their parents to school and community-based resources
- Guest Speakers from various fields to expose students at Golden Hills and Evergreen Academy to industry professionals
- Support for families who struggle with homelessness- Connections to local resource providers for food and shelter
- Continue the food bank and clothing drive
- Resources for families impacted by the loss of industries in Solano County (Referrals to partners who support with employment)
- Wellness Centers should continue at Golden Hills and Evergreen Academy
- Provide students with internship opportunities in various fields
- School supplies for students who need materials to support their studies
- Increase field trips to colleges, union halls, and local businesses
- Support for families who are unhoused

Input from the Solano County Board of Education identified the following priorities:

- Support students with access to local Union Partners
- Board members will continue to support the activities connected to both Evergreen Academy and Golden Hills Community School
- Increase college tours for Golden Hills Community School and provide Evergreen Academy and Golden Hills Community School students with in-classroom presentations from college/university representatives

- Provide gardening classes for students facilitated by master gardeners in the Solano Community
- Support students with job shadowing opportunities with local business from various industries
- Connect families with support providers who can support them and their children upon their exit from Evergreen Academy with juvenile records updating
- Support the connection of families to programs in Solano County that provide resources for foster and homeless students
- Resilience-Focus on "student wins" Encourage all students to stay focused on their goals to graduate from high school or enter the workforce
- Connect Board of Education members with programs that offer "boots on the ground" support to meet the diverse needs of students and families
- Expose students to multi-cultural experiences
- Provide students an opportunity to engage with peer support groups/circles
- Continue to provide "hands-on" support for students who are applying for awards, scholarships, college applications, and job applications
- Utilize student data to provide academic, social-emotional, and other needed resources
- Support students with the creation of a folder/binder that highlights their successes and showcases their academic accomplishments and letters of recommendation
- Increase support for students to receive scholarships for college or vocational programs after high school
- Fully fund transitional support services programs for students (Student Support Specialists/ Mental Health and Wellness Clinicians/ Foster/ Homeless Support/ Workforce Development) so that they continue to thrive once they exit Golden Hills Community School or Evergreen Academy
- Expand college and career opportunities for students at Golden Hills Community School and Evergreen Academy
- Add nutrition courses/programs to the curriculum at Evergreen Academy and Golden Hills Community School
- Meet students where they are- Provide support that is applicable to their specific needs

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

- Provide access to free school supplies for students-Backpacks, notebooks, paper, pens, pencils, etc.
- Connect foster students and their parents to local school district personnel who can support them with navigating the educational system
- Facilitate presentations from colleges and universities for foster students so that they are exposed to the options available to them in higher education
- Personal Finance classes- Teach students about money management, banking, credit cards, loans, scholarships, grants, and investing
- Federal Application for Federal Student Aid (FAFSA)-Support students interested in attending a college or university with completing the application
- Internships-Provide opportunities for foster students to participate in internships with local business orders so that they learn about the various industries while gaining work experience
- Field trips to colleges and universities
- Field trips to local business, union halls, or trades programs in Solano County
- Provide support for foster parents with accessing community resources related to academics, mental health, and basic needs

- Connect foster youth to transportation support providers- Low cost ride shares, city buses
- Mental health services for foster students experiencing anxiety, grief, frustration, or other emotions
- Increase collaboration efforts between service providers in Solano County who support foster students and their foster parents
- Encourage former foster students to present to students about their challenges and successes to give them hope

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

- Invite formerly homeless students to mentor students in order to encourage them to not give up
- Increase collaboration between school employees and community organizations that support homeless students
- Continue to provide transition support for homeless students who return to their neighborhood school, apply for college, or enter into the workforce
- Solano Food Bank- Continue to provide fresh fruit and vegetables for homeless families
- Laundry Services-Continue to provide no-cost laundry access for homeless students and their families
- Increase mental health services
- Connect homeless students and their families to community resources including employment, housing, dental care, medical care, and other resources
- Transportation Support-Provide free bus passes
- Provide professional learning for school staff members focused on the needs of homeless students
- Support homeless students and their families by surveying them to determine their specific needs
- Connect students and their families to community partners who support rental assistance
- Before and after school tutoring
- Summer School
- Access to internet in temporary homes (Hot Spots, Laptops, or Tablets)
- Mock interviews with local business owners
- Donate business clothing and shoes for students who are interviewing for jobs

Input from the Solano County SELPA

- Students with disabilities are afforded access to the core curriculum and programs through support identified in their IEPs
- LCFF funds must include the needs of students with disabilities
- Continue to focus on the specific needs of students with disabilities to support higher levels of academic achievement
- Continue outreach to the parents/guardians of students with disabilities to encourage their engagement with school

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 2a, 2b Implementation of ELA, ELD, Math and Next Generation Science Standards (NGSS) Data Source(s): 1. Golden Hills School Plan for Student Achievement (SPSA) 2. Evergreen Academy School Plan for Student Achievement (SPSA) Year: 2022-2023	100% Implementation at Golden Hills Community and Evergreen Academy Baseline Data: 100% Implementation Data Source(s): 1. Golden Hills School Plan for Student Achievement (SPSA) 2. Evergreen Academy School Plan for Student Achievement (SPSA) Year: 2023-Baseline Data	Year 1 Outcome Data: 100% of classes at Golden Hills Community School and Evergreen Academy have implemented ELA, ELD, Math, and Next Generation Standards (NGSS) Data Source(s): 1. Golden Hills School Plan for Student Achievement (SPSA) 2. Evergreen Academy School Plan for Student Achievement. Year: 2023-2024	Year 2 Outcome Data: 100% of classes at Golden Hills Community School and Evergreen Academy have implemented ELA, ELD, Math, and Next Generation Standards (NGSS) Data Source(s): 1. Golden Hills School Plan for Student Achievement (SPSA) 2. Evergreen Academy School Plan for Student Achievement. Year: 2024-2025	Golden Hills Community School Target: 100% Implementation of ELA, ELD, and Next Generation Science Standards in all classrooms. JDF-Evergreen Academy Target: 100% Implementation of ELA, ELD, and Next Generation Science Standards in all classrooms Year: 2025-2026	Baseline Difference: The Year 2 Outcome Data does not show any difference from the Baseline Data. 100% of all classrooms at Golden Hills Community School and Evergreen Academy have implemented ELA,ELD, and Next Generation Science Standards in all classrooms.
1.2	Priority 4a SBAC ELA (CAASPP assessments) Data Source: California School Dashboard Year: 2023	Golden Hills Community School: ELA- Percentage of Students with Met/ Exceeded Total: Data not displayed for privacy (Less than 11 students)	Year 1 Outcome Data: Golden Hills Community School ELA- Percentage of Students with Met/ Exceeded Total: Data not displayed for privacy	Year 2 Outcome Data: Golden Hills Community School ELA- Percentage of Students with Met/ Exceeded Total: Data not displayed for privacy	Golden Hills Community School Target: Target: 10% of students will Meet/Exceed or exceed grade-level standards on the English Language	Baseline Difference: The Year 2 Outcome Data does not show any differences from the Baseline Data. Due to privacy, the Dashboard does not provide a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source(s): California School Dashboard Year: 2023-Baseline Data JDF- Evergreen Academy: ELA-Percentage of Students with Met/Exceeded Total: Data not displayed for privacy (Less than 11 students) Baseline Data: 2022-2023 Data Source(s): California School Dashboard Year: 2023-Baseline Data	Data Source(s): California School Dashboard Year: 2024 JDF- Evergreen Academy: ELA-Percentage of Students with Met/Exceeded Total: Data not displayed for privacy Data Source(s): California School Dashboard Year: 2023-2024	Data Source(s): California School Dashboard Year: 2025 JDF- Evergreen Academy: ELA-Percentage of Students with Met/Exceeded Total: Data not displayed for privacy Data Source(s): California School Dashboard Year: 2024-2025	Arts Assessment (ELA). Year: 2025-2026 JDF-Evergreen Academy Target: Target: 10% of students will Meet/Exceed or exceed grade-level standards on the English Language Arts Assessment (ELA). Year: 2025-2026	performance color for student progress in English Language Arts.
1.3	Priority 4a SBAC Math (CAASPP Assessments) Data Source: California School Dashboard Year: 2022-2023	Golden Hills Community School: Math- Percentage of Students with Met/ Exceeded Total: Data not displayed for privacy (Less than 11 students) Baseline Data: 2022-2023 Data Source(s): California School Dashboard Year: 2023-Baseline Data	Year 1 Outcome Data: Golden Hills Community School Math- Percentage of Students with Met/ Exceeded Total: Data not displayed for privacy Data Source(s): California School Dashboard Year: 2023-2024	Year 2 Outcome Data: Golden Hills Community School Math- Percentage of Students with Met/ Exceeded Total: Data not displayed for privacy Data Source(s): California School Dashboard Year: 2024-2025	Golden Hills Community School Target: Target: 10% of students will Meet/Exceed or exceed grade-level standards on the Mathematics Assessment. Year: 2025-2026 JDF-Evergreen Academy Target:	Baseline Difference: The Year 2 Outcome Data does not show any differences from the Baseline Data. Due to privacy, the Dashboard does not provide a performance color for student progress in Mathematics.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		JDF-Evergreen Academy: Math- Percentage of Students with Met/ Exceeded Total: Data not displayed for privacy Baseline Data: 2022-2023 Data Source(s): California School Dashboard Year: 2023-Baseline Data	JDF- Evergreen Academy: Math-Percentage of Students with Met/Exceeded Total: Data not displayed for privacy Data Source(s): California School Dashboard Year: 2023-2024	JDF- Evergreen Academy: Math-Percentage of Students with Met/Exceeded Total: Data not displayed for privacy Data Source(s): California School Dashboard Year: 2024-2025	Target: 10% of students will Meet/Exceed or exceed grade-level standards on the Mathematics Assessment. Year: 2025-2026	
1.4	Priority 8 Credits Earned Average for students in the program for 90 days or more Data Source: Aeries Student Information System Database Year: 2023-2024	Total Credits Earned: 35 credits Data Source: Aeries Student Information System Database Year: 2022-2023-Baseline Data	Year 1 Outcome Data: Total Credits Earned: 37 credits Data Source: Aeries Student Information System Database Year: 2023-2024	Year 2 Outcome Data: Total Credits Earned: 38 credits Data Source: Aeries Student Information System Database Year: 2024-2025	Golden Hills Community School Target: 37 credits Year: 2025-2026 JDF-Evergreen Academy Target: 37 credits Year: 2025-2026	Baseline Difference: The Year 2 Outcome Data shows that students were able to earn 3 credits above the baseline data amount of 35 credit.
1.5	Priority 8 Renaissance Learning-STAR Reading Assessment grade equivalent growth for students in the program for 90 days or more. Data Source: Renaissance Reading Assessment Data Year: 2023-2024	1. Golden Hills Community School: 67% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in ELA as measured by the Renaissance Learning STAR Reading Assessment	Year 1 Outcome Data: 1. Golden Hills Community School: 65% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent	Year 2 Outcome Data: 1. Golden Hills Community School: 67% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent	1. Golden Hills Community School Target: 69% of students who attended for 90 days or more will demonstrate a .50 or greater Grade Equivalent growth in ELA as measured by the	Baseline Difference: 1. The Year 2 Outcome Data shows that 65% of Golden Hills Community students who attended for 90 days or more demonstrated a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Renaissance Reading Assessment Data Year: 2022-2023-Baseline Data 2.JDF-Evergreen Academy: 42% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in ELA as measured by the Renaissance Learning STAR Reading Assessment Data Source: Renaissance Reading Assessment Data Year: 2022-2023-Baseline Data	growth in ELA as measured by the Renaissance Learning STAR Reading Assessment Data Source: Renaissance Reading Assessment Data Year: 2023-2024 2.JDF-Evergreen Academy: 45% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in ELA as measured by the Renaissance Learning STAR Reading Assessment Data Source: Renaissance Reading Assessment Data Year: 2023-2024	growth in ELA as measured by the Renaissance Learning STAR Reading Assessment Data Source: Renaissance Reading Assessment Data Year: 2024-2025 2.JDF-Evergreen Academy: 47% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in ELA as measured by the Renaissance Learning STAR Reading Assessment Data Source: Renaissance Reading Assessment Data Year: 2024-2025	Renaissance Learning STAR Reading Assessment Data Source: Renaissance Reading Assessment Data Year: 2025-2026 2.JDF-Evergreen Academy Target: 44% of students who attended for 90 days or more will demonstrate a .50 or greater Grade Equivalent growth in ELA as measured by the Renaissance Learning STAR Reading Assessment Year: 2025-2026	.50 or grader Grade Equivalent growth in English Language Arts as measured by the Renaissance Reading Assessment data. There is no difference between the Year 2 Outcome Data and baseline data. 2. The Year 2 Outcome Data shows that 47% of Evergreen Academy students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in English Language Arts as measured by the Renaissance Reading Assessment data. There is no difference between the Year 2 Outcome Data and the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Priority 8 Renaissance Learning-STAR Reading Assessment scaled score growth for students in the program for 90 days or more Data Source: Renaissance Reading Assessment Year: 2023-2024	1. Golden Hills Community School: 65% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment' Data Source: Renaissance Reading Assessment Year: 2022-2023-Baseline Data 2. JDF-Evergreen Academy 36% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment' Data Source: Renaissance Reading Assessment Year: 2022-2023-Baseline Data	Year 1 Outcome Data: 1. Golden Hills Community School: 62% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment' Data Source: Renaissance Reading Assessment Year: 2023-2024 2. JDF-Evergreen Academy 38% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment' Data Source: Renaissance Reading Assessment Year: 2023-2024	Year 2 Outcome Data: 1. Golden Hills Community School: 60% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment' Data Source: Renaissance Reading Assessment Year: 2024-2025 2. JDF-Evergreen Academy 37% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment' Data Source: Renaissance Reading Assessment Year: 2024-2025	1. Golden Hills Community School Target: 67% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment' Data Source: Renaissance Reading Assessment Year: 2025-2026 2. JDF-Evergreen Academy Target: 38% of students who were enrolled for 90 days or more will demonstrate a 50-point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment' Data Source: Renaissance Reading Assessment Year: 2025-2026	Baseline Difference: 1. Golden Hills Community School: The Year 2 Outcome Data shows that 60% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in ELA as measured by the Renaissance Learning Star Reading Assessment. Student performance levels decreased by 5% from the baseline data. 2. Evergreen Academy: The Year 2 Outcome Data shows that 37% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in ELA as measured by the Renaissance Learning Star Reading Assessment. Student performance levels decreased by 5% from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Reading Assessment Year: 2023-2024	Reading Assessment Year: 2024-2025	Learning STAR Reading Assessment' Data Source: Renaissance Reading Assessment Year: 2025-2026	increase in ELA as measured by the Renaissance Learning Star Reading Assessment. Student performance levels increased by 1% from the baseline data Year: 2024.
1.7	Priority 8 Renaissance Learning-STAR Math Assessment grade equivalent growth for students in the program for 90 days or more Data Source: Renaissance Math Assessment Year: 2023-2024	1. Golden Hills Community School: 58% of students who attended for 90 days or more demonstrated a.50 or greater Grade Equivalent growth in Math as measured by Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2022-2023-Baseline Data 2. JDF-Evergreen Academy: 32% of students who attended for 90 days or more demonstrated a.50 or greater Grade Equivalent growth in	Year 1 Outcome Data: 1. Golden Hills Community School: 59% of students who attended for 90 days or more demonstrated a.50 or greater Grade Equivalent growth in Math as measured by Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2023-2024 2. JDF-Evergreen Academy:	Year 2 Outcome Data: 1. Golden Hills Community School: 56% of students who attended for 90 days or more demonstrated a.50 or greater Grade Equivalent growth in Math as measured by Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2024-2025 2. JDF-Evergreen Academy:	1. Golden Hills Community School Target: 60% of students who attended for 90 days or more will demonstrate a.50 or greater Grade Equivalent growth in Math as measured by Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2025-2026 2. JDF-Evergreen Academy Target: 34% of students who attended for 90 days or more	Baseline Difference: 1. Golden Hills Community School: The Year 2 Outcome Data shows that 56% of students who attended for 90 days or more demonstrated a.50 or greater Grade Equivalent growth in Math as measured by Renaissance Learning STAR Math Assessment. Student performance levels decreased by 2% from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math as measured by Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2022-2023-Baseline Data	33% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in Math as measured by Renaissance Learning STAR Math Assessment Year: 2023-2024	37% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in Math as measured by Renaissance Learning STAR Math Assessment Year: 2024-2025	will demonstrate a .50 or greater Grade Equivalent growth in Math as measured by Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2025-2026	2. Evergreen Academy: The Year 2 Outcome Data shows that 37% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in Math as measured by Renaissance Learning STAR Math Assessment. Student performance levels increased by 5% from the baseline data.
1.8	Priority 8 Renaissance Learning-STAR Math Assessment scaled score growth for students in the program for 90 day or more Data Source: Renaissance Math Assessment Year:2023-2024	1. Golden Hills Community School: 46% of students who were enrolled 90 days or more demonstrated a 50-point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2022-2023-Baseline Data	Year 1 Outcome Data: 1. Golden Hills Community School: 48% of students who were enrolled 90 days or more demonstrated a 50-point or greater scaled score increase in Math as measured by monthly Renaissance	Year 2 Outcome Data: 1. Golden Hills Community School: 46% of students who were enrolled 90 days or more demonstrated a 50-point or greater scaled score increase in Math as measured by monthly Renaissance	1. Golden Hills Community School Target: 48% of students who were enrolled 90 days or more will demonstrate a 50-point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment	Baseline Difference: 1. Golden Hills Community School: The Year 2 Outcome Data shows that 46% of students who were enrolled 9 days or more demonstrated a 50-point or greater scaled score increased In Math as measured by the Renaissance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2. JDF-Evergreen Academy 39% of students who were enrolled 90 days or more demonstrated a 50-point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2022-2023-Baseline Data	Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2023-2024 2. JDF-Evergreen Academy 38% of students who were enrolled 90 days or more demonstrated a 50-point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2023-2024	Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2024-2025 2. JDF-Evergreen Academy 40% of students who were enrolled 90 days or more demonstrated a 50-point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2024-2025	Data Source: Renaissance Math Assessment Year: 2025-2026 2. JDF-Evergreen Academy Target: 41% of students who were enrolled 90 days or more will demonstrate a 50-point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment Data Source: Renaissance Math Assessment Year: 2025-2026	Learning STAR Math Assessment. Student performance levels did not increase or decrease when compared to the baseline data. 2. Evergreen Academy: The Year 2 Outcome Data shows that 40% of students who were enrolled 90 days or more demonstrated a 50-point or greater scaled score in Math as measured by the Renaissance Learning STAR Math Assessment. Student performance levels increased by 1% from the baseline data
1.9	Priority 8 The percentage of parents who on the LCAP Parent Input Survey report that their child receives extra help	Golden Hills Community School: 100% of parents surveyed reported that their children receive extra help when he/she	Year 1 Outcome Data: Golden Hills Community School: 100% of parents surveyed reported	Year 2 Outcome Data: Golden Hills Community School: 100% of parents surveyed reported	Golden Hills Community School Target: 100% of parents surveyed will report that their children receive	Baseline Difference: 1. Golden Hills Community School: The Year 2 Outcome Data shows no

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	when he/she is struggling academically	is struggling academically. Data Source: LCAP Parent Survey Year: 2023-2024-Baseline Data JDF-Evergreen Academy: 100% of parents surveyed reported that their children receive extra help when he/she is struggling academically. Data Source: LCAP Parent Survey Year: 2023-2024-Baseline Data	that their children receive extra help when he/she is struggling academically. Data Source: LCAP Parent Survey Year: 2024-2025 JDF-Evergreen Academy: 100% of parents surveyed reported that their children receive extra help when he/she is struggling academically. Data Source: LCAP Parent Survey Year: 2024-2025	that their children receive extra help when he/she is struggling academically. Data Source: LCAP Parent Survey Year: 2025-2026 JDF-Evergreen Academy: 100% of parents surveyed reported that their children receive extra help when he/she is struggling academically. Data Source: LCAP Parent Survey Year: 2025-2026	extra help when he/she is struggling academically. Data Source: LCAP Parent Survey Year: 2025-2026 JDF-Evergreen Academy Target: 100% of parents surveyed will report that their children receive extra help when he/she is struggling academically. Data Source: LCAP Parent Survey Year: 2025-2026	difference between the baseline data. 2. Evergreen Academy: The Year 2 Outcome Data shows no difference between the baseline data.
1.10	Priority 8 The percentage of students who on the LCAP Student Survey report that they receive extra help when they are struggling academically.	Golden Hills Community School: 95% of the students surveyed reported that they receive extra help when they are struggling academically. Data Source: LCAP Student Survey Year: 2023-2024-Baseline Data	Golden Hills Community School: 97% of the students surveyed reported that they receive extra help when they are struggling academically. Data Source: LCAP Student Survey	Year 2 Outcome Data: Golden Hills Community School: 98% of students who completed the LCAP survey reported that they were able to receive extra help when struggling academically.	Golden Hills Community School Target: 95% of the students surveyed will report that they receive extra help when they are struggling academically. Data Source: LCAP Student Survey	Baseline Difference: 1. Golden Hills Community School: The Year 2 Outcome Data shows an increase of 3% of surveyed students who reported that they are able to receive extra help when they are struggling.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		JDF-Evergreen Academy: 90% of the students surveyed reported that they receive extra help when they are struggling academically. Data Source: LCAP Parent Survey Year: 2023-2024-Baseline Data	Year: 2024-2025 JDF-Evergreen Academy: 95% of the students surveyed reported that they receive extra help when they are struggling academically. Data Source: LCAP Parent Survey Year: 2024-2025	Data Source: LCAP Student Survey Year: 2025-2026 JDF-Evergreen Academy: 97% of students who completed the LCAP survey reported that they were able to receive extra help when struggling academically. Data Source: LCAP Student Survey Year: 2025-2026	Year: 2025-2026 JDF-Evergreen Academy Target: 90% of the students surveyed will report that they receive extra help when they are struggling academically. Data Source: LCAP Parent Survey Year: 2025-2026	2. Evergreen Academy: The Year 2 Outcome Data shows an increase of 7% of surveyed students who reported that they are able to receive extra help when they are struggling.
1.11	Priority 1a Teachers of the district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	Golden Hills Community School: 100% of the teachers are appropriately assigned based upon their credentials. Data Source (s): 1. California Facilities Inspection Tools (FIT) Year: 2023-2024 2. Williams Case and School Facilities Report Year: 2023-2024-Baseline Data	Year 1 Outcome Data: Golden Hills Community School: 100% of the teachers are appropriately assigned based upon their credentials. Data Source (s): 1. California Facilities	Year 2 Outcome Data: Golden Hills Community School: 100% of the teachers are appropriately assigned based upon their credentials. Data Source (s): 1. California Facilities	Golden Hills Community School Target: 100% of the teachers will be appropriately assigned based upon their credentials. Data Source (s): 1. California Facilities Inspection Tools (FIT) Year: 2025-2026	Baseline Difference: 1. Golden Hills Community School: The Year 2 Outcome Data shows no difference from the baseline data. 2. Evergreen Academy: The Year 2 Outcome Data shows no

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		JDF-Evergreen Academy: 100% of the teachers are appropriately assigned based upon their credentials. Data Source (s): 1. California Facilities Inspection Tools (FIT) Year: 2023-2024-Baseline Data 2. Williams Case and School Facilities Report Year: 2023-2024-Baseline Data	Inspection Tools (FIT) Year: 2024-2025 2. Williams Case and School Facilities Report Year: 2024-2025 JDF-Evergreen Academy: 100% of the teachers are appropriately assigned based upon their credentials. Data Source (s): 1. California Facilities Inspection Tools (FIT) Year: 2024-2025-Baseline Data	Inspection Tools (FIT) Year: 2025-2026 2. Williams Case and School Facilities Report Year: 2025-2026 JDF-Evergreen Academy: 100% of the teachers are appropriately assigned based upon their credentials. Data Source (s): 1. California Facilities Inspection Tools (FIT) Year: 2025-2026 2. Williams Case and School Facilities Report Year: 2025-2026 Data Source (s): 1. California Facilities Inspection Tools (FIT) Year: 2025-2026 2. Williams Case and School Facilities Report Year: 2025-2026	2. Williams Case and School Facilities Report Year: 2025-2026 JDF-Evergreen Academy Target: 100% of the teachers will be appropriately assigned based upon their credentials. Data Source (s): 1. California Facilities Inspection Tools (FIT) Year: 2025-2026 2. Williams Case and School Facilities Report Year: 2025-2026	difference from the baseline data.
1.12	Priority 1b Every pupil in the school district has sufficient access to standards/aligned instructional materials.	Golden Hills Community School: 100% of students have access to standards/aligned instructional materials. Data Source(s): Williams Case and School Facilities Report	Year 1 Outcome Data: Golden Hills Community School: 100% of students have access to standards/aligned	Year 2 Outcome Data: Golden Hills Community School: 100% of students have access to standards/aligned	Golden Hills Community School Target: 100% of students will have access to standards/aligned instructional materials. Data Source(s):	Baseline Difference: 1. Golden Hills Community School: The Year 2 Outcome Data shows no difference from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Year: 2023-2024-Baseline Data JDF-Evergreen Academy 100% of students have access to standards/aligned instructional materials. Data Source(s): Williams Case and School Facilities Report Year: 2023-2024-Baseline Data	instructional materials. Data Source(s): Williams Case and School Facilities Report Year:2024-2025 JDF-Evergreen Academy 100% of students have access to standards/aligned instructional materials. Data Source(s): Williams Case and School Facilities Report Year: 2024-2025	instructional materials. Data Source(s): Williams Case and School Facilities Report Year:2025-2026 JDF-Evergreen Academy 100% of students have access to standards/aligned instructional materials. Data Source(s): Williams Case and School Facilities Report Year: 2025-2026	Williams Case and School Facilities Report Year: 2025-2026 JDF-Evergreen Academy Target: 100% of students will have access to standards/aligned instructional materials. Data Source(s): Williams Case and School Facilities Report Year: 2025-2026	2. Evergreen Academy: The Year 2 Outcome Data shows no difference from the baseline data.
1.13	Priority 1c School facilities are maintained in good repair.	100% Data Source(s): California Facilities Inspection Tools (FIT) Year: 2023-2024-Baseline Data	Year 1Outcome Data: 100% Data Source(s): California Facilities Inspection Tools (FIT) Year: 2024-2025	Year 2 Outcome Data: 100% Data Source(s): California Facilities Inspection Tools (FIT) Year: 2025-2026	Facilities Target: 100% Data Source(s): California Facilities Inspection Tools (FIT) Year: 2025-2026	Baseline Difference: The Year 2 Outcome Data shows no difference from the baseline data.
1.14	Priority 4e The percentage of English learners who make progress toward English proficiency as measured by the English Language Proficiency	Golden Hills Community School: 0% Data Source: English Language Proficiency Assessments for California (ELPAC)	Year 1 Outcome Data: Golden Hills Community School: 0% Data Source: English Language	Year 2 Outcome Data: Golden Hills Community School: 0% Data Source: English Language	Golden Hills Community School Target: 5% Data Source: English Language Proficiency	Baseline Difference: The Year 2 Outcome Data shows no difference from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessments for California (ELPAC)	Year: 2022-2023-Baseline Data JDF-Evergreen Academy 0% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2022-2023	Proficiency Assessments for California (ELPAC) Year: 2023-2024 JDF-Evergreen Academy 0% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2023-2024	Proficiency Assessments for California (ELPAC) Year: 2024-2025 JDF-Evergreen Academy 0% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2024-2025	Assessments for California (ELPAC) Year: 2025-2026 JDF-Evergreen Academy 5% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2025-2026	
1.15	Priority 4f English Language Learners reclassification rate	Golden Hills Community School: 0% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2022-2023-Baseline Data JDF-Evergreen Academy 0% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2022-2023-Baseline Data	Year 1 Outcome Data: Golden Hills Community School: 0% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2023-2024 JDF-Evergreen Academy 0% Data Source: English Language Proficiency Assessments for California (ELPAC) Year:2023-2024	Year 2 Outcome Data: Golden Hills Community School: 0% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2024-2025 JDF-Evergreen Academy 0% Data Source: English Language Proficiency Assessments for California (ELPAC) Year:2024-2025	Golden Hills Community School Target: 5% Data Source: English Language Proficiency Assessments for California (ELPAC) (Baseline 2022-2023) 5% Data Source: English Language Proficiency Assessments for California (ELPAC) Year: 2025-2026	Baseline Difference: The Year 2 Outcome Data shows no difference from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Priorities 7a,7b, 7c The JCCS programs will provide a broad course of study that includes all the subject areas described in Section 51210 and Section 51220 (a) to (i) of the Education Code, as applicable to support all students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system.	The JCCS programs provided a broad course of study that included all the subject areas described in Section 51210 and Section 51220 (a) to (i) of the Education Code, as applicable, to support all students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system. This metric will be measured by academic data and our course catalog. Data Source: Aeries Student Information System Database Year: 2023-2024- Baseline Data	Year 1 Outcome Data: The JCCS programs provided a broad course of study that included all the subject areas described in Section 51210 and Section 51220 (a) to (i) of the Education Code, as applicable, to support all students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system. This metric will be measured by academic data and our course catalog. Data Source: Aeries Student Information System Database Year: 2024-2025	Year 2 Outcome Data: The JCCS programs provided a broad course of study that included all the subject areas described in Section 51210 and Section 51220 (a) to (i) of the Education Code, as applicable, to support all students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system. This metric will be measured by academic data and our course catalog. Data Source: Aeries Student Information System Database Year: 2025-2026	The JCCS programs will provide a broad course of study that included all the subject areas described in Section 51210 and Section 51220 (a) to (i) of the Education Code, as applicable, to support all students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system. This metric will be measured by academic data and our course catalog. Data Source: Aeries Student Information System Database Year: 2025-2026	Baseline Difference: The Year 2 Outcome Data shows no difference from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Priority 2a Provide targeted professional learning on instructional strategies designed to address state standards and support a range of skill levels in each classroom as measured by classroom walkthrough visits.	100% of all JCCS staff have received professional learning related to the ongoing instructional program improvement. Data Source: JCCS Professional Development database Year: 2023-2024- Baseline Data	Year 1 Outcome Data: 100% of all JCCS staff have received professional learning related to the ongoing instructional program improvement. Data Source: JCCS Professional Development database Year: 2024-2025	Year 2 Outcome Data: 100% of all JCCS staff have received professional learning related to the ongoing instructional program improvement. Data Source: JCCS Professional Development database Year: 2025-2026	100% of all JCCS staff will have received professional learning related to the ongoing instructional program improvement. Data Source: JCCS Professional Development database Year: 2025-2026	Baseline Difference: The Year 2 Outcome Data shows no difference from the baseline data.
1.18	Priority 7c Students with exceptional needs will have access to general education classes with appropriate services to support their success as measured by their IEP's.	100% of students enrolled in the JCCS programs with exceptional needs had access to general educational classes with appropriate services to support their success as measured by their IEP's. Data Source (s): 1. Student Individual Education Plans (IEPs) 2. Individual Learning Plans (ILPs) Year: 2023-2024- Baseline Data	Year 1 Outcome Data: 100% of students enrolled in the JCCS programs with exceptional needs had access to general educational classes with appropriate services to support their success as measured by their IEP's. Data Source (s): 1. Student Individual Education Plans (IEPs)	Year 2 Outcome Data: 100% of students enrolled in the JCCS programs with exceptional needs had access to general educational classes with appropriate services to support their success as measured by their IEP's. Data Source (s): 1. Student Individual Education Plans (IEPs)	100% of students enrolled in the JCCS programs with exceptional needs will have access to general educational classes with appropriate services to support their success as measured by their IEP's. Data Source (s): 1. Student Individual Education Plans (IEPs) 2. Individual Learning Plans (ILPs)	Baseline Difference: The Year 2 Outcome Data shows no difference from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2. Individual Learning Plans (ILPs) Year: 2024-2025	2. Individual Learning Plans (ILPs) Year: 2025-2026	Year: 2025-2026	
1.19	Priority 2b English learners will have access to the State Standards and ELD Standards as measured by the walkthrough instruments.	100% of English learners had access to the state standards and to ELD standards as measured by observations. Data Source (s): 1. Aeries Student Information Systems Database Data 2. Individual Learning Plans(ILPs) Year: 2023-2024-Baseline Data	Year 1 Outcome Data: 100% of English learners had access to the state standards and to ELD standards as measured by observations. Data Source (s): 1. Aeries Student Information Systems Database Data 2. Individual Learning Plans(ILPs) Year: 2024-2025	Year 2 Outcome Data: 100% of English learners had access to the state standards and to ELD standards as measured by observations. Data Source (s): 1. Aeries Student Information Systems Database Data 2. Individual Learning Plans(ILPs) Year: 2025-2026	100% of English learners will have access to the state standards and to ELD standards as measured by observations. Data Source (s): 1. Aeries Student Information Systems Database Data 2. Individual Learning Plans(ILPs) Year: 2023-2024-Baseline Data	Baseline Difference: The Year 2 Outcome Data shows no difference from the baseline data.
1.20	Priority 1b Technology learning devices provided to all students. As measured by our online inventory.	100% of students at Golden Hills Community School and JDF-Evergreen Academy have 1:1 access to Chromebooks Data Source (s): 1. LCAP Student Survey Data 2. LCAP Parent Survey Data 3. LCAP Staff Survey Data	Year 1 Outcome Data: 100% of students at Golden Hills Community School and JDF-Evergreen Academy have 1:1 access to Chromebooks Data Source (s): 1. LCAP Student Survey Data	Year 2 Outcome Data: 100% of students at Golden Hills Community School and JDF-Evergreen Academy have 1:1 access to Chromebooks Data Source (s): 1. LCAP Student Survey Data	100% of students at Golden Hills Community School and JDF-Evergreen Academy will have 1:1 access to Chromebooks Data Source (s): 1. LCAP Student Survey Data 2. LCAP Parent Survey Data	Baseline Difference: The Year 2 Outcome Data shows no difference from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Year: 2023-2024-Baseline Data	2. LCAP Parent Survey Data 3. LCAP Staff Survey Data Year: 2024-2025	2. LCAP Parent Survey Data 3. LCAP Staff Survey Data Year: 2025-2026	3. LCAP Staff Survey Data Year: 2025-2026	
1.21	Note: Priority 4 g note: Advanced Placement courses and exams are usually not part of our instruction but are available for students interested in collaboration with their districts of residence. Students typically placed in our Alternative Schools show credit recovery as their priority. Priority 4b/4c note: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the The University of California and the California State University, or CTE sequences or programs of study that aligns with State Board approved CTE standards and frameworks, are not applicable in the JCCS context. Our experience	Note: Priority 4 g note: Advanced Placement courses and exams are usually not part of our instruction but are available for students interested in collaboration with their districts of residence. Students typically placed in our Alternative Schools show credit recovery as their priority. Priority 4b/4c note: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the The University of California and the California State University, or CTE sequences or programs of study that aligns with State Board approved CTE standards and frameworks, are not applicable in the JCCS context. Our experience	Year 1 Outcome Data: Note: Priority 4 g note: Advanced Placement courses and exams are usually not part of our instruction but are available for students interested in collaboration with their districts of residence. Students typically placed in our Alternative Schools show credit recovery as their priority. Priority 4b/4c note: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the The University of California and the	Year 2 Outcome Data: Note: Priority 4 g note: Advanced Placement courses and exams are usually not part of our instruction but are available for students interested in collaboration with their districts of residence. Students typically placed in our Alternative Schools show credit recovery as their priority. Priority 4b/4c note: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the The University of California and the	Note: Priority 4 g note: Advanced Placement courses and exams are usually not part of our instruction but are available for students interested in collaboration with their districts of residence. Students typically placed in our Alternative Schools show credit recovery as their priority. Priority 4b/4c note: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the The University of California and the California State University, or CTE	Baseline Difference: The Year 2 Outcome Data shows no difference from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	has been to address credit deficiencies in basic requirements. The Early Assessment Program results are embedded in the SBAC results for 11th grade ELA and Math.	has been to address credit deficiencies in basic requirements. The Early Assessment Program results are embedded in the SBAC results for 11th grade ELA and Math.	California State University, or CTE sequences or programs of study that aligns with State Board approved CTE standards and frameworks, are not applicable in the JCCS context. Our experience has been to address credit deficiencies in basic requirements. The Early Assessment Program results are embedded in the SBAC results for 11th grade ELA and Math.	California State University, or CTE sequences or programs of study that aligns with State Board approved CTE standards and frameworks, are not applicable in the JCCS context. Our experience has been to address credit deficiencies in basic requirements. The Early Assessment Program results are embedded in the SBAC results for 11th grade ELA and Math.	sequences or programs of study that aligns with State Board approved CTE standards and frameworks, are not applicable in the JCCS context. Our experience has been to address credit deficiencies in basic requirements. The Early Assessment Program results are embedded in the SBAC results for 11th grade ELA and Math.	
1.22	Priority 9-Expelled Pupils Coordination of Instruction of expelled pupils pursuant to Education Code Section 48926.	Solano County Office of Education works in collaboration with all school districts within Solano County in order to develop, monitor, and evaluate a comprehensive 3-year plan to support expelled students and those students enrolled in school at the Juvenile Detention	Year 1 Outcome Data: Solano County Office of Education works in collaboration with all school districts within Solano County in order to develop, monitor, and evaluate a comprehensive 3-year plan to	Year 2 Outcome Data: Solano County Office of Education works in collaboration with all school districts within Solano County in order to develop, monitor, and evaluate a comprehensive 3-year plan to	The Countywide Plan for Expelled students will be 100% implemented and evaluated, monitored, and evaluated throughout the 3 year cycle.	Baseline Difference: The Year 2 Outcome Data shows no difference from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Facility.	support expelled students and those students enrolled in school at the Juvenile Detention Facility.	support expelled students and those students enrolled in school at the Juvenile Detention Facility.		
1.23	Priority 10- Foster Youth Coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records.	FYEPT meetings are held monthly in order to coordinate with county agencies to support the needs of foster youth through access to services and local resources.	Year 1 Outcome Data: FYEPT meetings are held monthly in order to coordinate with county agencies to support the needs of foster youth through access to services and local resources.	Year 2 Outcome Data: FYEPT meetings are held monthly in order to coordinate with county agencies to support the needs of foster youth through access to services and local resources.	Membership in the FYEPT group will increase by 2%.	Baseline Difference: The Year 2 Outcome Data shows no difference from the baseline data.

Goal Analysis [2025-26]

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 1 has contributed to providing all classrooms at Golden Hills Community School and Evergreen Academy with access to standards based instruction in all content areas. The implementation of this goal yielded the following challenges and successes:

Challenges:

1. Assessment Data- The populations at both Golden Hills Community School and Evergreen Academy change frequently. Student enrollment changes frequently and impacts the opportunities to assess students throughout the school year. The acquisition of data over an extend time period is limited. Student data is used to assist both campuses with lesson planning and academic intervention support.
2. Expanded technology access for Evergreen Academy students- Due to technology safety protocols at Evergreen Academy, students are limited to additional online academic programs. Research continues to identify online resources that allow students to interact with the educational program without being exposed to the internet.
3. Reclassification of English Learners- Due to the limited enrollment of students identified as English learners, data for Golden Hills Community School and Evergreen Academy doesn't show measurable growth in the student reclassification data.

Successes:

1. Students enrolled in Golden Hills Community School and Evergreen Academy have access to 1:1 Chromebooks so that they are able to access their Edgenuity courses.
2. The partnership between the Solano County Office of Education and all six school districts in Solano County has contributed to the implementation of a Countywide Plan for Expelled Students and students who are enrolled in the educational program at the Solano County Juvenile Detention Facility (Evergreen Academy).
3. Students receive access to standardized instruction by fully credentialed teachers who use Edgenuity and other standards based instructional supports in order to provide students with access to the core curriculum for their specific grade levels.
4. Designated and Integrated English Language Development Instruction is provided for students identified as English language learners.
5. Students with disabilities receive academic support and accommodations as described in their Individualized Education Programs (IEPs).

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

There was a material difference between the budgeted expenditure and estimated actual expenditure for the Action 1.7. An Academic Intervention Teacher was budgeted for Golden Hills Community and a second Academic Intervention Teacher was budgeted for Evergreen Academy. A teacher was hired for Golden Hills Community School but not for Evergreen Academy. Substitute teacher coverage has been provided in order to provide additional academic intervention support at Evergreen Academy. This vacancy did contribute the material difference between what was budgeted and the actual expense for this goal.

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

The effectiveness of the actions are as follows:

1. Standards Based Instruction in all classrooms at Golden Hills Community School and Evergreen Academy.
2. Assessments- Students are assessed throughout the school year in order to guide lesson planning and instructional supports.
3. Students, parents, and staff members provide feedback that it used to implement, monitor, and evaluate the effectiveness of the educational programs at Golden Hills and Evergreen Academy.
4. Designated and Integrated ELD instruction supports students identified as English learners.
5. Students with disabilities are supported in alignment with the goals and accommodations contained in their IEP plans.
6. The collaboration between SCOE and community partners who support Homeless and Foster students ensures that students and their families receive academic support and access to available community resources.

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.

There were no changes made to the planned goal, metrics, target outcomes, or actions.

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	Professional Learning	Professional Learning is provided to JCCS staff including teachers and administrators with targeted training to support English learners, students with disabilities, and all students experiencing academic challenges.	\$0.00	No
1.2	Project Based Learning	Support higher levels of students proficiency through the expanded use of Project-Based Learning. Project based learning opportunities include STEAM instruction in the Innovation Lab, civics instruction, and cross content lessons that provide students with access to engaging learning opportunities that enhance their analytical and research skills. Targeted support will be provided through the use of CSI funds to support environmental literacy instruction and enhanced academic support with CTE instruction.	\$241,933.00	No
1.3	Edgenuity Software	Provide students with standards-based curriculum in all core content areas and electives through the Edgenuity web-based curriculum software program.	\$21,147.00	Yes
1.4	Instructional Program and Operational Leadership Support	The Director of Educational Options and the Program Administrator provide support and leadership for the instructional program, professional development and evaluations for staff members, and operation support for the Juvenile Court and Community Schools programming at Golden Hills Community School and Evergreen Academy. The Program Administrator will provide targeted academic and social emotional support through the use of CSI funding. Students will be supported through the implementation, monitoring, and evaluation of an academic program that provide robust instruction, intervention supports, and community based supports.	\$89,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Access to the internet for students in JDF	In collaboration with the Information Technology Department, SCOE will explore platforms that provide limited access to the internet for students to conduct instructional research.	\$0.00	No
1.6	Math Instruction Support and Coaching	Instructional support for teachers focused on effective mathematical instruction through the use of CSI funds. Teachers are provided with instructional strategies and resources that support enhanced mathematical instruction and intervention supports for students.	\$11,570.00	No
1.7	Academic Intervention Support	Golden Hills Community and Evergreen Academy will receive academic intervention instruction along with access to materials that support higher levels of academy proficiency in all core content areas. Golden Hills Community School will receive additional academic resources through the use of CSI funds that target specific instructional strategies that support students who are performing below grade level with a targeted focus on comprehension and analytical skills.	\$530,460.00	No
1.8	Individual Learning Plans-Case Management	The Student Support Specialist will provide monitoring and case management for all students to complete their Individual Learning Plans and coordinate monthly conferences with teachers to identify individual academic and social-emotional needs.	\$0.00	No
1.9	Assemblies/Guest Speakers	Provide assemblies and guest speakers for students that are focused on core subjects including English language arts, math, science, art, music, technology, and social studies.	\$0.00	No
1.10	Study Trips	Engage students with study trips that are connected to core subjects including English language arts, math, science, technology, art, and music.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	English Language Development Instructional Support	Additional targeted instructional support strategies provided to classroom teachers through the use of CSI funds to assist English learners with higher levels of proficiency in all content areas.	\$10,731.00	No
1.12	Students with Disabilities	Students with Disabilities are provided with targeted academic support, accommodations, and additional instructional resources as identified in their Individualized Education Plans (IEPs) in all content areas in order to support their access to instruction and higher levels of academic achievement..	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3a, 3b, 3c, 8 The percentage of students who report on the LCAP survey involves developing, reviewing, and monitoring the Individual Learning Plans which addresses the needs of unduplicated pupils and students with disabilities. Data Source: LCAP Student Survey Year: 2023-2024	Golden Hills Community School: 95% of students reported that the school involves them in the development, review, and ongoing monitoring of the Individual Learning Plans. Data Source: LCA P Student Survey Year: 2023-2024- Baseline Data JDF-Evergreen Academy 93% of students reported that the school involves them in the development, review, and ongoing monitoring of the Individual Learning Plans. Data Source: LCAP Student Survey Year: 2023-2024- Baseline Data	Year 1 Data Outcome: Golden Hills Community School: 97% of students reported that the school involves them in the development, review, and ongoing monitoring of the Individual Learning Plans. Data Source: LCA P Student Survey Year: 2024-2025 JDF-Evergreen Academy 96% of students reported that the school involves them in the development, review, and ongoing monitoring of the Individual Learning Plans.	Year 2 Data Outcome: Golden Hills Community School: 99% of students reported that the school involves them in the development, review, and ongoing monitoring of the Individual Learning Plans. Data Source: LCA P Student Survey Year: 2025-2026 JDF-Evergreen Academy 100% of students reported that the school involves them in the development, review, and ongoing monitoring of the Individual Learning Plans	Golden Hills Community School Target: 97% of students will report that the school involves them in the development, review, and ongoing monitoring of the Individual Learning Plans. Data Source: LCAP Student Survey Year:2025-2026 JDF-Evergreen Academy Target: 95% of students will report that the school involves them in the development, review, and ongoing monitoring of the Individual Learning Plans. Data Source: LCAP Student Survey Year: 2025-2026	Baseline Difference: Golden Hills Community School: The Year 2 Outcome Data shows the number of students who reported through the LCAP Survey that the school involves them in the development, review, on ongoing monitoring of the Individual Learning Plans (ILPs) increased by 4%. Evergreen Academy: The Year 2 Outcome Data shows the number of students who reported that the school involves them in the development, review, on ongoing monitoring of the Individual Learning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: LCAP Student Survey Year: 2024-2025	Data Source: LCAP Student Survey Year: 2025-2026		Plans (ILPs) increased by 7%.
2.2	Priority 8 The percentage of students who report on the LCAP survey that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residences, college, workplace, or other) Data Source: LCAP Student Survey Year: 2023-2024	Golden Hills Community School: 98% of the students surveyed reported that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other.) Data Source: LCAP Student Survey Year: 2023-2024- Baseline Data JDF-Evergreen Academy: 95% of the students surveyed reported that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other.)	Year 1 Data Outcome: Golden Hills Community School:99% of the students surveyed reported that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other.) Data Source: LCAP Student Survey Year:2024-2025 JDF-Evergreen Academy: 97% of the students surveyed reported that the school prepares them for a	Year 2 Data Outcome: Golden Hills Community School: 97% of the students surveyed reported that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other.) Data Source: LCAP Student Survey Year: 2025-2026 JDF-Evergreen Academy: 100% of the students surveyed reported that the school prepares them for a	Golden Hills Community School Target: 100% of the students reported that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other.) Data Source: LCAP Student Survey Year: 2025-2026 JDF-Evergreen Academy Target: 97% of the students reported that the school prepares them for a successful transition to their next milestone	Baseline Difference: Golden Hills Community School: The Year 2 Outcome Data shows the number of students who reported through the LCAP Survey that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other.) decreased by 1%. Evergreen Academy: The Year 2 Outcome Data shows the number of students who reported through

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: LCAP Student Survey Year: 2023-2024- Baseline Data	successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other.) Data Source: LCAP Student Survey Year:2024-2025	successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other.) Data Source: LCAP Student Survey Year: 2025-2026	(e.g., transition to high school of residence, college, workplace, or other.) Data Source: LCAP Student Survey Year: 2025-2026	the LCAP Survey that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other.) increased by 5%.
2.3	Priority 3a, 3b, 3c, 8 The percentage of parents who report that the school prepares their children for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other), which addresses the needs of unduplicated pupils and students with disabilities. Data Source: LCAP Parent Survey Year: 2023-2024	Golden Hills Community School: 100% of the parents surveyed responded that the school prepares their children for a successful transition to their next milestone. Data Source: LCAP Parent Survey Year: 2023-2024- Baseline Data JDF-Evergreen Academy 97% of the parents surveyed responded that the school prepares their children for a successful transition to their next milestone.	Year 1 Data Outcome: Golden Hills Community School: 100% of the parents surveyed responded that the school prepares their children for a successful transition to their next milestone. Data Source: LCAP Parent Survey Year: 2024-2025 JDF- Evergreen Academy	Year 2 Data Outcome: Golden Hills Community School: 100% of the parents surveyed responded that the school prepares their children for a successful transition to their next milestone. Data Source: LCAP Parent Survey Year: 2025-2026 JDF- Evergreen Academy	Golden Hills Community School Target: 100% of the parents surveyed will respond that the school prepares their children for a successful transition to their next milestone. Data Source: LCAP Parent Survey Year: 2025-2026 JDF-Evergreen Academy Target: 99% of the parents surveyed will respond that the	Baseline Difference: Golden Hills Community School: The Year 2 Outcome Data shows the number of parents who completed the LCAP survey that agreed that the school prepares their children for their successful transition to their next milestone remained the same at 100%. JDF-Evergreen Academy: The Year 2 Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: LCAP Parent Survey Year: 2023-2024 - Baseline Data	100% of the parents surveyed responded that the school prepares their children for a successful transition to their next milestone. Data Source: LCAP Parent Survey Year: 2024-2025	100% of the parents surveyed responded that the school prepares their children for a successful transition to their next milestone. Data Source: LCAP Parent Survey Year: 2025-2026	school prepares their children for a successful transition to their next milestone. Data Source: LCAP Parent Survey Year: 2025-2026	Data shows the number of parents who completed the LCAP survey that agreed that the school prepares their children for their successful transition to their next milestone increased by 3%.
2.4	Priority 3a, 3b, 3c, 8 The percentage of parents who report that the school involves them in developing their children's Individual Learning Plan which addresses the needs of unduplicated pupils and students with disabilities. Data Source: LCAP Parent Survey Year: 2023-2024	Golden Hills Community School: 100% of parents surveyed indicated that the school involves them in the development of their children's Individual Learning Plan. Data Source: LCAP Parent Survey Year: 2023-2024 - Baseline Data JDF-Evergreen Academy: 90% of parents surveyed indicated that the school involves them in the development of their children's Individual Learning Plan.	Year 1 Data Outcome: Golden Hills Community School: 100% of parents surveyed indicated that the school involves them in the development of their children's Individual Learning Plan. Data Source: LCAP Parent Survey Year: 2024-2025 JDF-Evergreen Academy: 91% of parents surveyed indicated that the	Year 2 Data Outcome: Golden Hills Community School: 99% of parents surveyed indicated that the school involves them in the development of their children's Individual Learning Plan. Data Source: LCAP Parent Survey Year: 2025-2026 JDF-Evergreen Academy: 100% of parents surveyed indicated that the	Golden Hills Community School: 100% of parents surveyed will indicate that the school involves them in the development of their children's Individual Learning Plan. Data Source: LCAP Parent Survey Year: 2025-2026 JDF-Evergreen Academy: 92% of parents surveyed will indicate that the school involves them in the	Baseline Difference: Golden Hills Community School: The Year 2 Outcome Data shows that 100% of the parents who completed the LCAP Survey indicated that the school involves them in the development of their children's Individual Learning Plans (ILPs). There was no change from the baseline data. JDF- Evergreen Academy: The

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: LCAP Parent Survey Year: 2023-2024-Baseline Data	school involves them in the development of their children's Individual Learning Plan. Data Source: LCAP Parent Survey Year: 2024-2025	school involves them in the development of their children's Individual Learning Plan. Data Source: LCAP Parent Survey Year: 2025-2026	development of their children's Individual Learning Plan. Year: 2025-2026	Year 2 Outcome Data shows that 100% of the parents who completed the LCAP Survey indicated that the school involves them in the development of their children's Individual Learning Plans (ILPs). This is an increase of 10% from the baseline data.
2.5	Priority 8 The percentage of students staying fifteen days or more in JDF provided transition education services as measured by the Student Support Specialists' logs. Data Source(s): 1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database	100% of eligible students receive transitional services. Data Source (s): 1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS)	Year 1 Data Outcome: 100% of eligible students receive transitional services. Data Source (s): 1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs.	Year 2 Data Outcome: 100% of eligible students receive transitional services. Data Source (s): 1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs.	100% of eligible students receive transitional services. Data Source (s): 1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database 3. California Longitudinal Pupil	Baseline Difference: The Year 2 Outcome Data shows that 100% of eligible students receive transitional services. There is no difference between the Year 2 Data and the Baseline Data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2023-2024	Year: 2023-2024- Baseline Data	2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2024-2025	2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2025-2026	Achievement Data System (CALPADS) Year: 2025-2026	
2.6	Priority 8 The number of days between release from JDF and enrollment in their home school for students transitioning to districts within Solano County. Data Source (s): 1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2023-2024	The average for the 2023-2024 school year was 3 days as measured by data collection. Data Source (s): 1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2023-2024- Baseline Data	Year 1 Data Outcome: The average for the 2024-2025 school year was 3 days as measured by data collection. Data Source (s): 1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2024-2025	Year 2 Data Outcome: The average for the 2025-2026 school year was 3 days as measured by data collection. Data Source (s): 1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2025-2026	he average for the 2025-2026 school year will be 3 days as measured by data collection. Data Source (s): 1. Student Transition Plans which are updated and monitored by the Student Support Specialist in the student's ILPs. 2. Aeries Student Information System Database 3. California Longitudinal Pupil Achievement Data System (CALPADS) Year: 2025-2026	Baseline Difference;: The Year 2 Outcome Data shows no difference between the baseline data and Year 2 Data Outcome data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Priority 9 The annual review of the Countywide Plan for Expelled Students, with input from districts and community agencies. Data Source: Solano County Plan for Expelled Students Year: 2023-2024	The Plan for Expelled Students is reviewed annually. Data Source: Solano County Plan for Expelled Students Year: 2023-2024	Year 1 Data Outcome: The Plan for Expelled Students is reviewed annually. Data Source: Solano County Plan for Expelled Students Year: 2024-2025	Year 2 Data Outcome: The Plan for Expelled Students is reviewed annually. Data Source: Solano County Plan for Expelled Students Year: 2025-2026	The Plan for Expelled Students is reviewed annually. Data Source: Solano County Plan for Expelled Students Year: 2025-2026	Baseline Difference;: The Year 2 Outcome Data shows that there is no difference between the baseline data and Year 2 Data Outcome data.

Goal Analysis [2025-26]

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 implementation of Goal 2 has yielded the following challenges and successes:

Challenges:

1. Surveys for JDF-Evergreen Academy parents/guardians are a challenge to administer. The Student Support Specialist does outreach to encourage the parents to complete the surveys and assistance is available to assist parents with understanding the questions. Solano County Probation works in collaboration with the Student Support Specialist in order to assist with providing a meeting space and time slots for parents to visit the campus and complete the survey.
2. Student Movement out of Solano County-Transition Support is provided for students at Golden Hills Community School and Evergreen Academy. Students who leave Solano County without notifying the campuses is a challenge. The Student Support Specialists at both Golden Hills Community School and Evergreen Academy include the student's transition plans in their ILPs. When students exit the county without notice impact transition support. The goal is constructed so that students and their families receive personalized support with the transition process to their new school or enrollment in college and entry into the workforce.

Successes:

1. A County Wide Plan for Expelled Students is implemented, monitored, and evaluated by all six partner districts in collaboration with the Solano County Office of Education.
2. The Student Support Specialists at Golden Hills Community School and Evergreen Academy work collaboratively with students, parents, teachers, support providers, and site administrators in order to support students with their academic and transition plans.

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

There are no material differences between budgeted expenditures and estimated actual expenditures 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.

The effectiveness of this goal has resulted in the following outcomes:

1. Individual Learning Plans- The ILPs document the individualized academic, social-emotional supports, and transition supports.
2. The actions contribute to supporting students and their families with academic planning and access to community based resources and supports.
3. Increased collaboration between the schools, families, and community partners in an effort to support students with higher levels of academic achievement and preparation for high school graduation, college admission, and entry into the workforce.
4. Increased engagement between school district partners, colleges/universities, community based service providers, and Solano County Probation.

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.

There were no changes made to the planned goal, metrics, target outcomes, or actions.

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	Services for expelled students	Improve services to expelled students by conducting an annual review of the Countrywide Plan for Expelled Students. The plan is updated every 3 years to adjust to the challenging needs of students. SCOE collaborates with partner districts to implement, monitor, and evaluate the effectiveness of the countywide plan to support the mitigation of student expulsions from school.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Support Family Engagement	SCOE will increase its outreach to families by organized bi-monthly opportunities for families and students to come to the school and discuss supporting their educational journey. These family engagement activities are principally directed to improve and increase services for our students who are English learners, low income, students with disabilities, and foster youth.	\$5,500.00	Yes
2.3	Provide transition services for Evergreen Academy Students	The Student Support Specialist will provide transition services to students and their families when exiting Evergreen Academy. This position is supported by Solano County Probation and Title I funds.	\$189,132.00	No
2.4	Support student progress	Improve student outcomes by having teachers, students, and support specialists meet monthly to review and revise each student's Individual Learning Plan. The ILP provides each student with a detailed plan to support their academic, transition, and social-emotional needs and resources. These plans are principally directed to support our students who are English learners, socio-economically disadvantaged, students with disabilities, homeless, or foster youth.	\$214,051.00	Yes
2.5	Parent/ Guardian Outreach Documentation	Teachers and administrators will maintain a log of all communications to parents.	\$0.00	No
2.6	Intensify transition services	The Student Support Specialist at Evergreen Academy will continue partnering with school school districts to support students with the transition from Evergreen Academy. The Student Support Specialist will utilize the database that documents transition services and follow-up efforts with families transitioning to new school districts or programs.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 8 100% of students in our program for 90 days or longer will explore career options as measured by the College and Career Readiness data.	Golden Hills Community School: 100% of students staying for 90 days or more explored career options using a variety of online career	Year 1 Outcome Data: Golden Hills Community School: 100% of students staying for 90 days or more explored	Year 2 Outcome Data: Golden Hills Community School: 100% of students staying for 90 days or more explored	Golden Hills Community School Target: 100% of students staying for 90 days or more explored career options using a variety of	Baseline Difference: Golden Hills Community School: The Year 2 Outcome Data shows no

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year: 2023-2024	readiness instructional resources. Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year:2023-2024- Baseline Data JDF-Evergreen Academy: 100% of students staying for 90 days or more explored career options using a variety of online career readiness instructional resources. Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the	career options using a variety of online career readiness instructional resources. Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year:2024-2025 JDF-Evergreen Academy: 100% of students staying for 90 days or more explored career options using a variety of online career readiness instructional resources. Data Source (s):	career options using a variety of online career readiness instructional resources. Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year: 2025-2026 JDF-Evergreen Academy: 100% of students staying for 90 days or more explored career options using a variety of online career readiness instructional resources. Data Source (s):	online career readiness instructional resources. Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year:2025-2026 JDF Evergreen Academy Target: 100% of students staying for 90 days or more explored career options using a variety of online career readiness instructional resources. Data Source (s):	difference from the baseline data. JDF-Evergreen Academy: The Year 2 Outcome Data shows no difference from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		College and Career Readiness Program. Year:2023-2024- Baseline Data	1. Student Individual Learning Plans (ILPs). 2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year:2024-2025	1. Student Individual Learning Plans (ILPs). 2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year: 2025-2026	1. Student Individual Learning Plans (ILPs). 2. Aeries Student Information Systems Database 3. CALPADS 4. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year:2025-2026	
3.2	Priority 8 100% of students in our programs for 90 days or longer will participate in Work-Based Learning opportunities such as industry tours, job shadows, and guest speaker activities with local employers as measured by the College and Career Readiness data. Data Source(s) 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the	Golden Hills Community School: 100% of students staying for 90 days or more participated in work based learning activities with local employers. Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. Year:2023-2024- Baseline Data	Year 1 Data Outcome: Golden Hills Community School: 100% of students staying for 90 days or more participated in work based learning activities with local employers. Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and	Year 2 Data Outcome: Golden Hills Community School: 100% of students staying for 90 days or more participated in work based learning activities with local employers. Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and	Golden Hills Community School Target: 100% of students staying for 90 days or more will participate in work based learning activities with local employers. Data Source (s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program.	Baseline Difference: Golden Hills Community School: The Year 2 Outcome Data shows there was no difference from the the baseline data. JDF-Evergreen Academy: The Year 2 Outcome Data shows there was no difference from the baseline data.

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	financial literacy workshops focused on budgeting, credit, savings, and investments as measured by the College and Career Readiness data. Data Source(s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. 3. CALPADS Year:2023-2024	longer participated in financial literacy workshops covering budgeting, credit, savings, and investments. Data Source(s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. 3. CALPADS Year:2023-2024-Baseline Data JDF-Evergreen Academy: 100% of students in our program for 90 days or longer participated in financial literacy workshops covering budgeting, credit, savings, and investments. Data Source(s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the	Golden Hills Community School: 100% of students in our program for 90 days or longer participated in financial literacy workshops covering budgeting, credit, savings, and investments. Data Source(s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. 3. CALPADS Year:2024-2025 JDF-Evergreen Academy: 100% of students in our program for 90 days or longer participated in financial literacy workshops	Golden Hills Community School: 100% of students in our program for 90 days or longer participated in financial literacy workshops covering budgeting, credit, savings, and investments. Data Source(s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. 3. CALPADS Year: 2025-2026 JDF-Evergreen Academy: 100% of students in our program for 90 days or longer participated in financial literacy workshops	100% of students in our program for 90 days or longer will participate in financial literacy workshops covering budgeting, credit, savings, and investments. Data Source(s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. 3. CALPADS Year:2025-2026 JDF-Evergreen Academy Target: 100% of students in our program for 90 days or longer will participate in financial literacy workshops covering budgeting, credit,	School: The Year 2 Outcome Data shows there was no difference from the the baseline data. JDF-Evergreen Academy: The Year 2 Outcome Data shows there was no difference from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		College and Career Readiness Program. 3. CALPADS Year:2023-2024- Baseline Data	covering budgeting, credit, savings, and investments. Data Source(s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. 3. CALPADS Year:2024-2025	covering budgeting, credit, savings, and investments. Data Source(s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. 3. CALPADS Year: 2025-2026	savings, and investments. Data Source(s): 1. Student Individual Learning Plans (ILPs). 2. Student assessments and projects monitored and evaluated by the College and Career Readiness Program. 3. CALPADS Year:2025-2026	
3.4	Priority 8 Students enrolled in JDF- Evergreen Academy for 90 days or longer will receive instruction in an industry-recognized certification as measured by the College and Career Readiness data. Data Source: College and Career Readiness student information database. Year: 2023-2024	100% of students enrolled in Evergreen Academy for 90 days or more who had not received instruction in an industry-recognized certification program in prior years, completed an industry-recognized certification program. Data Source: College and Career Readiness student information database. Year: 2023-2024- Baseline Data	Year 1 Data Outcome: 100% of students enrolled in Evergreen Academy for 90 days or more who had not received instruction in an industry-recognized certification program in prior years, completed an industry-recognized certification program.	Year 2 Data Outcome: 100% of students enrolled in Evergreen Academy for 90 days or more who had not received instruction in an industry-recognized certification program in prior years, completed an industry-recognized certification program.	100% of students enrolled in Evergreen Academy for 90 days or more who had not received instruction in an industry-recognized certification program in prior years, will complete an industry-recognized certification program.	The Year 2 Outcome Data shows there was no difference from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: College and Career Readiness student information database. Year: 2024-2025	Data Source: College and Career Readiness student information database. Year: 2025-2026	Data Source: College and Career Readiness student information database. Year: 2025-2026	
3.5	Priority 8 Increase the percentage of students in our programs for 90 or longer who report on the LCAP Survey that the school effectively provides them with career readiness workshops as measured by the College and Career Readiness data. Data Source: LCAP Student Survey Year: 2023-2024	Golden Hills Community School: 100% of students reported that the school effectively provides them with career readiness workshops as measured by the LCAP survey. Data Source: LCAP Student Survey Year: 2023-2024- Baseline Data JDF-Evergreen Academy: 100% of students reported that the school effectively provides them with career readiness workshops as measured by the LCAP survey. Data Source: LCAP Student Survey Year: 2023-2024- Baseline Data	Year 1 Data Outcome: Golden Hills Community School: 100% of students reported that the school effectively provides them with career readiness workshops as measured by the LCAP survey. Data Source: LCAP Student Survey Year:2024-2025 JDF-Evergreen Academy: 100% of students reported that the school effectively provides them with career readiness workshops as measured by the LCAP survey.	Year 2 Data Outcome: Golden Hills Community School: 100% of students reported that the school effectively provides them with career readiness workshops as measured by the LCAP survey. Data Source: LCAP Student Survey Year: 2025-2026 JDF-Evergreen Academy: 100% of students reported that the school effectively provides them with career readiness workshops as measured by the LCAP survey.	Golden Hills Community School Target: 100% of students will report that the school effectively provides them with career readiness workshops as measured by the LCAP survey. Data Source: LCAP Student Survey Year: 2025-2026 JDF-Evergreen Academy Target: 100% of students reported that the school effectively provides them with career readiness workshops as measured by the LCAP survey.	Baseline Difference: Golden Hills Community School: The Year 2 Outcome Data shows there was no difference from the the baseline data. JDF-Evergreen Academy: There was no difference from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: LCAP Student Survey Year: 2024-2025	Data Source: LCAP Student Survey Year: 2025-2026	Data Source: LCAP Student Survey Year: 2025-2026	
3.6	Priority 8 The percentage of students in our programs for 90 days or longer who report on the LCAP Survey that the career readiness instruction demonstrates a connection to real life as measured by College and Career Readiness data. Data Source: LCAP Student Survey Year: 2023-2024	Golden Hills Community School: 95% of students surveyed reported that the career readiness instruction demonstrates a connection to real life. Data Source: LCAP Student Survey Year: 2023-2024- Baseline Data JDF-Evergreen Academy 93% of students surveyed reported that the career readiness instruction demonstrates a connection to real life. Year: 2023-2024- Baseline Data	Year 1 Data Outcome: Golden Hills Community School: 98% of students surveyed reported that the career readiness instruction demonstrates a connection to real life. Data Source: LCAP Student Survey Year: 2024-2025 JDF-Evergreen Academy 95% of students surveyed reported that the career readiness instruction demonstrates a connection to real life. Year: 2024-2025	Year 2 Data Outcome: Golden Hills Community School: 100% of students surveyed reported that the career readiness instruction demonstrates a connection to real life. Data Source: LCAP Student Survey Year: 2025-2026 JDF-Evergreen Academy 98% of students surveyed reported that the career readiness instruction demonstrates a connection to real life.	Golden Hills Community School Target: 97% of students surveyed will report that the career readiness instruction demonstrates a connection to real life. Data Source: LCAP Student Survey Year:2025-2026 JDF-Evergreen Academy Target: 95% of students surveyed reported that the career readiness instruction demonstrates a connection to real life. Year: 2025-2026	Baseline Difference: Golden Hills Community School: The Year 2 Outcome Data shows the number of students surveyed that reported that the career readiness instruction demonstrates a connection to real life increased by 5%. JDF-Evergreen Academy: The Year 2 Outcome Data shows the number of students surveyed that reported that the career readiness instruction demonstrates a connection to real life increased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Source: LCAP Student Survey Year: 2025-2026		
3.7	Priority 8 Increase the percentage of students in Evergreen Academy who received Work Ready! Certification. Data Source: College and Career Readiness Program's student database which documents the number of students who completed the certification. Year: 2023-2024	95% of eligible students enrolled in Evergreen Academy received the Work Ready! Certification. Data Source: College and Career Readiness Program's student database which documents the number of students who completed the certification. Year: 2023-2024- Baseline Data	Year 1 Outcome: 97% of eligible students enrolled in Evergreen Academy received the Work Ready! Certification. Data Source: College and Career Readiness Program's student database which documents the number of students who completed the certification. Year: 2024-2025	Year 2 Outcome: 100% of eligible students enrolled in Evergreen Academy received the Work Ready! Certification. Data Source: College and Career Readiness Program's student database which documents the number of students who completed the certification. Year: 2025-2026	97% of eligible students enrolled in Evergreen Academy will receive the Work Ready! Certification. Data Source: College and Career Readiness Program's student database which documents the number of students who completed the certification. Year:2025-2026	Baseline Difference: The Year 2 Outcome data shows the number of students enrolled in Evergreen Academy who received the Work Ready! Certification increased by 5% from the baseline data.
3.8	Priority 8 Increase enrollment in the Construction Trades course at Golden Hills and Evergreen Academy as measured by College and Career Readiness data. Data Source(s):	Golden Hills Community School: Enrollment: 5 students Data Source(s): 1. Aeries Student Information System Enrollment Database 2. ILP Data updated and monitored by the Student Support Specialist.	Year 1 Outcome: Enrollment: 6 students Data Source(s): 1. Aeries Student Information System Enrollment Database 2. ILP Data updated and monitored by the	Year 2 Outcome: Enrollment: 7 students Data Source(s): 1. Aeries Student Information System Enrollment Database 2. ILP Data updated and monitored by the	Golden Hills Community School Target: Enrollment 7 students Data Source(s): 1. Aeries Student Information System Enrollment Database	Baseline Difference: Golden Hills Community School: The Year 2 Outcome data shows the number of students enrolled in the Construction Trades class increased by 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1. Aeries Student Information System Enrollment Database 2. ILP Data updated and monitored by the Student Support Specialist. 3. Data collected, analyzed, and evaluated by the College and Career Readiness Program.	3. Data collected, analyzed, and evaluated by the College and Career Readiness program. Year: 2023-2024-Baseline Data JDF- Evergreen Academy: Enrollment: 4 students Data Source(s): 1. Aeries Student Information System Enrollment Database 2. ILP Data updated and monitored by the Student Support Specialist. 3. Data collected, analyzed, and evaluated by the College and Career Readiness Program. Year: 2023-2024-Baseline Data	Student Support Specialist. 3. Data collected, analyzed, and evaluated by the College and Career Readiness program. Year: 2024-2025 JDF-Evergreen Academy Enrollment: 5 students Data Source(s): 1. Aeries Student Information System Enrollment Database 2. ILP Data updated and monitored by the Student Support Specialist. 3. Data collected, analyzed, and evaluated by the College and Career Readiness Program. Year: 2024-2025	Student Support Specialist. 3. Data collected, analyzed, and evaluated by the College and Career Readiness program. Year: 2025-2026 JDF-Evergreen Academy Enrollment: 4 students Data Source(s): 1. Aeries Student Information System Enrollment Database 2. ILP Data updated and monitored by the Student Support Specialist. 3. Data collected, analyzed, and evaluated by the College and Career Readiness Program. Year: 2025-2026	2. ILP Data updated and monitored by the Student Support Specialist. 3. Data collected, analyzed, and evaluated by the College and Career Readiness Program. Year:2025-2026 JDF- Evergreen Academy Target: Enrollment: 6 students Data Source(s): 1. Aeries Student Information System Enrollment Database 2. ILP Data updated and monitored by the Student Support Specialist. 3. Data collected, analyzed, and evaluated by the College and Career Readiness Program. Year: 2025-2026	students from the baseline data. JDF-Evergreen Academy: The Year 2 Outcome data shows the number of students enrolled in the Construction Trades class increased by 1 student from the baseline data.

Goal Analysis [2025-26]

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 implementation of Goal 3 yielded the following challenges and successes:

Challenges:

1. Student attendance at Golden Hills Community School impacted student's ability to participate with the Construction Trades Instruction.
2. Student attendance at Golden Hills Community School impacted the completion dates for the Work Ready! Certification preparation.
3. Enrollment Changes-Students at Golden Hills Community School and Evergreen Academy are subject to exit the campuses before completing their college and career readiness courses which includes Work Ready! Certification, Professional Portfolios, and other related programs supported by the College and Career Readiness Department.

Successes:

1. Students engage with Career Technical Education (CTE) focused on the Construction Trades. Students enrolled at Golden Hills Community School and Evergreen Academy are able to access the course.
2. Students who complete the Work Ready! Certification program successfully earn an industry recognized certificate of completion.
3. Students at Golden Hills Community School and Evergreen Academy students through the College and Career Readiness Instruction sessions complete a professional portfolio which includes a resume and letter of introduction.

The successes highlight the importance of keeping this goal as focus for supporting students with their academic and post-secondary plans.

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 material differences between budgeted expenditures and estimated actual expenditures for this goal in the following areas:
Action 3.3-The budgeted expenditures and estimated actual expenditures were impacted by the position being vacant for part of the school year. Both services and expenses were impacted by the limited time of the position vacancy.
Action 3.9-The budgeted expenditures and estimated actual expenditures were impacted due to the vacancy of the Classroom Specialist position which was designated for the STEAM classroom. This position is no longer needed and will not be filled.

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

This goal has proven to be effective for the following reasons:

1. Students receive access to CTE instruction that prepares them for entry into post-secondary industry focused training programs or entry into the workforce.
2. Providing students with access to financial literacy instruction supports them with planning for college, the workforce, and financial self-care (Renting an apartment, paying utilities, etc.)
3. Student engagement with the College and Career Readiness courses inspires students to complete their high school graduation requirements and consider higher education or a focus on a specific career in the trades.

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.

There were no changes made to the planned goal, metrics, target outcomes, or actions.

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	Career exploration instruction	Provide students with career exploration instruction that prepares them for entry into college and future career paths. This goal is principally directed toward our students who are English learners, students with disabilities, low income, homeless, or foster youth.	\$89,161.00	Yes
3.2	Career Technical Education Course	An Introduction to the Construction Trades course is offered at Golden Hills Community School and Evergreen Academy. The course provides students with trades skills and work-based learning experiences. The course results from a partnership between SCOE and Solano County Probation. An Instructor and Instructional Classroom Specialist will support students with engaging CTE lessons.	\$179,254.00	No
3.3	Provide financial literacy	Provide financial literacy instruction for students which includes a focus on budgeting, credit, savings, and investments. This goal is principally directed toward our English learners, low income, students with disabilities, homeless, or foster youth.	\$22,364.00	Yes
3.4	Work Ready! and Industry recognized certifications	Provide "Work-Ready" certifications on an on-going basis in order to reach more students at Golden Hills Community School and Evergreen Academy. This goal is principally directed toward unduplicated student populations.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Work-based learning experience	Provide Golden Hills Community School students with work-based learning experiences that support them with entry into the workforce. The purpose of these work-based opportunities is to increase the support services provided to English learners, low income, students with disabilities, homeless, or foster youth. The Director of College and Career Readiness and the Program Manager, College and Career Readiness will facilitate, implement, and monitor these programs.	\$53,796.00	Yes
3.6	Study Trips-College and Career Focused	Engage students with field trips to colleges, universities, trades halls, businesses, and other educationally relevant events.	\$0.00	No
3.7	Access to college courses	Increase student enrollment in college courses through dual enrollment with Solano Community College for students at Golden Hills Community School and Evergreen Academy.	\$0.00	No
3.8	Increase student and parent awareness of College and Career Readiness activities offered to students.	Students and parents/guardians are invited to the following activities: 1. Tour of the Construction Trades Classroom 2. Golden Hills Community School Innovation Lab Tour 3. Career Technical Education (CTE) presentations (Open House/ Parent Meetings) 4. College and Career Specialist Presentations (Open House/Parent Meetings)	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is a need to provide students with services that promote social-emotional well-being and positive behavior. Many SCOE students have experienced trauma in their lives and are coping with considerable stress. Such factors and a history of negative encounters with school staff often affect their attendance and impair their motivation. This goal was developed based upon the feedback received at Educational Partner Meetings held at Golden Hills Community School and Evergreen Academy. The feedback provided highlighted the following:

1. Social-emotional services targeting Golden Hills and Evergreen Academy students who have experienced trauma and are coping with significant stress is needed in order to improve their attendance and motivation by fostering positive behavior and emotional well-being.
2. Increase attendance rates and reduce the numbers of office referrals and suspensions students by 10% within the next academic year, as measured by discipline data, attendance data, and daily equity focused classroom walkthroughs conducted by site administration.
3. Collaboration with the Student Support Specialist, Mental Health and Wellness Specialists, teachers, and administrators to implement evidence-based interventions and support programs tailored to the needs of Golden Hills and Evergreen Academy students.
4. Addressing social-emotional needs and promoting positive behavior directly correlates with improving student academic performance levels and promotes positive classroom learning environments for all students.
5. Implementation and monitoring of social-emotional support services and interventions will be conducted quarterly. Data collected from the use of Wellness Centers, discipline data, and academic data will assist with monitoring this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 5a The average daily attendance rate	Golden Hills Community School:	Year 1 Data Outcome:	Year 2 Data Outcome:	Golden Hills Community School Target:	Baseline Difference:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Aeries Student Information Systems Attendance Data Year: 2023-2024	The average daily attendance for the first semester of 2023-2024 is 80% Data Source: Aeries Student Information Systems Attendance Data Year: 2023-2024- Baseline Data JDF-Evergreen Academy The average daily attendance for the first semester of 2023-2024 is 100%. Data Source: Aeries Student Information Systems Attendance Data Year: 2023-2024- Baseline Data	Golden Hills Community School: The average daily attendance for the first semester of 2024-2025 is 82.4% Data Source: Aeries Student Information Systems Attendance Data Year: 2024-2025 JDF-Evergreen Academy The average daily attendance for the first semester of 2024-2025 is 100%. Data Source: Aeries Student Information Systems Attendance Data Year: 2024-2025	Golden Hills Community School: The average daily attendance for the first semester of 2025-2026 is 87.3% Data Source: Aeries Student Information Systems Attendance Data Year: 2025-2026 JDF-Evergreen Academy The average daily attendance for the first semester of 2025-2026 is 100%. Data Source: Aeries Student Information Systems Attendance Data Year: 2025-2026	The average daily attendance for the first semester of 2025-2026 is 85%. Data Source: Aeries Student Information Systems Attendance Data Year: 2025-2026 JDF-Evergreen Academy Target: The average daily attendance target for the first semester of 2025-2026 is 100%. Data Source: Aeries Student Information Systems Attendance Data Year: 2025-2026	Golden Hills Community School: The Year 2 Outcome Data shows an increase of 7.3 from the baseline data. JDF- Evergreen Academy- The Year 2 Outcome Data shows there is no difference between the baseline data and current data.
4.2	Priority 6a The suspension rate Data Source(s): 1. Aeries Student Information Systems Suspensions database. 2. CALPADS	Golden Hills Community School: The suspension rate for the first semester of the 2023-2024 school year is 1%. Data Source(s):	Year 1 Data Outcome: Golden Hills Community School: 0%	Year 2 Data Outcome: Golden Hills Community School: 0%	Golden Hills Community School Target: The suspension rate for the first semester of the 2025-2026 school year will be 0%.	Baseline Difference: Golden Hills Community School: The Year 2 Outcome Data shows a decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Year: 2023-2024	1. Aeries Student Information Systems Suspensions database. 2. CALPADS Year: 2023-2024- Baseline Data JDF-Evergreen Academy The suspension rate for the first semester of the 2023-2024 school year is 0%. Data Source(s): 1. Aeries Student Information Systems Suspensions database. 2. CALPADS Year: 2023-2024- Baseline Data	JDF-Evergreen Academy The suspension rate for the first semester of the 2024-2025 school year is 0%. Data Source(s): 1. Aeries Student Information System Suspensions database. 2. CALPADS Year: 2024-2025	JDF-Evergreen Academy The suspension rate for the first semester of the 2025-2026 school year is 0%. Data Source(s): 1. Aeries Student Information Systems Suspensions database. 2. CALPADS Year: 2025-2026	Data Source(s): 1. Aeries Student Information Systems Suspensions database. 2. CALPADS Year: 2025-2026 JDF-Evergreen Academy Target: The suspension rate for the first semester of the 2025-2026 school year will be 0%. Data Source(s): 1. Aeries Student Information Systems Suspensions database. 2. CALPADS Year: 2025-2026	of 1% from the baseline data. JDF- Evergreen Academy- The Year 2 Outcome Data shows there is no difference between the baseline data and current data.
4.3	Priority 5b Chronic absenteeism rate at Golden Hills Community School Data Source(s): 1. Aeries Student Information Systems Suspensions database. 2. CALPADS Year: 2023-2024	The chronic absenteeism for 2022-2023 is 29% Data Source(s): 1. Aeries Student Information Systems Attendance Database. 2. CALPADS Year: 2023-2024- Baseline Data	Year 1 Data Outcome: 55% Data Source: Aeries Student Information System Attendance database. Year: 2024-2025	Year 2 Data Outcome: 37.8% Data Source: Aeries Student Information System Year: 2025-2026	The chronic absenteeism target for 2025-2026 will be 26% Data Source(s): 1. Aeries Student Information Systems Attendance Database. 2. CALPADS	Baseline Difference The Year 2 Outcome Data shows an increase of 8.8% from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Year:2025-2026	
4.4	Priority 6c The percentage of students who on the most recent California Healthy Kids Survey (CHKS) report that they feel there is a teacher or adult who notices them when they are not there. Data Source: California Health Kids Survey Year: 2023-2024	Assessment will be conducted during the 2023-2024 school year. Data Source: California Health Kids Survey Year: 2023-2024	Year 1 Data Outcome: Data Source: California Healthy Kids Survey Postponed to 2024-2025	Year 2 Data Outcome: Golden Hills Community School: 100% of the students surveyed with the California Healthy Kids Survey (CHKS) report that there is a teacher or adult who notices them when they are not there. Data Source: California Healthy Kids Survey Year: 2025-2026 Evergreen Academy: 100% of the students surveyed with the California Healthy Kids Survey (CHKS) report that there is a teacher or adult who notices them when they are not there. Data Source:	95% of students at Golden Hills Community School and Evergreen Academy will report that they feel there is a teacher or adult who notices them when they are not there. Data Source: California Healthy Kids Survey Year: 2025-2026	Baseline Difference: Golden Hills Community School: The Year 2 Outcome Data shows an increase of 100% from the baseline data. Evergreen Academy: The Year 2 Outcome Data shows an increase of 100% from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				California Healthy Kids Survey Year: 2025-2026		
4.5	Priority 6c The percentage of students who on the most recent CHKS report that they feel safe at school. Data Source: California Health Kids Survey Year: 2023-2024	Assessment will be conducted during the 2023-2024 school year. (Baseline data will be based on 2023-2024 survey data)	Year 1 Data Outcome: Data Source: California Healthy Kids Survey Postponed to 2024-2025	Year 2 Data Outcome: Golden Hills Community School: 99% of the students surveyed with the CHKS report that they feel safe at school. Data Source: California Healthy Kids Survey Year: 2025-2026 Evergreen Academy: 91% of the students surveyed with the CHKS report that they feel safe at school. Data Source: California Healthy Kids Survey Year: 2025-2026	95% of students at Golden Hills Community School and Evergreen Academy will report that they feel safe at school. Data Source: California Healthy Kids Survey Year: 2025-2026	Baseline Difference: Golden Hills Community School: The Year 2 Outcome Data shows an increase of 99% from the baseline data. Evergreen Academy: The Year 2 Outcome Data shows an increase of 91% from the baseline data.
4.6	Priority 6c The percentage of students who on the most recent CHKS	Assessment will be conducted during the 2023-2024 school year.	Year 1 Data Outcome: Data Source:	Year 2 Data Outcome:	95% of students at Golden Hills Community School and Evergreen	Baseline Difference:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	report that there is a teacher or adult who cares about them. Data Source: California Health Kids Survey Year: 2023-2024	(Baseline data will be based on 2023-2024 survey data)	California Healthy Kids Survey Postponed to 2024-2025	Golden Hills Community School: 100% of the students surveyed with the CHKS report that there is a teacher or adult who cares about them. Data Source: California Healthy Kids Survey Year: 2025-2026 Evergreen Academy: 100% of the students surveyed with the CHKS report that there is a teacher or adult who cares about them. Data Source: California Healthy Kids Survey Year: 2025-2026	Academy will report that there is a teacher or adult who cares about them. Data Source: California Healthy Kids Survey Year: 2025-2026	Golden Hills Community School: The Year 2 Outcome Data shows an increase of 100% from the baseline data. Evergreen Academy: The Year 2 Outcome data shows an increase of 100% from the baseline data.
4.7	Priority 6c The percentage of students who on the most recent CHKS report that they feel like	Assessment will be conducted during the 2023-2024 school year. (Baseline data will be based on 2023-2024 survey data)	Year 1 Data Outcome: Data Source: California Healthy Kids Survey	Year 12 Data Outcome: Golden Hills Community School:	95% of students at Golden Hills Community School and Evergreen Academy will report that they	Baseline Difference: Golden Hills Community School: The Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	that are part of their school. Data Source: California Health Kids Survey Year: 2023-2024		Postponed to 2024-2025	99% of the students surveyed feel that they are part of the school. Data Source: California Healthy Kids Survey Year: 2025-2026 Evergreen Academy: 96% of the students surveyed feel that they are part of the school. Data Source: California Healthy Kids Survey Year: 2025-2026	feel like they are a part of the school. Data Source: California Healthy Kids Survey Year: 2025-2026	2 Outcome Data shows an increase of 99% from the baseline data. Evergreen Academy: The Year 2 Outcome Data shows and increase of 96% from the baseline data.
4.8	Priority 6c The percentage of students who on the LCAP Student Survey report that their school supports their social-emotional needs. Data Source: LCAP Student Survey Year: 2023-2024	Golden Hills Community School: 97% of the students reported on the LCAP Student Survey that the school supports their social-emotional needs. Data Source: LCAP Student Survey Year: 2023-2024- Baseline Data JDF-Evergreen Academy:	Year 1 Data Outcome: Golden Hills Community School: 99% of the students reported on the LCAP Student Survey that the school supports their social-emotional needs. Data Source:	Year 2 Data Outcome: Golden Hills Community School: 100% of the students reported on the LCAP Student Survey that the school supports their social-emotional needs. Data Source:	Golden Hills Community School: 99% of the students will report on the LCAP Student Survey that the school supports their social-emotional needs. Data Source: LCAP Student Survey	Baseline Difference: Golden Hills Community School: The Year 2 Outcome Data shows an increase of 3% from the baseline data. Evergreen Academy: The Year 2 Outcome Data shows and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		96% of the students reported on the LCAP Student Survey that the school supports their social-emotional need. Data Source: LCAP Student Survey Year: 2023-2024-Baseline Data	LCAP Student Survey Year: 2024-2025 JDF-Evergreen Academy: 97% of the students reported on the LCAP Student Survey that the school supports their social-emotional need. Data Source: LCAP Student Survey Year: 2024-2025	LCAP Student Survey Year: 2025-2026 JDF-Evergreen Academy: 100% of the students reported on the LCAP Student Survey that the school supports their social-emotional need. Data Source: LCAP Student Survey Year: 2025-2026	Year: 202025-2026 JDF-Evergreen Academy: 96% of the students reported on the LCAP Student Survey will report that the school supports their social-emotional need. Data Source: LCAP Student Survey Year: 2025-2026	increase of 4% from the baseline data.
4.9	Priority 6c The percentage of parents who on the LCAP Parent Survey reports that the school provides their child extra help when they are struggling socially or emotionally. Data Source: LCAP Parent Survey Year: 2023-2024	Golden Hills Community School: 99% of parents reported on the LCAP Parent Survey that the school provides their child with extra help when they are struggling socially or emotionally. Data Source: LCAP Parent Survey Year: 2023-2024-Baseline Data JDF-Evergreen Academy:	Year 1 Data Outcome: Golden Hills Community School: 100% of parents reported on the LCAP Parent Survey that the school provides their child with extra help when they are struggling socially or emotionally. Data Source:	Year 2 Data Outcome: Golden Hills Community School: 100% of parents reported on the LCAP Parent Survey that the school provides their child with extra help when they are struggling socially or emotionally. Data Source:	Golden Hills Community School: 100% of parents will report on the LCAP Parent Survey that the school provides their child with extra help when they are struggling socially or emotionally. Data Source: LCAP Parent Survey Year: 2025-2026	Baseline Difference: Golden Hills Community School: The Year 2 Outcome Data shows the number of parents who completed the LCAP survey who agreed that the school provides their child with extra help whey are struggling socially or emotionally increased by 1%..

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		97% of parents reported on the LCAP Parent Survey that the school provides their child with extra help when they are struggling socially or emotionally. Data Source: LCAP Parent Survey Year: 2023-2024- Baseline Data	LCAP Parent Survey Year: 2024-2025 JDF-Evergreen Academy: 99% of parents reported on the LCAP Parent Survey that the school provides their child with extra help when they are struggling socially or emotionally. Data Source: LCAP Parent Survey Year: 2024-2025	LCAP Parent Survey Year: 2025-2026 JDF-Evergreen Academy: 98% of parents reported on the LCAP Parent Survey that the school provides their child with extra help when they are struggling socially or emotionally. Data Source: LCAP Parent Survey Year: 2025-2026	JDF-Evergreen Academy: 97% of parents will report on the LCAP Parent Survey will report that the school provides their child with extra help when they are struggling socially or emotionally. Data Source: LCAP Parent Survey Year: 2025-2026	JDF-Evergreen Academy: The Year 2 Outcome Data shows the number of parents who completed the LCAP survey who agreed that the school provides their child with extra help whey are struggling socially or emotionally increased by 1%.
4.10	Priority 5c, 5d, 5e Note: Middle and high school dropout rates are not applicable to the Juvenile Court and Community Schools (JCCS) context because our students are not with us long enough to obtain a high school diploma, they do so at their high school of residence enrollment. The JCCS does not generate a dropout rate based on	N/A	N/A	N/A	N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the prescribed four-year cohort method since students generally do not remain enrolled for more than one year. Graduation Rate: N/A					
4.11	Priority 6b Note: The students referred to the JCCS have already been expelled or remanded to the Juvenile Detention Facility (JDF) program. They would not be further expelled.	N/A	N/A	N/A	N/A	N/A

Goal Analysis [2025-26]

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 implementation of Goal#4 yielded the following challenges and successes:

Challenge:

1. The delay with the California Healthy Kids Survey processing led to the survey being delayed until the 2025-2026 school year.

Successes:

1. The LCAP Survey provided data concerning the academic, social-emotional, climate, and transition needs of students and their families.
2. The California Healthy Kids Survey was successfully administered to Golden Hills Community School and Evergreen Academy students during the 2025-2026 school year.
3. Social Emotional supports such as counseling through the Mental Health and Wellness Clinicians are available to students at both Golden Hills Community School and Evergreen Academy. Students at both campuses utilize the services offered by the Mental Health and Wellness Clinicians.
4. The Student Support Specialists at Golden Hills Community School and Evergreen Academy provide individualized assistance with students achieving academic success and access to social-emotional resources on both campuses and community based support providers.

Goal #4 has contributed to providing students with access to wellness resources which supports their social-emotional needs. Addressing the social-emotional needs of students which encourage positive experiences in the classroom leading to higher levels of academic success.

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

There are no material differences between Budget 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.

The effectiveness of Goal#4 is evident by the following:

1. Individual and Group Counseling support provided by the Mental Health and Wellness Clinician.
2. Wellness Centers- The use of the Wellness Centers at Golden Hills Community School and Evergreen Academy are accessed by students and contribute to providing them with a safe space to decompress and encourage their positive participation with learning in the classroom.
3. LCAP Survey data completed by students and parents indicates that the social-emotional support services such as individual and group counseling.

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.

There were no changes made to the planned goal, metrics, target outcomes, or actions.

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	Trauma-informed practices	Provide mental health and wellness services to students through the use of trauma informed response strategies. The Clinical Services Supervisor oversees the implementation, monitoring, and effectiveness of the supports provided to ensure that the practices are supporting the diverse needs of students.	\$199,239.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Social-emotional learning	The Student Support Specialist at Golden Hills Community School will provide emotional learning and social skills group facilitation. (The Probation staff at Evergreen Academy provides services)	\$0.00	No
4.3	Individual Counseling	Increase mental health support services for students who require more intensive counseling through referral to our Student Mental Health and Wellness Clinician. The purpose of this support is to increase the mental health support provided to English learners, low income, students with disabilities, homeless, or foster youth.	\$287,019.00	Yes
4.4	Trauma-responsive care and restorative practices	Improve the school environment by providing professional learning for teachers, administration, Student Support Specialists, and support staff members related to trauma-responsive and restorative practices.	\$0.00	No
4.5	Positive Behavior Interventions and Intervention Supports	Provide school-wide Positive Behavior Intervention and Supports system aligned with the Multi-Tiered System of Supports (MTSS) model, focusing on restorative justice principles as an alternative to suspension through the support of the Coordinator of Prevention and Early Intervention Youth Services.	\$45,911.00	No
4.6	School Attendance Support	Continue analysis and intervention support for students who are experiencing attendance challenges.	\$0.00	No
4.7	Parental Support	Offer consultation and resources for parents/guardians on how to support their children's success in SCOE programs.	\$0.00	No
4.8	Communication with families	Increase communication and engagement with families through multiple communication resources which includes telephone calls, text messages, flyers, emails, and personal invites in English and Spanish.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.9	Mental health screening	Continue to use a mental health screening assessment for all Golden Hills Community School students to determine their social-emotional support needs and plan for services accordingly.	\$0.00	No
4.10	Wellness Centers	Utilize Wellness Centers at both Golden Hills Community School and Evergreen Academy to provide students with therapeutic services to address their social-emotional and mental health needs.	\$0.00	No
4.11	Improve academic and access to social emotional supports for Foster and Homeless students.	Provide a dedicated Student Support Specialist focused on the coordination of support services to enhance access to academic, social-emotional, and community based resources for foster and homeless students.	\$111,379.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$405,575	\$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
3.729%	0.000%	\$0.00	3.729%

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: Edgenuity Software Need: Students enrolled in Golden Hills Community School and Evergreen Academy need access to their specific grade level core courses and elective courses.	The action meets the needs of unduplicated pupils and is offered LEA wide for the following reasons: 1.English Learners- Students receive access to courses according to their grade levels. Support is provided by the classroom teacher in order to provide additional ELD instructional supports during designated and integrated instruction. 2. Foster Youth- Foster Youth are provided with access to their core and elective courses. Academic intervention support is available to	The following metrics are utilized in order to determine the effectiveness of this action: 1. Edgenuity Course Completion Reports 2. Quizzes and Unit Tests Contained in each course

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	support students who are experiencing academic challenges. 3. Low Income Students- Low income students are provided with access to their core and elective courses. Academic Intervention Support is provided to students who are performing below grade level.	3. The Edgenuity Course Dashboard is utilized to determine the course completion rates for each student and grading for each course.
1.4	Action: Instructional Program and Operational Leadership Support Need: Identified needs: 1. Targeted academic support for students who are performing below grade level. 2. Individual and small group support is needed to build reading comprehension and mathematics scores. 3. Students with disabilities need additional support as identified in their IEPs. Scope: LEA-wide	This action is provided as a schoolwide need because of the following: 1. English learners need additional support with building their English language fluency and comprehension. Additional academic support will assist them with meeting these goals. 2. Foster Youth- Additional academic support will ensure that Foster Youth have access to additional academic support that promotes higher performance levels in all curricular areas. 3. Low Income- Students will benefit from the additional layer of academic support which will increase their levels of academic proficiency in all content areas	The following metrics are utilized in order to determine the effectiveness of this action: 1. CAASPP Scores- ELA and Math 2. ELPAC Scores 3. Renaissance Assessment scores
2.2	Action: Support Family Engagement Need: Increased parental/guardian participation with school activities is needed in order to support the following needs: 1. Increased levels of student academic achievement levels. 2. Student discipline	This action supports increasing parental/guardian participation with the academic and overall operations of the campus. Increasing parental/guardian participation contributes to higher level of student achievement, positive school climate, and improved student attendance rates.	The effectiveness of this goal will be measured by: (Golden Hills Community School) 1. Attendance data from school events 2. Student discipline data 3. Positive Behavior and Intervention Systems (PBIS) data/activities

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

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		
3.1	Action: Career exploration instruction Need: Students enrolled at Golden Hills Community School and Evergreen Academy who are identified as English learners, foster youth, low income, or homeless are in need of instruction that supports them with preparing for post-secondary education or entry into the workforce. Scope: LEA-wide	This action supports students LEA-wide to engage with career readiness instruction that supports the following needs: A. Interviewing skills B. Applying for college C. Financial Aid (FAFSA)	The following metrics will be utilized in order to determine the effectiveness of the action: 1. Student Portfolios- Completed documents will include a resume and letter of introduction. 2. Attendance Data- Student participation data collected by the College and Career Readiness data.
3.3	Action: Provide financial literacy Need: There is a need to support students who are identified as English learners, students with disabilities, low income, foster or homeless youth with financial literacy instruction. The instruction supports students with understanding financial concepts that will assist them with successfully managing their finances upon the completion of high school. Students are in need of instruction that provides them with the tools necessary to	This action supports the needs of students at Golden Hills Community School and Evergreen Academy who are often transitioning to college or work to support their families. Students at both campuses are in need of understanding personal finances.	The effectiveness of this goal will measured by the following: 1. Attendance Data- Student attendance collected and documented through the College and Career Readiness program. 2. Transcripts- Student transcripts which document the credits earned by students who participate with the instruction.

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
	support themselves and their families upon graduation from high school. Scope: LEA-wide		3.Student Projects- Completed assignments and projects that are graded and documented by the classroom teachers and College and Career Readiness program.
3.5	Action: Work-based learning experience Need: Students at Golden Hills are in need of participating with work-based experiences that prepare them for entry into the workforces. Students are in need of support that engages them with real-life work experiences. Scope: Schoolwide	This action supports students schoolwide who are in need of engaging with real-life work experiences by addressing the following: 1. Employer expectations in the workplace 2. Effective communication with managers and co-workers 3. Professional work experiences which can be added to their resumes and letters of introduction	The effectiveness of this goal will be measured by the following: 1. Internship Data- The College and Career Readiness data documents the number of employers who hire students for jobs 2. Student resumes and portfolios which document work-based experiences 3. ILP Data- Student Support Specialist documents work-based experiences in the student's Individual Learning Plans
4.1	Action: Trauma-informed practices Need: Students are in needs of socio-emotional support that provides them with positive strategies that they can use to manage their behaviors during challenging moments inside and outside of the classroom.	The action addresses the needs of unduplicated pupils as follows: 1.English learners-Students receive access to social-emotional learning that assists them with managing their behavior in a positive manner. 2. Foster Youth-Students receive access to social-emotional learning that assists them with managing their emotions and behavior inside and outside of the classroom.	The following metrics will be used in order to determine the effectiveness of the goal: 1. Student discipline data- Office referrals and suspensions. 2. Individual and Group Counseling sessions- Attendance data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	3. Low Income-Students receive support with managing their emotions through the use of social-emotional strategies that promote positive self-management.	3. Student performance levels on standardized tests. 4. Report cards, Progress Reports, and Transcripts-Detailed data that focuses on credit acquisition and student data reporting.
4.3	Action: Individual Counseling Need: Students are in need of counseling services to assist them with challenges that they are experiencing in their lives which impact their ability to fully engage with learning. Scope: Schoolwide	This action addresses the needs for all students including those identified as English learners, low income, foster, homeless, or foster youth with the following: 1. Accessing counseling services when personal challenges are impacting their wellness. 2. Mitigate behavioral issues in the classroom that result when students are experiencing personal challenges. 3. Provide students with the tools necessary to manage their behaviors in a positive manner.	The following metrics will be utilized in order to determine the effectiveness of this goal: 1. Student discipline data. 2. Counseling Referrals-Data is collected by the Student Mental Health and Wellness Clinician. 3. Wellness Center Data-Data collected that documents the use of the Wellness Centers for individual or group counseling sessions.

Limited Actions

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

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

Not applicable to County Offices of Education.

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

2026-27 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	\$10,876,261	\$405,575	3.729%	0.000%	3.729%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$553,054.00	\$504,884.00	\$347,302.00	\$897,323.00	\$2,302,563.00	\$1,949,493.00	\$353,070.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.2	Project Based Learning	All	No			All Schools	Ongoing	\$218,406.00	\$23,527.00	\$0.00	\$169,343.00	\$0.00	\$72,590.00	\$241,933.00	
1	1.3	Edgenuity Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$21,147.00	\$21,147.00	\$0.00	\$0.00	\$0.00	\$21,147.00	
1	1.4	Instructional Program and Operational Leadership Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Communi	Ongoing	\$81,270.00	\$8,646.00	\$27,751.00	\$62,165.00	\$0.00	\$0.00	\$89,916.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ty School and Evergreen Academy Grades 7-12									
1	1.5	Access to the internet for students in JDF	All	No			Specific Schools: Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.6	Math Instruction Support and Coaching	All	No			Specific Schools: Golden Hills Community School Grades 7-12	Ongoing	\$10,464.00	\$1,106.00	\$0.00	\$0.00	\$0.00	\$11,570.00	\$11,570.00	
1	1.7	Academic Intervention Support	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$344,068.00	\$186,392.00	\$0.00	\$74,759.00	\$0.00	\$455,701.00	\$530,460.00	
1	1.8	Individual Learning Plans-Case Management	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Assemblies/Guest Speakers	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.10	Study Trips	All	No			Specific Schools: Golden Hills Community School Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.11	English Language Development Instructional Support	English Learners	No			Specific Schools: Golden Hills Community Schools Grades 7-12	Ongoing	\$9,705.00	\$1,026.00	\$0.00	\$0.00	\$0.00	\$10,731.00	\$10,731.00	
1	1.12	Students with Disabilities	Students with Disabilities	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.1	Services for expelled students	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.2	Support Family Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	All Schools Specific Schools:	Ongoing	\$0.00	\$5,500.00	\$5,500.00	\$0.00	\$0.00	\$0.00	\$5,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	Golden Hills and Evergreen Academy Grades 7-12									
2	2.3	Provide transition services for Evergreen Academy Students	All	No			Specific Schools: Evergreen Academy	Ongoing	\$189,132.00	\$0.00	\$0.00	\$0.00	\$113,479.00	\$75,653.00	\$189,132.00	
2	2.4	Support student progress	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 7-12	Ongoing	\$188,785.00	\$25,266.00	\$214,051.00	\$0.00	\$0.00	\$0.00	\$214,051.00	
2	2.5	Parent/ Guardian Outreach Documentation	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.6	Intensify transition services	All	No			Specific Schools: Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	Career exploration instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen	Ongoing	\$83,777.00	\$5,384.00	\$45,506.00	\$0.00	\$43,655.00	\$0.00	\$89,161.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							n Academy Grades 7-12									
3	3.2	Career Technical Education Course	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$179,254.00	\$0.00	\$0.00	\$0.00	\$179,254.00	\$0.00	\$179,254.00	
3	3.3	Provide financial literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$20,944.00	\$1,420.00	\$11,450.00	\$0.00	\$10,914.00	\$0.00	\$22,364.00	
3	3.4	Work Ready! and Industry recognized certifications	All	No			All Schools Specific Schools: Golden Hills and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.5	Work-based learning experience	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 10-12	Ongoing	\$47,807.00	\$5,989.00	\$53,796.00	\$0.00	\$0.00	\$0.00	\$53,796.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Study Trips-College and Career Focused	All	No			Specific Schools: Golden Hills Community School Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.7	Access to college courses	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 11-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.8	Increase student and parent awareness of College and Career Readiness activities offered to students.	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.1	Trauma-informed practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$178,317.00	\$20,922.00	\$50,500.00	\$98,788.00	\$0.00	\$49,951.00	\$199,239.00	
4	4.2	Social-emotional learning	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12									
4	4.3	Individual Counseling	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 7-12	Ongoing	\$255,310.00	\$31,709.00	\$123,353.00	\$79,578.00	\$0.00	\$84,088.00	\$287,019.00	
4	4.4	Trauma-responsive care and restorative practices	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.5	Positive Behavior Interventions and Intervention Supports	All	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$41,522.00	\$4,389.00	\$0.00	\$0.00	\$0.00	\$45,911.00	\$45,911.00	
4	4.6	School Attendance Support	All	No			Specific Schools: Golden Hills	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
							Communi ty School Grades 7-12									
4	4.7	Parental Support	All	No			All Schools Specific Schools: Golden Hills Communi ty School and Evergree n Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.8	Communication with families	All	No			All Schools Specific Schools: Golden Hills Communi ty School and Evergree n Academy 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.9	Mental health screening	All	No			Specific Schools: Golden Hills Communi ty School Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.10	Wellness Centers	All	No			All Schools Specific Schools: Golden Hills Communi ty School and Evergree n Academy Grades	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
							7-12									
4	4.11	Improve academic and access to social emotional supports for Foster and Homeless students.	All	No			All Schools	Ongoing	\$100,732.00	\$10,647.00	\$0.00	\$20,251.00	\$0.00	\$91,128.00	\$111,379.00	
5	5.1	Service provision	All Foster Youth	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.2	Professional learning and technical assistance	All Foster Youth	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.3	Increase FYEPT Membership	All Foster Youth	No			All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.4	Mental Health Support	All	No			All Schools Specific Schools:	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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

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

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$10,876,261	\$405,575	3.729%	0.000%	3.729%	\$553,054.00	0.000%	5.085 %	Total:	\$553,054.00
								LEA-wide Total:	\$156,354.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$396,700.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Edgenuity Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	\$21,147.00	
1	1.4	Instructional Program and Operational Leadership Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	\$27,751.00	
2	2.2	Support Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills and Evergreen Academy Grades 7-12	\$5,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Support student progress	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 7-12	\$214,051.00	
3	3.1	Career exploration instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	\$45,506.00	
3	3.3	Provide financial literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	\$11,450.00	
3	3.5	Work-based learning experience	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 10-12	\$53,796.00	
4	4.1	Trauma-informed practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Golden Hills Community School and Evergreen Academy Grades 7-12	\$50,500.00	
4	4.3	Individual Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills Community School Grades 7-12	\$123,353.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,142,538.00	\$2,055,495.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Learning	No	\$0	\$0
1	1.2	Project Based Learning	No	\$229,100	\$230,466
1	1.3	Edgenuity Software	Yes	\$21,282	\$20,980
1	1.4	Instructional Program and Operational Leadership Support	Yes	\$216,163	\$221,412
1	1.5	Access to the internet for students in JDF	No	\$0	\$0
1	1.6	Math Instruction Support and Coaching	No	\$10,136	\$10,429
1	1.7	Academic Intervention Support	No	\$441,478	\$338,443
1	1.8	Individual Learning Plans-Case Management	No	\$0	\$0
1	1.9	Assemblies/Guest Speakers	No	\$0	\$0
1	1.10	Study Trips	No	\$0	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	English Language Development Instructional Support	No	\$10,301	\$9,760
1	1.12	Students with Disabilities	No	\$0	\$0
2	2.1	Services for expelled students	No	\$0.00	\$0
2	2.2	Support Family Engagement	Yes	\$5,500.00	\$4,388
2	2.3	Provide transition services for Evergreen Academy Students	No	\$188,890.00	\$198,115
2	2.4	Support student progress	Yes	\$205,414.00	\$214,110
2	2.5	Parent/ Guardian Outreach Documentation	No	\$0.00	\$0
2	2.6	Intensify transition services	No	\$0.00	\$0
3	3.1	Career exploration instruction	Yes	\$80,866.00	\$85,273
3	3.2	Career Technical Education Course	No	\$171,930.00	\$143,816
3	3.3	Provide financial literacy	Yes	\$20,288.00	\$21,318
3	3.4	Work Ready! and Industry recognized certifications	No	\$0.00	\$0
3	3.5	Work-based learning experience	Yes	\$51,528.00	\$51,780

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Study Trips-College and Career Focused	No	\$0.00	\$0
3	3.7	Access to college courses	No	\$0.00	\$0
3	3.8	Increase student and parent awareness of College and Career Readiness activities offered to students.	No	\$0.00	\$0
4	4.1	Trauma-informed practices	Yes	\$192,475.00	\$207,109
4	4.2	Social-emotional learning	No	\$0.00	\$0
4	4.3	Individual Counseling	Yes	\$192,516.00	\$185,660
4	4.4	Trauma-responsive care and restorative practices	No	\$0.00	\$0
4	4.5	Positive Behavior Interventions and Intervention Supports	No	\$57,302.00	\$63,227
4	4.6	School Attendance Support	No	\$0.00	\$0
4	4.7	Parental Support	No	\$0.00	\$0
4	4.8	Communication with families	No	\$0.00	\$0
4	4.9	Mental health screening	No	\$0.00	\$0
4	4.10	Wellness Centers	No	\$0.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.11	Improve academic and access to social emotional supports for Foster and Homeless students.	No	\$47,369.00	\$49,209
5	5.1	Service provision	No	\$0.00	0
5	5.2	Professional learning and technical assistance	No	\$0.00	0
5	5.3	Increase FYEPT Membership	No	\$0.00	0
5	5.4	Mental Health Support	No	\$0.00	0
5	5.5	Resources for Foster and Homeless students	No	\$0.00	0
5	5.6	Post-Secondary/ Vocational Planning Opportunities	No	\$0.00	0
5	5.7	Post-Secondary/Vocational Panning Opportunities	No	\$0.00	0
5	5.8	Post Secondary/Vocational Planning Opportunities	No	\$0.00	0

2025-26 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)
\$433,506.00	\$523,921.00	\$532,943.00	(\$9,022.00)	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	1.3	Edgenuity Software	Yes	\$21,282.00	\$20,980		
1	1.4	Instructional Program and Operational Leadership Support	Yes	\$26,506.00	\$27,055		
2	2.2	Support Family Engagement	Yes	\$5,500.00	\$4,388		
2	2.4	Support student progress	Yes	\$205,414.00	\$214,110		
3	3.1	Career exploration instruction	Yes	\$41,936.00	\$43,367		
3	3.3	Provide financial literacy	Yes	\$10,558.00	\$10,842		
3	3.5	Work-based learning experience	Yes	\$51,528.00	\$51,780		
4	4.1	Trauma-informed practices	Yes	\$45,536.00	\$48,643		
4	4.3	Individual Counseling	Yes	\$115,661.00	\$111,778		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$10,487,722.00	\$433,506.00	0	4.133%	\$532,943.00	0.000%	5.082%	\$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, Statutes 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 2026-27, 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 2026-27, 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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