LCFF Budget Overview for Parents

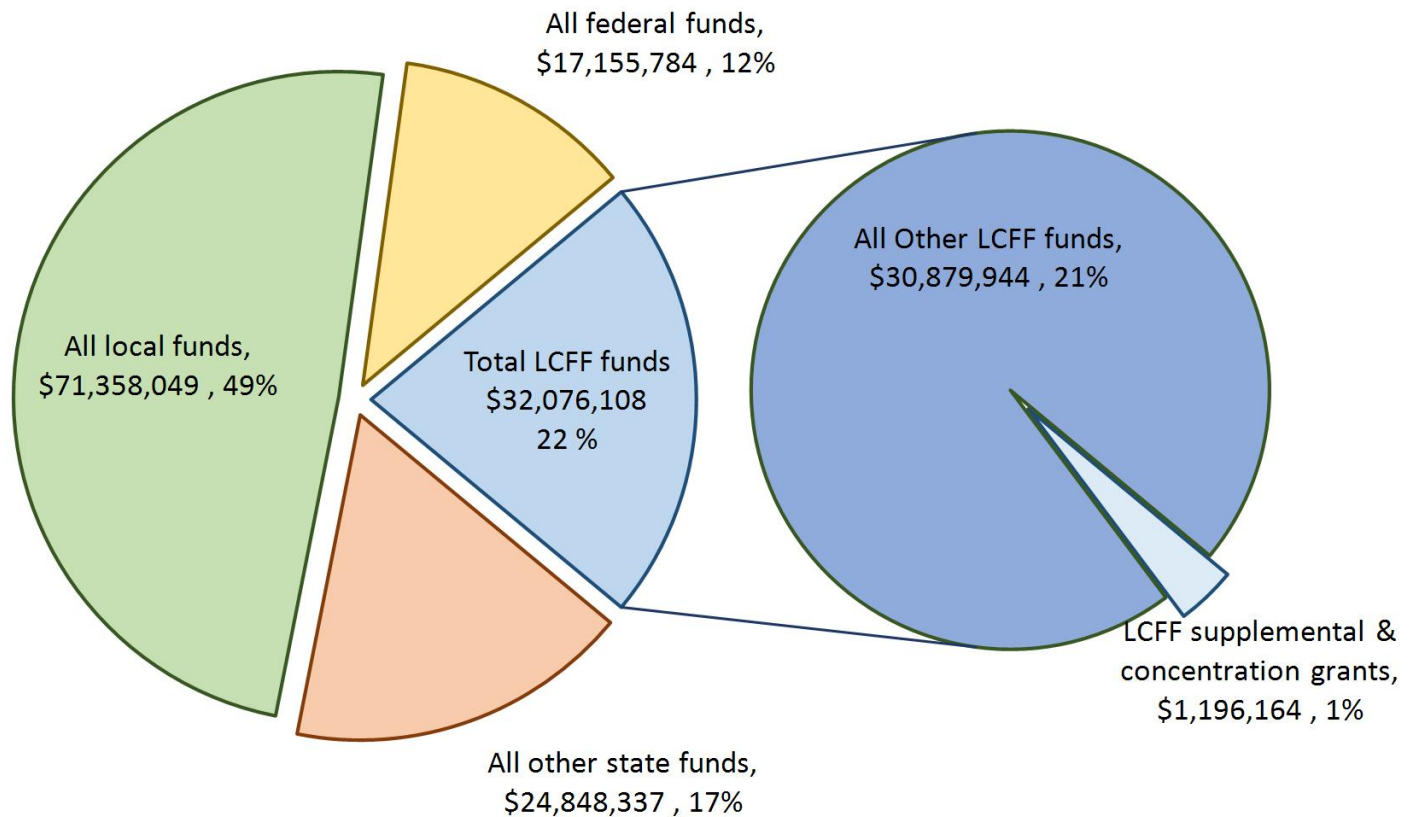Local Educational Agency (LEA) Name: Sacramento County Office of Education
(SCOE) CDS Code: 34103480000000   School Year: 2023-24
LEA contact information: David W. Gordon, Superintendent   (916) 228-2410

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

- All federal funds, $17,155,784 , 12%
- All local funds, $71,358,049 , 49%
- Total LCFF funds $32,076,108 22 %
- All Other LCFF funds, $30,879,944 , 21%
- LCFF supplemental & concentration grants, $1,196,164 , 1%
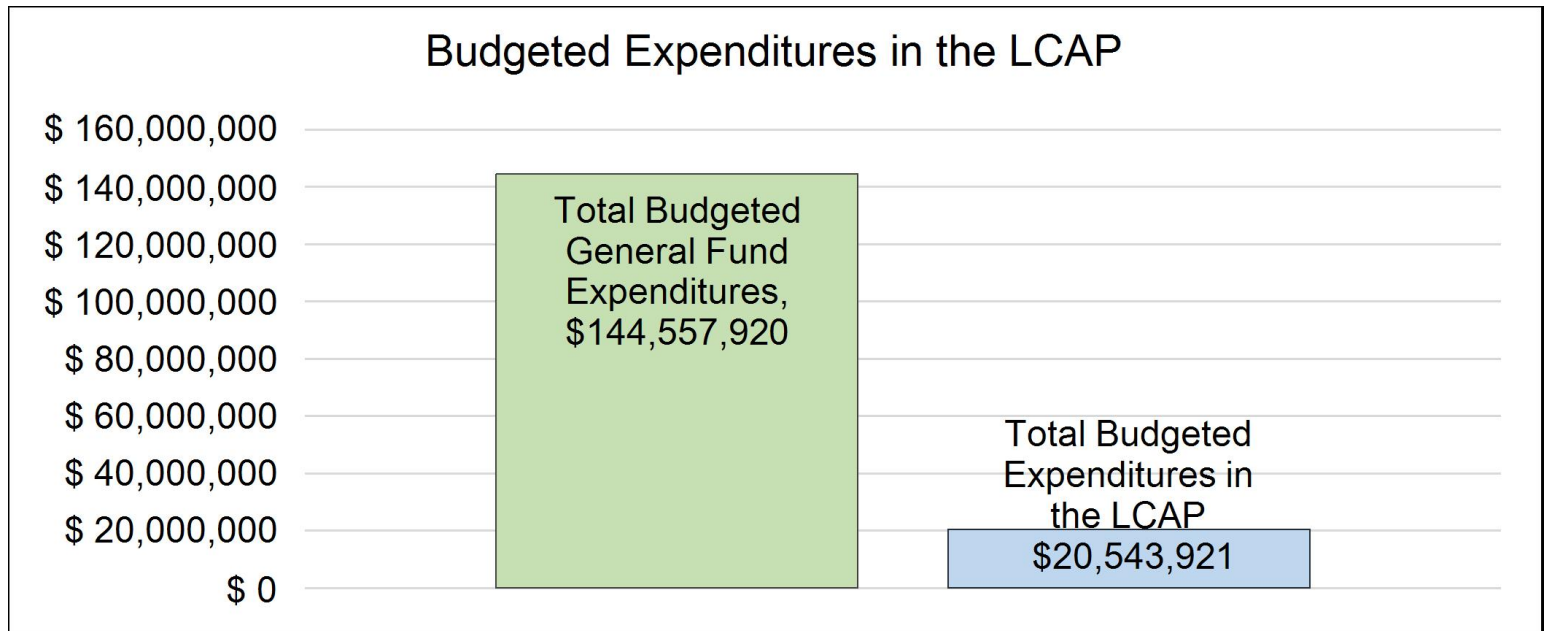- All other state funds, $24,848,337 , 17%

This chart shows the total general purpose revenue Sacramento County Office of Education (SCOE) 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 Sacramento County Office of Education (SCOE) is $145,438,278, of which $32,076,108 is Local Control Funding Formula (LCFF), $24,848,337 is other state funds, $71,358,049 is local funds, and $17,155,784 is federal funds. Of the $32,076,108 in LCFF Funds, $1,196,164 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $144,557,920

Total Budgeted Expenditures in the LCAP $20,543,921

This chart provides a quick summary of how much Sacramento County Office of Education (SCOE) plans to spend for 2023-24. 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: Sacramento County Office of Education (SCOE) plans to spend $144,557,920 for the 2023-24 school year. Of that amount, $20,543,921 is tied to actions/services in the LCAP and $124,013,999 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Only a small portion of the LCFF and other revenues SCOE receives are for the support of Court and Community Schools. As a result, the General Fund expenditures not included in the LCAP include funds for support services to districts in the county and general operating expenses of the County Office, as well as funds awarded to SCOE through grants, fees, or contracts to perform specific deliverables such as research, evaluation services, teacher / administrator credentialing programs, early learning programs, and a residential outdoor science camp.

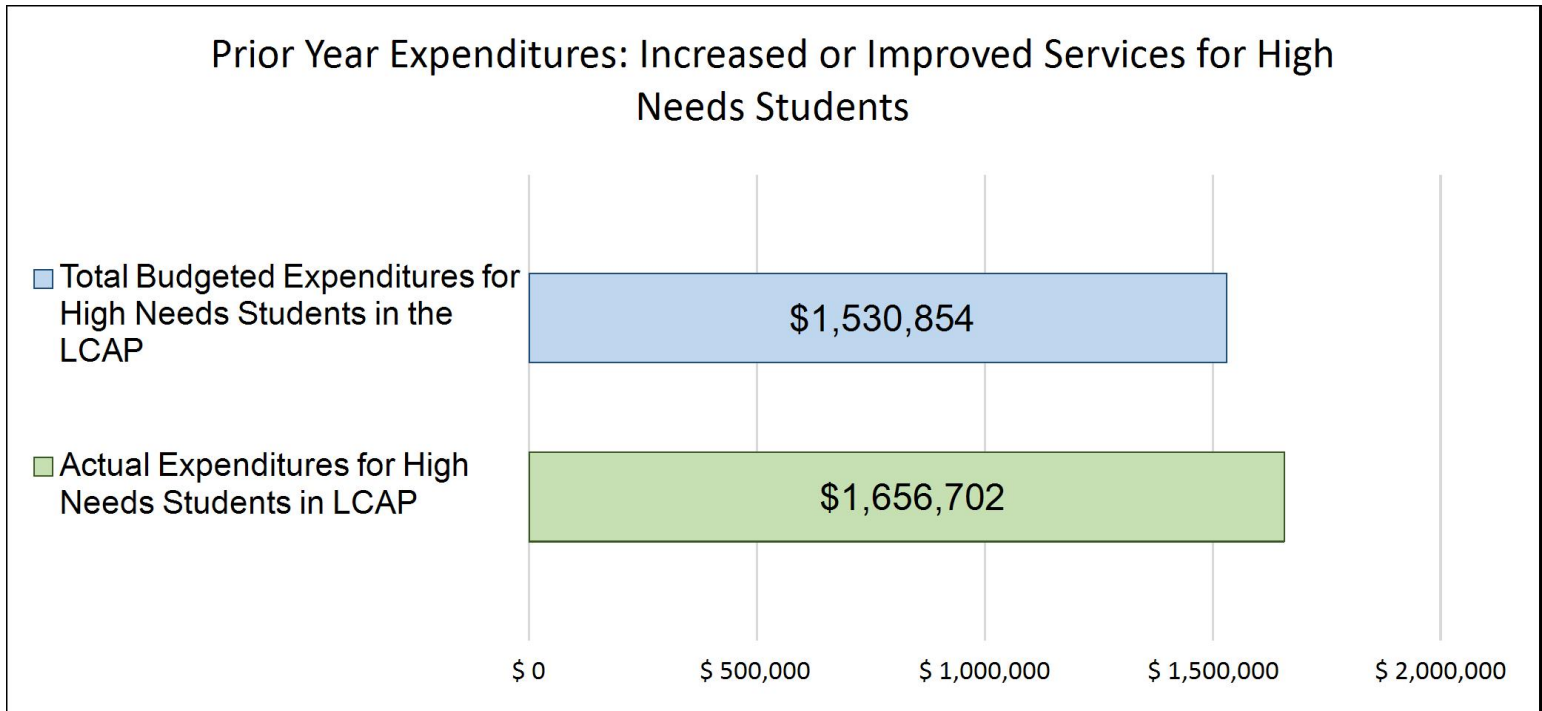# Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Sacramento County Office of Education (SCOE) is projecting it will receive $1,196,164 based on the enrollment of foster youth, English learner, and low-income students. Sacramento County Office of Education (SCOE) must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento County Office of Education (SCOE) plans to spend $1,083,255 towards meeting this requirement, as described in the LCAP.

While the total budgeted expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total projected revenue, this difference did not impact students as other state and federal funds were used to provide the planned services.

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LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$1,530,854**

☐ Actual Expenditures for High Needs Students in LCAP: **$1,656,702**

(Chart axis: $0 — $500,000 — $1,000,000 — $1,500,000 — $2,000,000)

This chart compares what Sacramento County Office of Education (SCOE) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sacramento County Office of Education (SCOE) 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 2022-23, Sacramento County Office of Education (SCOE)'s LCAP budgeted $1,530,854 for planned actions to increase or improve services for high needs students. Sacramento County Office of Education (SCOE) actually spent $1,656,702 for actions to increase or improve services for high needs students in 2022-23.

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
Sacramento County Office of Education (SCOE)	David W. Gordon Superintendent	dgordon@scoe.net (916) 228-2410

Plan Summary [2023-24]

General Information

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

The Sacramento County Office of Education (SCOE) directly operates school sites and programs that provide full-time and part-time instruction for specific student populations in specialized programs that are more effective, innovative, and cost effective to operate on a regional basis.

SCOE currently enrolls 910 students across six schools in 2022-23. SCOE Court and Community Schools (CCS) provide services to students who need more services than a traditional middle or high school program can offer. SCOE is directly responsible for serving expelled and incarcerated youth in our CCS programs. SCOE CCS also provide a high quality education to students and families seeking a smaller school environment through a referral process.

SCOE operates highly specialized Special Education programs to serve students with severe disabilities in Special Day classes located in school district and community sites. Leo A. Palmiter Jr./Sr. High School serves 100% students with disabilities. The Foundations Academy also serves 100% students with moderate to severe disabilities.

SCOE CCS programs consistently enroll students with high needs: 65.8% unduplicated pupils, 64.2% low income, 35.5% students with disabilities, 12.6% English learners, 16.7% homeless and 3.6% foster youth. Enrollment at SCOE's court school, El Centro Jr./Sr. High School, is 100% socioeconomically disadvantaged (SED) pupils. Nathaniel S. Colley Sr. High School (Colley) and North Area Community School (North Area) both serve around 80% SED, while Elinor Hickey Jr./Sr. High School serves just over 60%.

SCOE CCS Programs:
The SCOE CCS programs at El Centro, Hickey, Colley, and North Area were designed to serve expelled and detained youth, but also serve youth on the cusp of delinquency and/or those who need support not commonly found within traditional middle or high schools. The students SCOE serves often have needs that extend beyond routine school services: the severely credit deficient; foster youth (FY); students who are experiencing homelessness and who are in temporary housing; and a growing population of English learners (ELs). SCOE also provides a high quality alternative education to students not expelled or detained at youth facilities who seek a smaller school environment through a district or probation referral.

SCOE's Senior Extension program, offered at Colley, Hickey, and North Area sites, provides students with the support they need to graduate from high school. The Senior Extension Program allows students to extend the amount of time they can remain in high school and provides more flexibility to complete courses through an alternative education model. Staff extend outreach to local high schools, identifying students who are at risk of failing due to poor attendance or limited engagement. With a personalized approach and engaging staff to address their individual needs, students are more likely to complete high school and transition to college, military service, or the workforce.

In general, students in the CCS programs have a high rate of school mobility. The average enrollment period in court school is 31 days, and the community school average period of enrollment is 125 school days. Student mobility makes it challenging to utilize all of the state mandated LCAP metrics to measure academic progress. However, SCOE monitors school progress with a locally adopted accountability system for Court and Community Schools that uses five indicators to measure the efficacy of our programs: Attendance, Reading Achievement, Math Achievement, Credit Completion, and Successful Transition. To measure the academic growth of students, staff utilize a Renaissance Learning (Ren Learn) reading and mathematics short cycle assessment tool. Faculty also utilize Math and English placement assessments embedded in our web-based Edgenuity platform.

The high mobility rate and short enrollment periods impact students' ability to complete a course path to meet UC/CSU a-g requirements. Advanced placement courses are not offered; however, the courses that SCOE offers via the online / in-class Edgenuity program are also offered in local districts. This lends continuity among programs where students keep working on the same courses as they transfer in and out of SCOE schools.

To support long-term student success, secondary students enroll in Career Technical Education (CTE) courses, complete a comprehensive career interest survey, create a career development plan, and begin sequences of CTE programming. CTE goals are based on each student acquiring 21st Century Skills delineated by the Partnership for 21st Century Skills and the five core social-emotional competencies: self-awareness, self management, social awareness, relationship skills, and responsible decision-making. SCOE also offers accelerated and exploratory CTE programming through the online partner eDynamic Learning and through nonprofit partners, such as Northern California Construction and Training (NCCT). Each of these programs is designed to support initial skill acquisition and transition to a post-secondary training program. In addition to the robust CTE model, SCOE utilizes a comprehensive Work Experience Education (WEE) Course approved by the California Department of Education.

SCOE also coordinates services for foster youth in Sacramento County through the grant-funded Foster Youth Services Coordinating Program (FYSCP), and has added a Program Specialist to provide additional support. Assembly Bill 130 enables SCOE to coordinate and

provide direct services to foster youth in school districts and charter schools within the county, including those in SCOE Court and CCS. SCOE partners with the Sacramento County Juvenile Courts, the Sacramento County Probation Department, Child Welfare, Behavioral Health, Court Appointed Special Advocates (CASA), and several other nonprofits to coordinate services to foster youth in the county who are in the child welfare system and are at a higher risk of crossing over to the juvenile justice system. SCOE's involvement in this process includes Special Ed, CCS, SCOE legal counsel, and Title I program coordination.

SCOE Programs for Students with Disabilities:
The Special Education Department provides services to students with disabilities referred from local school districts. SCOE provides special day class programs on district and community sites for students with severe disabilities from 5 -22 years of age, and students in grades TK-12 with emotional and behavioral support needs, as well as an inclusive preschool program in collaboration with local Head Start program sites. In addition to providing Special Education services to students in the CCS, SCOE also serves Arcohe Union Elementary, and Elverta Joint Elementary (small districts within Sacramento County), and students with developmental delays or disabilities ages birth to three through the Infant Development Program.

Reflections: Successes

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

It is a strength of SCOE programs to ensure that every enrolled student receives individualized support through their Student Success Plan or Individualized Education Plan. Dashboard data captures enrollment at a single point in time, but over the course of a year, SCOE enrolls far more students than are reported on the Dashboard. The Student Information System recorded 1,405 unique students enrolled as of midyear 2022-23, compared to 910 reported on the Dashboard on Census Day.

To serve each student, SCOE emphasizes success in the transition from Court and Community School programs to their next educational placement or to completion of a high school diploma or equivalency. In 2021-22, SCOE's local accountability measure, Successful Transition Rate, was 97% for all students with 100% for Court School students and 95% for Community School students. The Foster Youth transition rate was 97%.

To achieve this, SCOE teachers and transition specialists help students navigate across schools and agencies, encouraging persistence, linking to counseling and career development, diploma equivalency testing, extended education opportunities to earn a diploma, and strong partnerships with our districts and partner agencies. Measures that are used to assess or inform this metric include validation of timely record transfers, student survey results, percentage of completers, and percentage of confirmed student transfers to other educational institutions. Transition specialists provide students with services and information regarding post-detention plans (as appropriate), including continuing academic education post-release, CTE options, and to support transitioning back into their community. SCOE offers three CTE programs: Northern California Construction Training (NCCT) pre-apprenticeship program in construction, a Culinary Arts pre-apprenticeship, and Office Occupations.

To amplify student voice and engagement, a Youth Advisory Committee was initiated in 2022-23. At midyear, seven meetings had been held with twelve students participating. They are developing an overall vision for the Committee with an eye to the future. The students have discussed activities like spirit week, college tours, and field trips. The student mural project is one example of this committee's work. It integrates youth voice, art, and leadership. Students noted that even if they may not be at the school in the future to experience some of the innovations, they know it is the best thing to do for future students.

SCOE supports students in determining their post-secondary path. The SCOE Resiliency Scholarship was established in February 2020 by the Sacramento County Board of Education for students who have attended or are attending our court and community schools, Leo Palmiter Jr./Sr. High School, and the Senior Extension Program. It is designed for SCOE students who have demonstrated determination and resilience in overcoming obstacles and to help support them in pursuing post-secondary education or vocational training and development. In 2021, the Scholarship Committee awarded twelve scholarships. In 2022, the Scholarship Committee awarded eight new scholarships and eight renewal scholarships. In 2023, the Scholarship Committee awarded 5 new scholarships and 4 renewal scholarships. The recipients are matched with mentors from the Cal-SOAP program to help support them as they navigate their post-secondary education and/or vocational training. Mentors maintain contact with the awardees throughout the year and provide guidance on matters such as financial aid, transition to post-secondary, and community resources.

At the Youth Detention Facility, students in the SOAR program are provided with options for college attendance through online community college classes. Transition specialists support students in the selection and completion of coursework and transcript management. As of midyear 2023, 86 courses were passed with 76 more anticipated to be completed by spring. Most notably, one student enrolled earned an AA degree. To build on this success, SCOE continues to expand partnership with the Los Rios Community College system and is beginning to develop a partnership with CSU Sacramento.

Mentoring continues to be a top priority for student support. Anecdotally, student attendance is higher on days that community-based organizations are on campus. SCOE has hired a Coordinator of mentoring to build the system. A goal is for all staff to be engaged and trained as mentors, with the long-term goal to provide every student with an adult protective relationship. Student listening sessions highlighted the positive connections established with mentors.

System-wide, SCOE emphasizes trauma training and trauma-informed teaching practices, student engagement, and developing staff competency in diversity, equity and inclusion. Staff are tracking behavioral data consistently, adjusting programming based on site and individual student needs, and utilizing a multi-tiered intervention system.

Reflections: Identified Need

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

SCOE is identified under the state's accountability system as eligible for differentiated assistance based on certain student groups receiving the lowest performance levels in the 2022 California School Dashboard. Homeless, Socioeconomically Disadvantaged, African American, Hispanic and White students received the lowest performance levels in Chronic Absenteeism, Graduation Rate, and Academics (ELA / Math). English learners and Foster Youth received the lowest performance levels in Graduation Rate and Academics.

The persistent low performance of three student groups (Foster Youth, Hispanic and White) over three years requires SCOE to add specific goals to the 2023-24 LCAP to address their needs and improve outcomes.

Goal 3 will address the needs of Foster Youth, who received the lowest performance level in 2018 and 2022 for Graduation; 2018 and 2019 for the College/Career Indicator; for Suspension Rate in 2019 and Academics in 2022.

Goal 4 will address the needs of Hispanic students, who received the lowest performance level for Academics and Graduation for 2018, 2019 and 2022; Chronic Absenteeism in 2018 and 2022; and the College/Career Indicator in 2018. Goal 4 will also address the needs of White students, who received the lowest performance level for Academics and Chronic Absenteeism in 2019 and 2022; Graduation in 2018 and 2022; Suspension Rate and the College/Career Indicator in 2018.

Due to Federal rules under the Every Student Succeeds Act (ESSA), the 2022 Dashboard eliminated the one year graduation rate as an accountability measure for alternative schools. As a result of this change, SCOE schools performed Very Low on the Graduation indicator. The combined Four- and Five-Year 2022 Graduation Rate was 49.9% for all students, which represented a drop from 2021. Student groups showing the lowest graduation rate were those reporting Multiple Races at 33.3% and Students with Disabilities at 39.8%.

State academic data show that the percentages of students meeting statewide assessment proficiency levels remain very low. All student groups received the lowest performance level in both English Language Arts (216.4 points below standard) and Mathematics (210.2 points below standard). A challenge is supporting and encouraging students to persevere through the testing process. Participation rate is well below the state target of 95%. Although participation rate increased in 2022 as compared to 2019 (the most recent year tested), low participation impacted SCOE's Academic indicator with only 39% of students participating in ELA testing and 38% in Math.

Chronic absenteeism rates continue to be a challenge. The Chronic Absenteeism rate on the 2022 Dashboard for all students (reflecting grades K-8) was very high (52%). Of the student groups reported on the Dashboard, African American, Hispanic and Socioeconomically Disadvantaged students all demonstrated over 50% absenteeism. A significant impact to chronic absenteeism is the medically fragile status of students enrolled in Foundations Academy, where Chronic Absenteeism is 68%. The 2023 student survey reflected that the top three causes for absence are medical appointments, illness, and lack of sleep.

As noted in the previous section, most students in SCOE programs do not attend our programs for a full year. The School Stability Rate for

all SCOE schools is low at 32.3% compared to the county's rate of 85.8%. The rate for community schools ranges from 24.2% to 51.4%, and stability is nearly nonexistent in the court school at 2.4%. These data illustrate some challenges for sustained academic growth and establishing positive collaborative relationships with parents and caregivers. SCOE is developing measures of student progress at 30/60/90 days to better capture progress.

Preliminary student survey data for 2023 reflect a drop in the perception of safety from 2022. Reasons for not feeling safe include the adverse behavior of other students, people outside of the school campus who appear intimidating, and worries about school shootings in general (not necessarily on SCOE campuses).

Steps to Address Performance Gaps
The following strategies will be implemented to address high-need students' performance:
- Provide mental health services in the community school programs to address urgent needs including addressing histories of bullied students, trauma, suicide prevention, and LGBTQ student services. Both Hickey and Colley have a clinician on site who provide individual and small group sessions.
- Increase mentoring supports through community partners to ensure adult protective relationships and build student capacity with relational capital.
- Amplifying student voice and civic engagement for students from all campuses with the Youth Advisory Committee.
- Establish internal systems to reclassify EL students as proficient in English including a process for EL students with disabilities.
- Increase family engagement opportunities, improve two-way communication with parents and guardians, and encourage involvement in decision making.
- Continue to improve curriculum implementation and alignment, focusing on data-driven instruction and inclusive practices.

The following are steps to address the needs of all SCOE students:
- Ensure that every student has a Student Success Plan for successful transition to post-secondary and career.
- Adopt and develop culturally relevant curriculum with an emphasis on literacy.
- Strengthen systems and programmatic infrastructure.
- Hiring and retaining instructional specialists and coaches.
- Professional learning for all staff.
- Expanding the A-G course catalog and local college partnerships.
- Conduct evaluations of programs to assess areas of programmatic strengths, identify students' needs for support, and determine areas for enhancement or improvement.
- Identifying components of the 30/60/90 day plan.

LCAP Highlights

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

SCOE's school teams strive to provide effective and authentic engagement with every student as they are enrolled and welcomed to school and throughout their time in our programs. Students have a Student Success Plan or Individualized Education Plan that includes measures and activities for graduation or promotion readiness, and post-secondary options and success. SCOE has established and will maintain mental health service providers and the site vice principals to enhance restorative mindsets and continue developing effective family and community engagement.

In 2023-24, a yearlong professional development plan will include a strong focus on literacy, and the site principals will begin PLC training, leading to improved support for teachers. The 2023-24 LCAP includes two new goals: one that focuses on support for the county's foster youth, and the second a broad goal to improve literacy.

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.

El Centro Jr./Sr. High
Nathaniel Colley Sr. High
Elinor Lincoln Hickey Jr./Sr. High
North Area Community

Support for Identified Schools

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

CSI plans for the four identified schools were developed using Improvement Science strategies, including Root Cause Analysis to examine various data sets of student academic, social and post-secondary college and career readiness indicators. The data sets include California School Dashboard data, pre and post academic assessments in ELA and mathematics and college and career readiness indicators included in individualized student success plans embedded in the student information system database. Social emotional indicators are included as well, such as attendance, discipline and wellness surveys conducted by licensed mental health clinicians. School programs are analyzed to disaggregate the graduation rate for each school by program type when multiple programs are housed on one site, such as Senior Extension and the Base Program.

SCOE is receiving CSI funds to improve the Graduation Rate at Elinor Lincoln Hickey Jr. / Sr. High School, El Centro Jr./Sr. High School, Nathaniel Colley Sr. High School and North Area Community School. Research-based interventions are designed to help students reduce credit deficiencies and increase engagement. The percentage of SCOE students that graduate increases as the students' engagement increases and they continue to earn academic credit.

SCOE involves students, parents, community-based organizations, employers, partnering government organizations and post-secondary partners with in-person and online surveys. Faculty, staff, management, leadership and board comment on the draft plan and survey data. Administrators and SCOE leadership engage with site councils, parent advisories, and collective bargaining units. Input is analyzed in conjunction with student and site level data and helps to inform focus areas.

SCOE has implemented a live data dashboard so decisions can be made in real time. SCOE utilizes evidence-based interventions. SCOE's Program Manager for Research and Evaluation is able to study the impact of interventions.

Resource inequities are identified using The Education Combination: Ten Dimensions of Resource Equity to Unlock Opportunities for Every Student. Resource inequities exist due to the small size of each of our schools and the high proportion of students living in poverty. In addition, many of our students have experienced trauma and have not experienced success at comprehensive high schools. Our El Centro site serves justice-involved youth. Additionally, students transition in and out of SCOE programs at a rate higher than traditional programs. The aforementioned resource inequities impact students' engagement in schooling. We focus on reengaging our youth and providing whatever is needed to help them get back on track to earn credits towards graduation with engaging, rigorous and relevant content and learning activities and meeting their social emotional needs. Our students often have reduced access to wellness and mental health supports due to lack of transportation to and from provider locations. SCOE employs licensed mental health clinicians to increase engagement both during the school day and after the school day. We also contract with non-profits that provide creative and relevant opportunities for students to earn credits toward graduation. SCOE received a California Community Schools Partnership Program planning grant for 2022-23 to continue our work towards a whole child approach to integrated support services to meet students' needs.

Each year administrators examine data to determine the effectiveness of our programs. They use a Student Information System-linked database to monitor partner engagement with students and academic and social outcomes and graduation rates.Our students provide feedback through surveys and in person meetings with transition specialists and staff. Four students serve on our combined School Site Council. Students provide feedback on all our actions and we modify actions based on their feedback, such as discontinuing some partner agencies, providing more access to preferred partner agencies and preferred attendance incentives. Families also provide feedback through surveys, in person meetings and the SSC. Staff provide feedback through staff meetings, surveys, the SSC and informal discussions. Staff feedback helps determine the professional development provided and provide feedback on student engagement with non profits. More PD focused on lesson design for Integrated and Designated ELD was identified and included in the CSI plans.

Staff from the SCOE Planning and Improvement Department provide support to principals and staff in CSI plan development, data and metrics analysis, root cause analysis, and school site council meeting facilitation.

Monitoring and Evaluating Effectiveness

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

On an annual basis SCOE conducts a cohort study of each student in the CSI identified schools. This study includes available state reported data, locally reported academic and social emotional data for the local accountability system and transition data for exiting students. Additionally, feedback data from stakeholder surveys is included. SCOE uses the cohort study to examine its continuous improvement process for future decisions.

Transition specialists ensure every student has a Student Success Plan developed collaboratively with staff, students, and parents/guardians so that the roadmap for each student's progress is clear. Transition specialists monitor the implementation of the Student Success Plan throughout the year.

ELA and Math Ren Learn Short Cycle Assessments are used to monitor student progress throughout the year in Math and ELA. Data is shared at School Site Council meetings and progress of the CSI plan is monitored. Additionally, principals meet monthly with the Assistant Superintendent of Court and Community Schools to discuss progress of goals and actions in the school plan. Students are monitored for credit completion towards meeting the goal of a minimum of 10 credits earned per month. Student participation with community-based organizations is monitored and data reviewed. Staff monitor student attendance with daily check in calls and home visits to address barriers to school attendance. Staff review rehabilitation plans for expelled youth and monitor suspension rates by student groups quarterly to identify and address potential disproportionalities.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

SCOE utilizes a variety of engagement strategies to gather input for the LCAP from students, parents and guardians, faculty, site principals, administrators, teachers, Probation staff, community partners, and the SCOE Board of Trustees and management. A general timeline of the annual process for educational partner engagement follows this pattern:

- Staff (teachers, principals, and administrators, including classified staff) are surveyed on an ongoing basis and formally once per year.
- Parents are surveyed informally on an ongoing basis and formally annually.
- Additionally, SSC, ELAC, and DELAC are surveyed and can offer feedback during regular meeting dates. These meetings are offered on Zoom.
- Bargaining partners are informally consulted on an ongoing basis and formally regarding the LCAP once a year.

Students at each site responded to online surveys and provided input through the newly-formed Youth Advisory Committee. Due to the unique nature of El Centro Jr./Sr. High School within the Youth Detention Facility, SCOE collaborates with Probation to secure input from students, families, faculty and probation staff via online surveys. SCOE staff also administered paper surveys that were distributed by Probation staff.

In the spring of 2023, SCOE scheduled "listening sessions" for students attending Court and Community Schools that were designed to learn about their experience with SCOE programs. These sessions were facilitated by community partners and staff who were familiar to students. The conversations provided insight into the supports that students value, as well as the challenges they experience, and established a space for their suggestions and ideas.

It is important to recognize that the student population in court and community schools is highly mobile. Nearly half (45%) of SCOE students are enrolled for less than one semester and only 25% of students are enrolled the entire year. Parent and family engagement is fluid, as the parent population changes with the student population. Parents and guardians were engaged via text message / QR code for the online surveys. SCOE also offers opportunities for parents and guardians to join meetings virtually, which has increased participation.

All SCOE school principals and administrators, teachers and staff participated in two surveys: an LCAP survey, aligned to state priorities; and a new survey to assess confidence in teaching literacy. Direct dialogue with all employee associations regarding the LCAP is ongoing throughout the year; administrators respond to all input provided by certificated and classified membership.

At the All-school Principals meeting, the 2022 Dashboard results were shared, including the performance levels of all student groups. The site principals were advised of SCOE's Level 2 differentiated assistance status and participated in a Jamboard activity to share their thoughts about strengths of SCOE programs as well as their suggestions to address areas of need.

A general timeline of the annual process for educational partner engagement follows this pattern:
- Staff (teachers, principals, and administrators) are surveyed on an ongoing basis and formally once per year.
- Parents are surveyed informally on an ongoing basis (back-to-school events, and formally annually.
- Additionally, SSC and DELAC are surveyed and can offer feedback during regular meeting dates. These meetings are offered on Zoom.

2022-23 Consultation Dates:
- SPSA/LCAP Planning Team: Sept. 6, Oct. 4, Nov. 1, Nov. 15, Dec. 13, 2022; Jan. 10, Jan. 24, Feb. 7, Mar. 1, Mar. 7, Apr. 4, May 15, 2023.
- All School Principals Meeting: March 10, 2023
- Community Advisory Committee: Sept. 29, 2022; Jan. 26, Apr. 27, 2023.
- ELAC/DELAC: Dec. 8, 2022; May 25, 2023
- Youth Advisory Committee: Oct. 20, Nov. 1, Nov. 3, 2022; Jan. 18, Jan. 19, Feb. 2, Feb. 3, Mar. 16, Apr. 20, 2023
- Student Listening Sessions: May 5 and May 8, 2023
- Consultation with CSEA bargaining unit: May 30, 2023; SCOETA bargaining unit: June 5, 2023
- Consultation with the SELPA Director: May 31, 2023
- Court & Community Schools Advisory/SSC: October 4, 2022, January 6, 2023, March 3, 2023, May 25, 2023
- The LCAP Draft was shared with the Parent Advisory Committee and English Learner Parent Advisory Committee on: May 25, 2023. There were comments received, but no questions were received that required response.

The community was invited to comment on the LCAP draft on June 8.
Public Hearing: June 13, 2023.
LCAP Adoption: June 27, 2023.

A summary of the feedback provided by specific educational partners.

Ideas, trends and inputs that were provided by educational partners:

The student listening sessions (including participation of foster youth) and the student survey highlighted these priorities:
- Connections with caring staff: Transition specialists and mental health clinicians as well as teachers
- Attachment to community-based organization staff and mentors; appreciation for the variety of organizations that support students
- Opportunities to learn about employment and other post-secondary options;
- Need for a positive and safe school climate
- Academic support (including options for credit recovery)
- Opportunities for student voice and agency to participate in decision-making
- Hands-on arts education
- Regular physical activity

- School is a place where they are learning more, have better relationships with teachers, and are getting better grades.

Parent and guardian input reported these values:
- Teachers who care for the whole child
- Intensive intervention, for academics and behavior
- Positive school climate and safety
- Career technical education and assistance with employment
- Easy communication with school leadership and teachers about the student's plan, progress, and options for transition
- A majority of parents surveyed agree that SCOE programs are beneficial to their child, and that they have seen academic growth and improvement in behavior

Staff (including administrators, principals and teachers) shared these opinions:
- Programs are designed to be student-centered and individualized
- Greater emphasis on literacy is needed
- CTE focus is positive
- Additional staff to support foster youth will help ensure students do not fall through the cracks
- Continue to support students in SEL growth and general well-being
- Continue use of standards-aligned core instructional materials and intervention materials, and consider developing targeted curriculum packages for alternative ed students
- Like the professional development on UDL and the ELD support
- Consider professional development on developing alt-ed curriculum, trauma-informed approaches and behavior management, use of data to support instruction, and technology

Input gathered from educational partners was synthesized into these major areas of need:
- Ensure welcoming environments to connect with students and families with support for their social-emotional wellbeing.
- Use student voice to design engaging and educational activities at each site
- Continue weekly preventative support from mental health clinicians and intensive (tier 3) interventions on request.
- Offer relevant professional development that is aligned to student needs
- Provide career and post-secondary exploration
- Provide work readiness and work-based learning.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The entire SCOE LCAP is influenced by input from our educational partners. Students, parents, guardians, staff, probation, community based partners, mental health professionals and post-secondary partners voices and experience are included. Each section of the LCAP is influenced by their input.

The general aspects of the LCAP that were influenced by educational partner input include:

Provide:
- Sustained partnership with community-based organizations as mentors and models for success (Action 2.5, 2.9)
- Increased mental health clinician support (Action 2.1)
- Increased support for students struggling with learning and student engagement and connection (Actions 1.2, 1.9, 1.12, 2.5, 2.8, 2.9)
- Vice principal of student and family engagement and a vice principal to implement restorative practices (Action 2.4)
- 21st Century Learning Center within the Juvenile Hall to increase literacy (Action 1.4)
- Expanded services for students formerly served by the Division of Juvenile Justice (Actions 1.9, 2.8, 2.9)
- Expansion of engaging student activities and physical education (Action 2.8)
- Professional development and collaboration to support all content areas, including ELD (Actions 1.1 and 1.5); professional development on diversity, equity and inclusion and trauma-informed practices (Action 2.6)

Goals and Actions

Goal

Goal #	Description
1	Student Success Goal: Guarantee that all students will successfully transition from our programs prepared for post-secondary, career, and community engagement as demonstrated by a Successful Transition Rate of 100% each year.

An explanation of why the LEA has developed this goal.

SCOE serves students with the highest needs in Sacramento County. Post-secondary success, academic achievement, and progress for English learners are areas of focus in 2023-24. In developing the goal for Student Success, we identified a need for SCOE's students to improve their academic outcomes and to become more aware of post-secondary options for education or employment. The 2022 California School Dashboard reported very low performance in English Language Arts, and Mathematics, with all three statistically significant student groups (Low Income, English Learners and Hispanic/Latino) receiving the lowest performance level. We also note that over the last two years, SCOE's formative academic assessments in both curricular areas have not demonstrated growth in proficiency.

The actions and metrics in Goal 1 define SCOE's focus on state standards, basic services, pupil achievement and student outcomes. Student progress is measured by both state assessments and formative assessments and SCOE's internal metrics for supporting a future successful transition. These include practical measures such as the completion of a career assessment, a work-based learning experience, or a tour of a post-secondary institution. Actions in Goal 1 are designed to provide a clear pathway for students to finish their high school education and successfully transition to post-secondary training and employment/career. Every student will have a Student Success Plan that is developed collaboratively with staff, students, and parents/guardians so that the roadmap for each student's progress is clear.

Students are offered engaging experiences that expose them to post-secondary opportunities. SCOE's robust Career Technical Education pathways are offered through partnerships with experts in each respective field. Students may also choose employer engagement activities for a "real world" experience, or community college classes to accrue credits and receive exposure to college-level coursework. Every student will experience a successful transition after leaving a SCOE school/program. Students will be prepared academically, emotionally, and socially for success in post-secondary and to secure employment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly Assigned Teachers:	Misassignments 0;	Misassignments 0;	Misassignments 0;		0 for all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Misassignments (Number of credentialed teachers teaching outside their subject area); Misassignments of Teachers of English learners (Number of credentialed teachers without authorization to teach ELs); Vacancies (Number of vacant teacher positions)	Misassignments of Teachers of English learners 0; Vacancies 0 Source: HR data reported in SARC 2020	Misassignments of Teachers of English learners 0; Vacancies 0 Source: HR data reported in SARC 2021	Misassignments of Teachers of English learners 0; Vacancies 2 (as of Feb. 2022) Source: HR / local data reported in SARC 2022		
Student Access to Standards-Aligned Instructional Materials - Percent of students with access to standards-aligned textbooks and instructional materials	100% of students have access Source: Site inspection reported in SARC 2020	100% of students have access Source: Site inspection reported in SARC 2021	100% of students have access Source: Site inspection reported in SARC 2022		100%
Facilities in Good Repair - Percent of Schools Receiving a Good or Exemplary Rating on the Facilities Inspection Tool	85.7% Source: Facilities inspection reported in SARC 2020	100% Source: Facilities inspection reported in SARC 2021	100% Source: Facilities inspection reported in SARC 2022		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of California State Academic Standards - Percent of instructional materials that are the most recent adoption; faculty has received training on how to use them	100% of instructional materials are the most recent adoption Source: SARC 2020 100% of faculty annually receives professional development on implementing California State Academic Standards Local measure	100% of instructional materials are the most recent adoption Source: SARC 2021 100% of faculty annually receives professional development on implementing California State Academic Standards Local measure	100% of instructional materials are the most recent adoption Source: SARC 2022 100% of faculty annually receives professional development on implementing California State Academic Standards Local measure		100% for both
CTE Course Completion - Percent of students enrolled for 45 days completing a CTE course (earning 5 credits with a grade of C or better) NOTE: Changed from 90 to 45 days	0 (this is a new metric)	2021-22 EOY data not available yet.	0.6% midyear 2022-23 Source: Local data		100%
Broad Course of Study - Percent of high school students enrolled in a CTE and UC a-g course (enrolled at least 45 days)	100% (Source: Local SIS) Adjusted Baseline: 0%	0% Approved a-g course list is under development at SCOE schools	0.1% 2022-23 Midyear		10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a-g Completion - Percent of eligible students passing at least one a-g course for 5 credits with a "C" or better (enrolled for 45 days) NOTE: Changed from 90 to 45 and added clarification for 5 credits	4.9% (Source: Local SIS, 2020)	Data not shown to protect privacy. Fewer than 11 students were enrolled for 90 days. Local SIS 2021	23.6% Local SIS 2022		20% 2021-22; 20% 2022-23; 50% 2023-24
English Language Arts Achievement - Percent of students meeting/exceeding standards on statewide assessments in ELA	10.20% (Source: 2019 CAASPP)	8.3% (N=15) 2021 CAASPP 0% 2021 CA Alt (N=31)	8.9% 2022 CAASPP 2.4% 2022 CA Alt		Increase 5% per year
Mathematics Achievement - Percent of students meeting/exceeding standards on statewide assessments in Math	2.00% (Source: 2019 CAASPP)	6.7% (N=15) 2021 CAASPP 0% 2021 CA Alt (N=31)	4.6% 2022 CAASPP 2.4% 2022 CA Alt		Increase 5% per year
English Language Arts Achievement (Local) - Percent of students meeting growth based on grade equivalent (GE) scores based on tests administered at least	55.1% (Source: Ren Learn 2019-20 Midyear Report)	45.7% Ren Learn 2021-22 Midyear Report	55.0% Ren Learn 2022-23 Midyear Report		Increase 5% per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
40 instructional days apart					
Mathematics Achievement (Local) - Percent of students meeting growth based on grade equivalent (GE) scores based on tests administered at least 40 instructional days apart	57.1% (Source: Ren Learn 2019-20 Midyear Report)	45.7% Ren Learn 2021-22 Midyear Report	56.8% Ren Learn 2022-23 Midyear Report		Increase 5% per year
Reclassification Rate: Percent of English learners who meet criteria for fluent English proficient status (RFEP)	0.90 % (Source: DataQuest 2021)	4.2% DataQuest 2022	6.3% Local data		5% Reclassification for designated EL students
English Learner Progress - Percent of English learners enrolled 90 cumulative days who progress at least one level on the ELPAC as compared to the previous year	0 (This is a new metric)	Data not shown to protect privacy. Fewer than 11 students were enrolled for 90 days.	36.4%		10% of eligible students will increase at least one level each year
Credit Completion - Percent of students meeting Target Credit Completion Rate (10 credits per instructional month)	35% (Source: local SIS midyear 2020-21)	25.7% (2020-21 EOY) 25.4% (2021-22 MY)	28.4% (2021-22 EOY) 24.7% (2022-23 MY)		Increase 5% per year
Student Success Plan - Percent of 11th and	0 (this is a new metric)	2021-22 EOY data not available yet.	2022-23 data not available yet		80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
12th grade students who complete a Career Assessment, Mastery of Career Readiness, and SEL skills NOTE: Modify to remove Mastery of Career Readiness and SEL Skills but add completion of FAFSA, a college or vocational school application, or a college course.			Measure is being modified as noted in metric column		
Teachers with Full Credential - Percent of teachers that are fully credentialed	95.7% of teachers are fully credentialed (Source: HR data reported in SARC 2020)	95.9% of teachers are fully credentialed HR data reported in SARC 2021	91.5% of teachers are fully credentialed HR data (as of Feb. 2022)		100%
Post-secondary Exploration - Percent of 9th-12th grade students who *report completing* a college / career tour or work-based learning experience NOTE: Data will be gathered from student	0 (this is a new metric)	2021-22 EOY data not available yet..	2022-23 data not available yet		80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
survey. Slight wording change					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of the Student Success Plan	School staff, including administrators, and teachers support all students in developing the Student Success Plan or Individualized Learning Plan. Staff monitor student progress and update as needed to ensure students stay on track. All teachers support the system for integrated English Language Development (ELD) in the content areas in collaboration with the site principal. Tier I and Tier II supports are provided in the core content offered to secondary students. ELD is provided based upon student data as part of the language acquisition program and PD is provided that ensures that reclassification and academic indicators are met. Additional support and interventions are provided to English learners based on the analysis of data aligned to the ELD Framework. In 2023-24, a Director of Court and Community Schools will be added to monitor and evaluate site effectiveness; oversee administration of sites; observe and coach Instruction; support school planning.	$5,023,195.00	Yes
1.2	Career and Post-secondary Exploration	Career Technical Education (CTE) teachers ensure all students complete a career education sequence and develop academic, technical, and work readiness skills for success in entry- level employment. Provide expanded access to courses within the fifteen standard industry sectors by partnering with eDynamic Learning. Ensure all students enrolled for 45 days complete a post-secondary and employment tour (court school students will do so virtually).	$658,138.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In 2023-24, a Director of College and Career Readiness will be added to lead the CTE programming, targeting outreach and enrollment to concentrate on the needs of low-income, EL and foster youth, ensuring their enhanced opportunities for meaningful employment as they transition from SCOE schools.		
1.3	Early College Programming	Offer every student college readiness courses in English and Math by renewing the memorandum of understanding with Folsom Lake College, and completing a memorandum of understanding with Los Rios Community College District. Pending agreement with VOYA / County Probation to fund additional CTE teacher, .5 FTE culinary instructor, training specialist and academic support for students at El Centro.	$452,953.00	No
1.4	21st Century Learning Center	Establish and staff a 21st Century Learning Center to support acquisition of research, post- secondary exploration, career engagement and local business professional relationships along with student voice and literacy skills for students in the Youth Detention Facility in Year 1, to be expanded to all campuses by Year 3. Plans are underway to establish an Arts Media Entertainment Hub at Nathaniel S. Colley Sr. High School. Includes Library/Media Teacher and Arts Coordinator.	$316,513.00	No
1.5	Professional Development (Academic)	SCOE has a yearlong professional learning plan. Teachers and instructional support staff participate in professional learning sequences based on Universal Design for Learning principles and a Multi-Tiered System of Support. Biweekly evidence-based professional learning sequences will focus on English language arts and mathematics outcomes. Special Education funds support professional learning to implement the Unique curriculum and ensure inclusive opportunities for students with disabilities.	$159,041.00	No

Action #	Title	Description	Total Funds	Contributing
		English Language Development (ELD) professional learning and direct services to students, including newcomers, will be provided by the EL Curriculum Specialist. Expand ELD curriculum and access to instructional support through direct ELD services to students aligned to students ELPAC levels, and design and deliver professional development for staff to support integrated and designated EL services. In 2023-24, PD will be more focused on literacy, a review of assessments, and an established cycle of assessments. The curriculum collaboration team will implement PLC training starting with site principals.		
1.6	Virtual Learning	Contracted support from SCOE's Coordinator of Distance Learning (1.0 FTE), maintain licenses for Edgenuity, eDynamic Learning, Renaissance Learning, Imagine Learning, and other virtual curricula.	$301,161.00	No
1.7	Technology Refresh Plan	Action completed in 2021-22. No funds committed for 2022-23 or 2023-24. Make improvements in classroom technology to support virtual learning; professional development for staff on effective use of tools to support student understanding. Examples include: all staff have a high quality, touch screen laptop; all students have home connectivity and devices and a computer to check out daily at school; all faculty have access to a Promethean screen for daily instruction; all schools have a remote learning space for students to engage with remote instructors and classes.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Summer School	Eight weeks of five hours of summer learning opportunities are provided, accessible to all students. Includes credit recovery and ESY. Added Coordinator of College and Career to oversee Summer School and Expanded Learning.	$238,186.00	No
1.9	Credit Completion	Court and Community School staff provide support and options for credit recovery and additional education support to recover missing credits. Intervention support provided by paraprofessionals to students struggling in reading and math.	$1,064,401.00	No
1.10	Data to Inform Instruction Action modified from a portion of the C-SAPA department to a 1.0 FTE Program Manager and two SIS Specialists.	Program Manager monitors progress through the locally-adopted Accountability System for Court and Community Schools, conducting the cohort study, designing surveys and program evaluation as applicable. Conducts evaluations of programs to assess areas of programmatic strengths, identify students' needs for support, and determine areas for enhancement or improvement. Utilize data visualization to analyze accomplishments and student outcome data that needs support and additional staff time and resources. For SCOE's highly mobile student population, SIS Specialists assure that data collected supports successful enrollment and disenrollment of students, transcript request and review, collection of free-reduced lunch forms, transfer of achievement and discipline data from prior enrollments, ensuring accuracy in the PowerSchool system for evaluation and reporting.	$395,213.00	Yes
1.11	Community Partnerships (Action moves to Goal 2)	The services described in this action are moving to Goal 2.	$0.00	
1.12	Support Staff	Hire appropriately licensed (as appropriate) and experienced and effective support staff, assessment/data specialists, and behavior management technicians. Transition specialists, special ed technicians, paraprofessionals, teachers, peer mentors and non-profit partners will provide expanded tutoring time.	$3,901,962.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned actions and actual implementation of actions. Successes and challenges in implementing Goal 1: SCOE's EL Curriculum Specialist led the development of an updated ELD master plan, working with site leaders and teaching staff. The addition of a Program Manager for Evaluation, Research, and Assessment has deepened the Local Accountability Reporting to better evaluate effectiveness of programs and impact on student learning. An ongoing challenge is helping students persevere through state testing to result in an improved participation rate. It is still a challenge to hire certificated and classified staff, but appropriate services are provided with substitutes or contractors.

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.

Action 1.1 expended less than planned due to vacancies. Action 1.10 shows an increase with the addition of a 1.0 FTE Program Manager.

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

Continuing professional development and consistent levels of staffing have helped support academic outcomes. Progress has been made in a-g course completion as SCOE now offers courses aligned to the a-g pathway. The measure is 23.6% from a baseline of 4.9%. State assessments show some progress in the ELA test, but student performance does not meet the desired outcome of 5% growth per year. Student progress on local Ren Learn assessments is positive with almost 10% growth in both ELA and Math. Reclassification rate exceeds the desired outcome of 5%. The actions and services in Goal 1 provide students with the resources they need to successfully transition from SCOE programs.

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

Unsubstantive wording updates in this goal provide clarification.

Changes for 2023-24:
Metric for percent of students completing both CTE and a-g has been moved from Goal 2 to Goal 1. The Foster Youth Case Manager is moving from Action 1.1 to Action 3.1. Action 1.3 now includes a contract with Probation at El Centro to support Dual Enrollment. Action 1.4 now includes the Arts Media Entertainment Hub at Colley. Description of Professional Development in Action 1.5 has been updated. Action

1.6 increases the FTE for the Director of Distance Learning from .5 to 1.0. Action 1.10 description has been updated to reflect the Program Manager's role. Action 1.11 (Community Partnerships) are now described in Goal 2.

Added for 2023-24: Director I of Court & Community Schools (Action 1.1), Director II of College and Career Readiness (Action 1.2), 2.0 FTE SIS Specialists (Action 1.10).

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

Goals and Actions

Goal

Goal #	Description
2	Partnership Goal: Ensure a safe and supportive school environment and increase engagement with families and students by partnering with families and community-based organizations to guarantee students are prepared to successfully transition to post-secondary, career, and life.

An explanation of why the LEA has developed this goal.

SCOE developed the Partnership Goal to ensure that students and their families feel welcome, supported, and valued for their unique qualities. SCOE students have experienced many challenges along their educational journey. Students enrolled in the Court and Community Schools are expelled, have experienced adverse experiences, and/or are former or current court school youth. The actions and strategies in Goal 2 work in tandem with the academically-focused components of Goal 1 to prepare students for a successful transition and a promising future that may include college and career.

Both qualitative and quantitative data demonstrate the need to establish higher attendance rates and strengthen a positive school climate and relationships systemwide. All reportable student groups received the lowest performance level on the 2022 Dashboard for Chronic Absenteeism. Per DataQuest, SCOE schools experience a chronic absenteeism rate of 56.4%, with the medically fragile students attending special education schools particularly impacted (Palmiter 78.4% and Foundations Academy 73.4%). As of midyear 2021-22, over 50% of students were chronically absent. The shift from the one-year graduation rate to the four- and five-year cohort rate created a large drop in graduation outcomes on the California School Dashboard. The overall graduation rate for 2022 is 49.9%, with every reported student group at the lowest performance level.

The actions and metrics in Goal 2 show alignment to state priorities for student engagement, school climate, and parent and family engagement. In addition to the state required metrics for discipline, climate, and attendance, the SCOE LCAP continues to measure the successful transition rate of all students; and has added a new metric for student participation in programs offered by community-based organizations. The actions in Goal 2 show that engagement is a priority through the careful selection of community partners and mentors as well as site-based transition specialists and mental health professionals. All staff show care and establish relationship connections and present engaging activities. Social and emotional learning is embedded throughout programs, through mental health clinicians and counselors skilled in relationship-building and SEL interventions, enhanced professional development, and aligned curriculum. To address the expressed needs of parents and guardians, two site-based administrators were hired to serve at Colley/Hickey and El Centro to engage and increase partnership with families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate - Percent of days attended (enrolled at least 30 days) Modified metric 2022	All students: 79.6% (Source: Local SIS Midyear 2019-20)	All students: 73.4% Local SIS EOY 2020-21 All students: 73.7% Local SIS MY 2021-22	All students: 72.7% Local SIS EOY 2021-22 All students: 78.4% Local SIS MY 2022-23		Increase by 2% per year
Chronic Absenteeism Rate - Percent of students with attendance rates at or below 90% (enrolled at least 30 days)	All students: 39.4% (Source: Local SIS 2019-20 midyear)	All students: 43.0% Local SIS EOY 2020-21 All students: 51.1% Local SIS MY 2021-22	All students: 55.1% Local SIS EOY 2021-22 All students: 49.1% Local SIS MY 2022-23		Decrease by 2% per year
Graduation rate - Percent of graduates as calculated by the Dashboard Alternative School Status (DASS) Grade 12 graduation rate	68.8% (Source: California School Dashboard 2020)	68.1% California School Dashboard 2021 Additional Reports	45.7% California School Dashboard 2022 Additional Reports		Increase by 5% per year
High School Dropout Rate - Percent of students in grades 9-12 who have a dropout exit code in CALPADS	2.5% (Source: Local SIS 2019-20)	5% Local SIS EOY 2020-21	5.9% Local SIS EOY 2021-22		Decrease by 0.5% per year
Middle School Dropout Rate - Percent of students in grades 6-8 who have a dropout exit code in CALPADS	<1% (Source: Local SIS 2019-20)	<1% Local SIS EOY 2020-21	0.0% Local SIS EOY 2021-22		Attempt to reach 0% and maintain at <1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Successful Transition Rate - Percent of students who exit a SCOE school with a successful transition, such as passing a high school equivalency test, earning a high school diploma, or re-enrolling at another traditional or alternative school	All students: 96.9%; Foster youth: 97.3% (Source: Local SIS 2019-20)	All students: 90.6% Local SIS EOY 2020-21 Foster Youth: 97.3% Local SIS EOY 2020-21	All students: 97.4% Local SIS EOY 2021-22 Foster Youth: Moved to Goal 3		All students: 100%; Foster youth 100%
Suspension Rate - Percent of students suspended	7.2% (2019-20) 11.1% (2018-19) (Source: CDE DataQuest)	0.3% (2020-21) CDE DataQuest	3.0% (2021-22) CDE DataQuest		Decrease by 1.5% per year
Expulsion rate - Percent of students expelled	0% (Source: CDE DataQuest 2019-20)	0% CDE DataQuest 2020-21	0% CDE DataQuest 2021-22		0%
Student Perception of Safety - Percent of students that answer positively to question of perception of safety at school when in-person	78% (Source: 2021 Local School Climate Survey)	88% (N=246) 2022 Local School Climate Survey	77.1% 2023 Local School Climate Survey		Increase by 5% per year
Student Perception of Connectedness and Engagement with	76%	79% (N=246) 2022 Local School Climate Survey	76.7% 2023 Local School Climate Survey		Increase by 5% per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs - Percent of students responding positively to one or more statements measuring connectedness and engagement	(Source: 2021 Local School Climate Survey)				
Staff perception of safety - Percent of staff that answer positively to question of perception of their safety at school	94% (Source: 2021 Local School Climate Survey)	94% (N=90) 2022 Local School Climate Survey	86.6% 2023 Local School Climate Survey		Increase by 2% per year
Staff perception of connectedness - Percent of staff respondents that respond positively to questions measuring connectedness	90% (Source: 2021 Local School Climate Survey)	85% (N=90) 2022 Local School Climate Survey	85.2% 2023 Local School Climate Survey		Increase by 2% per year
Parent perception of safety - Percent of parent respondents that respond positively to the question on perception of student safety at school when in person	71% (Source: 2021 Local School Climate Survey)	82% (N=69) 2022 Local School Climate Survey	88.7% (N=63) 2023 Local School Climate Survey		Increase by 7% per year
Parent perception of connectedness - Percent of parent respondents that respond positively to one or more questions	65% (Source: 2021 Local School Climate Survey)	81% (N=69) 2022 Local School Climate Survey	92.1% (N=63) 2023 Local School Climate Survey		Increase by 10% per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measuring connectedness					
Parent participation in, and satisfaction with, programs - Percent of parent respondents that respond positively to questions assessing parent satisfaction with SCOE programs	70% (Source: 2021 Local School Climate Survey)	80% (N=69) 2022 LCAP Survey	85.7% (N=63) 2023 LCAP Survey		Increase by 10% per year
Parent participation in decision-making - Percent of parents in attendance at School Site Council and English Learner Advisory Committee meetings as per sign-in sheets	0 (this is a new metric)	This metric is discontinued in 2021-22.	This metric is discontinued		Expand participation in School Site Councils and English Learner Advisory Committees by 10% per year.
Parent participation in decision-making - Number of parents or caregivers completing the annual LCAP survey	0 (this is a new metric)	81% (N=69) 2022 LCAP Survey	N=63 Note: percent reported in Year 2 was in error 2023 Local School Climate Survey		Increase by 5% per year
Broad Course of Study - Percent of high school students enrolled in a CTE and UC a-g course	100% (Source: Local SIS) Adjusted Baseline: 0%	0% Approved a-g course list is under development at SCOE schools	Moved to Goal 1		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(enrolled at least 45 days) NOTE: Moved to Goal 1					
Civic Participation - Percent of students who engage in a civic activity NOTE: May not have this year. Will be part of the Student Success Plan for next year	0 (this is a new metric)	Data not available yet for 2021-22	Data not available yet for 2022-23		80%
Interaction with Community Based Organizations (CBOs) - Percent of students who participate in programs provided by CBOs	0 (this is a new metric)	12.7% EOY 2021-22 Local data EOY 2021-22 added 5/2023 for reference as data was not available in 5/2022	25.8% MY 2022-23 Local data		80%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Mental Health and Wellness	Mental health clinicians address urgent student needs including bullying, trauma, suicide prevention, and LGBTQ student services. School psychologists and staff will implement mental health support strategies to ensure students' social-emotional needs are met.	$6,404,283.00	No

Action #	Title	Description	Total Funds	Contributing
		Continue Life Skills programming for all students that incorporates health, wellness, and transition skills.		
2.2	Attendance Intervention	Principals, transition specialists and other staff monitor student attendance with daily check-in calls and across the porch or home visits (when approved by Sacramento County Public Health) to address barriers to attendance. Students may be offered incentives, bus passes, and monthly awards for positive attendance.	$570,313.00	Yes
2.3	School Safety	Principals will analyze and revise emergency plans and school safety plans annually, and review rehabilitation plans for expelled students and foster youth quarterly. Monitor suspension rates by student group quarterly to identify and address potential disproportionalities, with attention to students whose suspension rates are higher than all students.	$310,715.00	Yes
2.4	Home-School Partnership	Two dedicated Vice Principals for Family and Student Engagement will build relationships and increase two-way communication. Transition specialists communicate with families, providing information on the importance of attendance and sharing community resources on parenting skills, substance abuse, post secondary and career options. Translation services provided by Angela's Interpreting.	$374,026.00	Yes
2.5	Partnerships with Community Based Organizations	Contract with non profit partnerships that enhance high need student engagement through activities in and out-of-school time, including weekends. Partner agencies include: Earth Mama Healing, Hawk Institute, 916 Ink, Green Tech Education, Scholastic Journalism and Northern California Construction Training. Non-profit community partners provide engaging activities for students to bolster academic skills in literacy, reading/writing, science, career engagement, leadership, financial literacy and entrepreneurism, math applications, and visual and performing arts through SacHealthyHeART.	$378,250.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Professional Development (Culture-Climate)	Professional development will be provided on diversity, equity and inclusion; trauma-informed practices; family and community engagement, social-emotional learning, and positive behavior intervention supports. Review curriculum to ensure relevancy to students' racial, gender, and cultural identity.	$18,250.00	Yes
2.7	Foster Youth Services (moved)	Actions supporting Foster Youth are now in Goal 3	$0.00	
2.8	Student Engagement	Facilitate activities that promote student voice and civic engagement for all students from all campuses, with intentional effort to reach the disengaged. Refine and expand academic skill building, volunteering and community service opportunities. An Activities Director / Physical Education Specialist will expand the academic and enrichment programs for students in SCOE community schools with opportunities for clubs, athletics, and academic competitions. Organize and lead field trips to historical learning sites, college campuses, and industry and work partners.	$115,000.00	No
2.9	Mentors	Mentoring Coordinator works to establish an Adult Protective Relationship with every student. Contract with Mentor California to develop a mentoring plan for high-need secondary students that aligns current mentoring initiative within SCOE and through our non-profit partners.	$245,336.00	No
2.10	Student Wellness (moved)	The services in this action are now included in Action 2.1	$0.00	

Goal Analysis [2022-23]

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

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

There are no substantive differences in planned actions and actual implementation of actions. The collaboration with community-based organizations continues to be a strength and a successful initiative for student support. The addition of the Youth Advisory Committee and student listening sessions provides feedback that is used to develop and modify programming. Graduation rate, attendance and chronic absenteeism continue to be a challenge. Implementation of mentoring opportunities for students and staff training in mentoring continues to build with the addition of a mentoring coordinator.

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.

Actions 2.1, 2.2, 2.3, 2.4 increased due to increases in salary and benefits. Professional development expenditures are lower than planned because in 2022-23, a significant portion of professional development connected to Goal 2 in the areas of Diversity, Equity and Inclusion; Social Emotional Learning; mental health supports, and trauma-informed practices was provided by SCOE staff.

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

As discussed in Identified Need, the cohort graduation rate has declined. It is a continued effort to support graduation rate, but the more relevant metric for SCOE students is the successful transition rate. This remains high and shows that SCOE schools are meeting the goal of supporting students toward their post secondary education, passing a high school equivalency test, or returning to a comprehensive or alternative high school. Student perception of safety has declined, as reported via the annual school climate survey. It's likely that the national trend of violence in schools has caused some of this perception. We believe this perception may be an anomaly as qualitative evidence (listening sessions) does not support it.

There is strong evidence that the work of the community based organizations is having an impact on student engagement, as the midyear chronic absence measure, though still too high, is beginning to trend downward. Student voice consistently confirmed the value of those partnerships. Additionally, the parent satisfaction survey demonstrates that the vice principals for parent and family engagement are valued and their communication and partnership are effective.

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

Changes to Goal 2:
Action 2.1 - Renamed Mental Health and Wellness. Added "Life Skills Programming" from Action 2.10. Action 2.4 - Vice Principals: added second Vice Principal, removed reference to EL Parent Liaison. Action 2.5 - Community Based Organizations: this action now contains all

CBO contracts. In the previous LCAP there were some in Goal 1 and some in Goal 2. For coherence, they are combined. Action 2.7 - Foster Youth Case Managers are now included in Goal 3. Action 2.10 - Removed and consolidated with Action 2.1.

Actions 2.1, 2.2, 2.3 are funded at higher levels in 2023-24 as all FTE have been included to demonstrate the breadth of staff that support students.

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

Goals and Actions

Goal

Goal #	Description
3	Foster Youth Goal: Foster youth will be provided with supports and guidance to ensure successful post-secondary experiences.

An explanation of why the LEA has developed this goal.

Foster youth have unique and pervasive needs. They can experience trauma, neglect and other life experiences that lead to low academic achievement, poor attendance and higher disciplinary infractions. Despite having a high successful transition rate (97%) as calculated in the SCOE Local Accountability Reporting system, historically foster youth have not demonstrated strong outcomes on California's accountability measures. Foster youth served by SCOE have received the lowest performance level for three consecutive years on the Graduation Rate indicator (46.7% graduating in 2022), College/Career Indicator (0% prepared in 2018 and 2019), Suspension (9.5% 2019), and Academics (ELA 277 points below standard; Math 246 points below standard with only 3 of 19 eligible students tested). This persistent low performance requires SCOE to examine foster youth data and identify some new supports, anticipating that they will lead to better outcomes for these students.

The intake process for all foster youth uses the Foster Focus database to ensure a seamless transfer of education records, grades, attendance and behavior. While the enrollment for foster youth appears to be small (averaging 38 per year from 2017 to present), in actuality cumulative enrollment is much greater. SCOE's Student Information System documents 140 foster youth enrolled as of mid-year 2022-23. To successfully support this highly mobile group of students, a linkage to services and ongoing frequent monitoring is needed. This new goal includes metrics unique to foster youth in SCOE programs, with an emphasis on college and career outcomes. The Full Time Equivalent (FTE) of foster youth support staff will be increased in the Court and Community Schools, and the expectation for this increase in staff will be to better prepare foster youth for life after high school. Through a partnership with Cal-SOAP, additional staff will introduce students to the California college systems, support FAFSA completion, and facilitate campus tours. Staff will also encourage foster youth to participate in Career Technical Education and potential work-based learning options. The expected outcome for foster youth will be an increased graduation rate, improved performance on the Dashboard College/Career Indicator (when applicable) and continued successful transition rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation Rate for Foster Youth	35.5% (DataQuest 2018)	48.6% (DataQuest 2019)	44.9% (DataQuest 2022)		68%
College/Career Indicator percent of students designated Prepared as reported on the California School Dashboard	0% prepared (Dashboard 2018)	0% prepared (Dashboard 2019)	Metric not available in 2022		Medium status or 35% prepared
FAFSA Completion Rate: percent of foster youth who complete the application for funding	0 - this is a new metric	N/A	Metric not available in 2022		100%
Credit Completion Rate: percent of foster youth who earn at least 10 credits per 30 days enrolled	0 - this is a new metric	N/A	Metric not available in 2022		30%
Successful Transition Rate (Local Metric)	97% (2022)	N/A	97% (2022)		100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Foster Youth Case Managers	Increased staffing for Foster Youth Services. SCOE will add a Project Specialist II to serve as a Foster Youth Case Manager. This new position will be a liaison to school sites, ensuring effective communication of the identification of foster youth, creation of the student success plan, and participation in transition meetings. The PS	$266,522.00	No

Action #	Title	Description	Total Funds	Contributing
		II will connect foster youth to CTE opportunities, develop a partnership with CalSOAP, and oversee internships and mentoring. The current Project Specialist I will be site-based and will support efforts to identify foster and homeless youth, attend IEPs, transition meetings, and coordinate supplies. This action builds on the current activity in which Case Managers work directly with students and facilitate a team approach to coordinate services for foster youth in the county who are in the child welfare system and at risk of involvement in the juvenile justice system. Case managers complete a thorough intake process for all foster youth, using Foster Focus to accurately capture and transfer records. SCOE provides all legally mandated services for Foster Youth, and in addition all Foster Youth receive on-site mental health services, CTE courses, non-profit partner employment, high interest activity and mentoring services and on-site transition specialist support (all above and beyond legally mandated services).		

Goal Analysis [2022-23]

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

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

N/A - New Goal

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.

N/A - New Goal

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

N/A - New Goal

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

N/A - New Goal

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

Goals and Actions

Goal

Goal #	Description
4	Literacy Goal: Enhance literacy across all curricular areas to improve overall levels of reading proficiency and accelerate struggling readers.

An explanation of why the LEA has developed this goal.

This goal was developed as a response to student outcome data for Hispanic and White students. These student groups received the lowest performance level for three consecutive years in Academics, Graduation Rate, Chronic Absenteeism, College/Career Indicator and Suspensions. We believe that one cause of low academic achievement and possibly also poor behavior is our students' limited literacy skills. Literacy is key to mastering all curriculum, which has been identified as a gap and informed the development of this goal. Adolescent struggling readers likely did not receive strong instruction or interventions in their elementary years, and may be discouraged by reading. This is demonstrated in the 2022 Dashboard Academic Indicator for ELA, in which both Hispanic (239.6 points below standard) and White (162.6 points below standard) students received a Very Low performance level. SCOE is required by the state to examine this data and consider some new supports which we anticipate will result in better services for students.

Although we have been supporting students through instruction and assessment in English language arts as noted in Goal 1, we have not supported literacy across content areas to the depth needed to be responsive to the varied levels of our students. In the spring of 2023, SCOE administered a survey to all staff (administrators, teachers, and paraprofessionals) to assess confidence in teaching and supporting literacy. Survey results showed that two-thirds of instructional staff were in need of professional learning specific to literacy instruction and that only half felt confident in teaching literacy across content areas. Staff identified the areas in which they needed additional knowledge and strategies to support students, which will be the focus of future professional learning. Likewise, our current assessment does not provide diagnostic information about students' literacy skills that teachers can use to improve literacy and thereby help students access curriculum and knowledge across all content areas. Because the purpose of this goal goes beyond the intentions identified in Goal 1, it has been identified as its own goal with metrics unique to this goal.

In the 2023-24 year, SCOE's Curriculum Collaboration team will review existing assessments and work to establish a cycle of assessments leading to improved teaching and support. The implementation of these new actions in this new goal is expected to improve overall levels of reading proficiency; with all students making expected growth. New local metrics are being developed to demonstrate progress in literacy measures. The expected outcome will be improved performance on the academic indicators for the Hispanic and White student groups and also all SCOE students. Given the limited number of students who take our current assessment and meet grade level growth (about 45-50% meet it) and the initial implementation of PD that will occur for literacy during 2023-24, and the timing of data collection that would reflect changes in literacy practices, we believe a good estimate for the percentage of students that will increase literacy skills is 25% for the 2023-24 year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who demonstrate growth in literacy skills (Local Metric)	0 - new metric % of all students % of White students % of Hispanic students	N/A	N/A		25% growth
Percent of students who demonstrate growth in lexile scores (Local Metric)	0 - new metric % of all students % of White students % of Hispanic students	N/A	N/A		25% growth
Percent of English learners who demonstrate growth in literacy skills (Local Metric)	0 - new metric	N/A	N/A		25% growth

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional development - Literacy focus	Provide professional development and coaching in research-based instructional strategies that support development of foundational literacy skills, language development, content knowledge, meaning making, and effective expression to help students master their environment and foster motivation and engagement. This is achieved by developing reading, writing, listening and speaking skills to build knowledge and articulate information.	$53,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Instructional Materials and Assessment	Curriculum Collaboration Team will lead the development or selection of standards-aligned instructional materials and assessments. Curriculum selection will ensure high interest, culturally relevant materials that are aligned with pedagogy for supporting students in alternative education programs.	$10,000.00	No
4.3	Diagnostic Information as a Driver	Professional Development in the use of diagnostic literacy assessments to identify areas of specific needs that are limiting students' ability to comprehend material and effectively express opinions and ideas. Professional development will include coaching and support in developing individual literacy plans for students and implementation of literacy support across content areas.	$10,000.00	Yes

Goal Analysis [2022-23]

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

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

N/A - New Goal

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.

N/A - New Goal

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

N/A - New Goal

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

N/A - New Goal

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,196,164.00	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.04%	0.00%	$0.00	4.04%

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

Required Descriptions

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

Students enrolled at SCOE's court and community schools enroll after facing many obstacles to success that include, but are not limited to: expulsion, limited resources, adverse childhood experiences, mental health disparities, and high mobility. This forms the basis for our analysis of the needs, conditions, and circumstances for the students that are served by SCOE's schools. Over the previous two years, we observed that the COVID-19 pandemic revealed even greater needs. Through focus groups, listening sessions, and surveys, we learned that there was a significant need to foster engagement, connection, and hope for our students, who have not been successful in the traditional public school system. The isolation students and families experienced during the pandemic also exacerbated skill gaps in social-emotional wellness and development of positive relationships.

Goal 1, Action 1 (Implementation of the Student Support Plan), Action 1.2 (Career and Post-Secondary Exploration), Action 1.10 (Data to Inform Instruction), Actions 4.1 and 4.2 (Literacy): After assessing the needs, conditions, and circumstances of low income students, foster youth, and English learners, we noted that the specific academic performance of these student groups are very low. The 2022 California School Dashboard (Dashboard) reported very low performance for these student groups in ELA and Math, below "All Students": African American, EL, Foster, Hispanic, Homeless and Socioeconomically Disadvantaged). Additionally upon disaggregating the performance of English learners, the academic performance on the Dashboard (excluding Reclassified Fluent English Proficient) is lower than almost every

other student group. Despite CTE offerings, few students are completing a CTE pathway. Only eleven students completed a semester of college credit. As stated in the newly-established Goal 4, there is a need to support improved literacy across all curricular areas.

Within these actions, a new framework of leadership to support targeted interventions for high-need student groups has been implemented. The addition of a Director of Court and Community Schools, Director of College and Career Readiness, and a Program Manager of Research, Evaluation, and Assessment work together to observe and coach instruction in the classroom, lead the expansion of CTE programs, and develop accurate and actionable local data that will inform instruction. Local data is more relevant and informative for the SCOE schools that experience low stability and high mobility, and allows leaders to be reactive and nimble in their student supports. The professional learning, development of new assessments in literacy, and additional curricular resources will be designed to be culturally relevant and aligned to the interests of SCOE students.

These actions are provided on an LEA-wide basis and we expect that all students will benefit. However, SCOE continues to believe that regular, data-informed collaboration and focused, collaborative leadership is the key to providing differentiated instruction, intervention, and engaging curriculum for struggling low-income students, foster youth, and English learners to ensure they receive the targeted attention that will show positive outcomes. The delivery and design of these new roles and the literacy initiative will be focused on improving academics and post-secondary outcomes, with an additional expectation for continued improvement in the reclassification rate of English learners.

Goal 2, Action 2 (Attendance) As noted above, the life circumstances of trauma, mobility, and involvement in the juvenile justice system that have caused students to enroll in a court or community school are aligned with a high percentage of students experiencing chronic absenteeism. Student listening sessions and the Youth Advisory Committee provided rich qualitative data about the needs, conditions, and circumstances of low income students (including foster and homeless youth), expelled students, and students of color. We learned that they struggle with feeling connected to school and have often suffered from disproportionate discipline practices. Their academic progress suffers because of high mobility and poor attendance. Students stated that they struggle with reconciling their perception as "bad" students.

Intervention designed in this action is provided by principals, transition specialists and other staff who monitor student attendance with daily check-in calls. Any student with an attendance below 80% is supported by staff via a home visit that seeks to provide solutions to the barriers reducing consistent, daily attendance. Students without financial resources may be offered incentives, support securing bus passes, and monthly awards for positive attendance. This support addresses the circumstances of our low income families who may have unreliable personal transportation and are challenged with transporting their children to our community schools, which in some cases are miles from their homes. The expectation is that the attendance rate for identified students will increase, and chronic absenteeism will decrease.

Goal 2, Action 3 (Student Safety) Intervention designed in this action to support student safety is data-driven. Fewer students report feeling safe at school in 2022-23. Principals monitor rehabilitation rates for expelled students and foster youth quarterly. In partnership with local nonprofits and local professionals, SCOE Court and Community School staff coordinate and provide interventions before, during, and after school that include, but are not limited to: drug counseling, anger management services, home visits, and a check-in system for students

each morning. These coordinated services are designed to meet the needs of our unduplicated students through a routine system of support that intervenes early and consistently to address challenges with drug abuse, trauma, or anger that our students may have experienced in their youth or may encounter through social interactions or current living conditions. This action is continued as it demonstrates effectiveness in reducing mental health interventions, and has kept suspension rates low. Leaders are cautiously optimistic that the student perception of school safety will improve in 2023-24.

Goal 2, Action 4 (Home-School Partnership): SCOE has built a program that we believe demonstrates effective strategies and reflects the needs of at-promise youth, but we recognize that we must also address the needs, conditions, and circumstances of not only our students but also their families and the communities in which they live. Parent responses on the School Climate survey indicated that just 65% of respondents felt connected to their student's school. Parent attendance at School Site Council and English Learner Advisory Committee meetings is not consistent, and we recognize that parent voice is mandatory in decision-making.

To address these gaps, SCOE will increase home-school partnership with the addition of a second dedicated administrator focused on family and community engagement and restorative practices. Two administrators (at Court and Community schools) will provide improved communication, build relationships, and will support increased decision-making opportunities for parents and guardians of SCOE students. SCOE continues to fund transition specialists and versatile translation services to facilitate effective, language-appropriate communication with families, providing resources on parenting skills, combating substance abuse, post secondary options, and career opportunities. Translation services are provided as needed through an outside agency. The expectation is that the expansion of this action will be effective in improving parent and guardian satisfaction with programs, attendance at school events and participation in school committees.

Goal 2, Action 6 (Professional Development - Climate Focus) The needs, conditions and circumstances for students attending SCOE schools include demonstrated high chronic absenteeism rates. In 2022, overall chronic absenteeism is 55.1%, and midyear 2022-23 is only slightly reduced at 49.1%. These rates are higher than the average in Sacramento County. In 2022, the student groups disproportionately reflected with high suspension rates are White (High) and Asian (Medium). To ensure that staff increase their understanding of how to effectively engage students and learn new strategies to meet individual student needs, professional development is provided on diversity, equity and inclusion; trauma-informed practices; family and community engagement, social-emotional learning, and positive behavior intervention support. Leadership coordinates training for all staff regarding progressive discipline, trauma informed teaching practices, and proactive approaches to student needs in order to address suspension data.

This action for climate-focused Professional Development is provided on an LEA-wide basis and we expect that all students (and staff) will benefit. However, the expectation is that the benefit will be greater for the student groups who have been disproportionately affected as noted by the data. Professional development activities described in Action 6 continue with the expectation that suspension rates will decline, and disproportionality will decrease.

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

In 2023-24, state and federal programs continue to provide an unprecedented amount of funding to increase and improve services for students that SCOE serves. Sacramento County Office of Education (SCOE) will receive $1.2 million in supplemental and concentration funds from the state. With these funds, there is a need to demonstrate increased or improved services above the required 4.04%.

All students benefit from high-quality staff who receive regular professional development, with regular check-ins when they are not present or struggling with appropriate behaviors. The actions that contribute to an increase in service are those that explicitly connect to identified high-need students: community partnerships and mentoring; mental health services, and a community-based wellness program. SCOE also provides high-need students with career exploration activities, post-secondary education and focused support to graduate or successfully transition from SCOE programs. The development of a revised ELD master plan, and the accompanying professional development and coaching, will support improved outcomes for English learners.

SCOE partners with the following nonprofits to provide after school interventions: HAWK Institute, 916 Ink, Green Tech, Earth Mama Healing, Scholastic Journalism Project, and Northern California Construction Training. Court and Community Schools also contract externally with Mentor California and internally with SCOE's Prevention and Student Services Department to provide mentoring services to identified high-need students.

Foster youth enrolled at SCOE are served with all legally mandated services. After assessing the needs, conditions and circumstances of the highly mobile foster youth enrolled over time in SCOE's alternative education programs, it is determined that due to their high mobility, limited academic progress, and social-emotional needs, they benefit from dedicated instructional case managers to guide their educational progress. The additional services will exceed what is legally mandated for foster youth. These case managers ensure that all foster youth receive on-site mental health services, career-building CTE courses, non-profit partner employment, high-interest activity and mentoring services and on-site transition specialist support. Targeted effort to support post-secondary success will be implemented through a partnership with SCOE's CalSOAP office. The activities outlined in Action 3.1 now include double the staff from the previous year. SCOE expects foster youth to experience a successful transition rate, which hovers just under 100%.

Family and community engagement activities will increase with the addition of a second administrator focused on building trusted relationships, promoting effective communication to families and increasing the agency of parents and guardians to participate in decision-making activities.

A significant increase in service to the 100% socioeconomically disadvantaged students within the Youth Detention Facility (YDF) is the establishment of a 21st Century Learning Center - formerly the library. A new, credentialed staff librarian will provide virtual career experiences, with a maker space concept to offer hands-on, high quality, high interest activities. This is a highly-anticipated addition that SCOE believes will support successful transition rates and post-secondary outcomes for court school students. To complement this Learning Center, an Arts and Media Hub is being added to Nathaniel S. Colley Jr./Sr. High School to further expose low income students to arts and media technology and careers. Opportunities for dual enrollment are increased for students in the YDF with a contract for a CTE teacher, a culinary instructor and other academic supports.

Combined, these actions are expected to result in the required proportional increase or improvement in services. Through these actions, we both qualitatively and quantitatively have demonstrated increased or improved services above the required 4.04%.

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 as the Sacramento County Office of Education does not receive concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Court School: 1:10; Community Schools: 1:60
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Court School: 1:6; Community Schools 1:34

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,318,250.00	$4,932,972.00	$6,258,082.00	$3,757,154.00	$21,266,458.00	$20,317,523.00	$948,935.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Implementation of the Student Success Plan	English Learners Foster Youth Low Income	$4,062,816.00			$960,379.00	$5,023,195.00
1	1.2	Career and Post-secondary Exploration	English Learners Foster Youth Low Income	$658,138.00				$658,138.00
1	1.3	Early College Programming	All			$452,953.00		$452,953.00
1	1.4	21st Century Learning Center	All			$92,668.00	$223,845.00	$316,513.00
1	1.5	Professional Development (Academic)	All				$159,041.00	$159,041.00
1	1.6	Virtual Learning	All	$93,825.00	$22,000.00		$185,336.00	$301,161.00
1	1.7	Technology Refresh Plan	All	$0.00			$0.00	$0.00
1	1.8	Summer School	All Students with Disabilities	$60,000.00	$89,093.00	$89,093.00		$238,186.00
1	1.9	Credit Completion	All	$110,930.00			$953,471.00	$1,064,401.00
1	1.10	Data to Inform Instruction Action modified from a portion of the C-SAPA department to a 1.0 FTE Program	English Learners Foster Youth Low Income	$176,286.00			$218,927.00	$395,213.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Manager and two SIS Specialists.						
1	1.11	Community Partnerships (Action moves to Goal 2)		$0.00				$0.00
1	1.12	Support Staff	All Students with Disabilities		$3,901,962.00			$3,901,962.00
2	2.1	Mental Health and Wellness	All		$827,249.00	$5,577,034.00		$6,404,283.00
2	2.2	Attendance Intervention	English Learners Foster Youth Low Income	$570,313.00				$570,313.00
2	2.3	School Safety	English Learners Foster Youth Low Income	$310,715.00				$310,715.00
2	2.4	Home-School Partnership	English Learners Foster Youth Low Income	$183,977.00			$190,049.00	$374,026.00
2	2.5	Partnerships with Community Based Organizations	All				$378,250.00	$378,250.00
2	2.6	Professional Development (Culture-Climate)	English Learners Foster Youth Low Income	$18,250.00				$18,250.00
2	2.7	Foster Youth Services (moved)		$0.00				$0.00
2	2.8	Student Engagement	All				$115,000.00	$115,000.00
2	2.9	Mentors	Identified at risk (disengaged, low credits, chronically absent, Foster youth, homeless) All		$92,668.00	$46,334.00	$106,334.00	$245,336.00
2	2.10	Student Wellness (moved)		$0.00				$0.00
3	3.1	Foster Youth Case Managers	Foster Youth All				$266,522.00	$266,522.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	**4.1**	Professional development - Literacy focus	English Learners Foster Youth Low Income	$53,000.00				$53,000.00
4	**4.2**	Instructional Materials and Assessment	All	$10,000.00				$10,000.00
4	**4.3**	Diagnostic Information as a Driver	English Learners Foster Youth Low Income	$10,000.00				$10,000.00

2023-24 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
$29,618,662	$1,196,164.00	4.04%	0.00%	4.04%	$6,043,495.00	0.00%	20.40 %	**Total:**	$6,043,495.00
								LEA-wide Total:	$5,162,467.00
								Limited Total:	$0.00
								Schoolwide Total:	$881,028.00

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	1.1	Implementation of the Student Success Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,062,816.00	
1	1.2	Career and Post-secondary Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$658,138.00	
1	1.10	Data to Inform Instruction Action modified from a portion of the C-SAPA department to a 1.0 FTE Program Manager and two SIS Specialists.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$176,286.00	
2	2.2	Attendance Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Colley, Hickey, North, Palmiter	$570,313.00	
2	2.3	School Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$310,715.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Home-School Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Colley, Hickey, El Centro	$183,977.00	
2	2.6	Professional Development (Culture-Climate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,250.00	
4	4.1	Professional development - Literacy focus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,000.00	
4	4.3	Diagnostic Information as a Driver	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,866,262.00	$9,612,078.00

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	Implementation of the Student Success Plan	No	$3,574,284.00	$3,038,141.00
1	1.2	Career and Post-secondary Exploration	No	$511,438.00	$552,353.00
1	1.3	Early College Programming	No	$0.00	$0.00
1	1.4	21st Century Learning Center	No	$84,750.00	$85,597.00
1	1.5	Professional Development (Academic)	Yes	$280,040.00	$302,443.00
1	1.6	Virtual Learning	No	$50,302.00	$50,805.00
1	1.7	Technology Refresh Plan	No	$0.00	$0.00
1	1.8	Summer School	No	$76,500.00	$76,500.00
1	1.9	Credit Completion	No	$206,253.00	$216,566.00
1	1.10	Data to Inform Instruction	No	$1,557.00	$207,149.00

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	1.11	Community Partnerships	No	$907,143.00	$925,285.00
1	1.12	Support Staff	No	$2,522,053.00	$2,572,494.00
2	2.1	Mental Health Services	No	$127,377.00	$157,315.00
2	2.2	Attendance Intervention	Yes	$210,585.00	$221,114.00
2	2.3	School Safety	Yes	$158,320.00	$166,236.00
2	2.4	Home-School Partnership	Yes	$176,644.00	$190,775.00
2	2.5	Expanded Learning	No	$113,879.00	$116,157.00
2	2.6	Professional Development (Culture-Climate)	Yes	$158,320.00	$18,250
2	2.7	Foster Youth Services	Yes	$206,253.00	$210,378.00
2	2.8	Student Engagement	No	$35,000.00	$35,000.00
2	2.9	Mentors	No	$70,000.00	$70,000.00
2	2.10	Student Wellness	Yes	$395,564.00	$399,520.00

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)

2022-23 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)
$899,134.00	$1,530,854.00	$1,656,702.00	($125,848.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Professional Development (Academic)	Yes	$280,040.00	$302,443.00		
2	2.2	Attendance Intervention	Yes	$210,585.00	$221,114.00		
2	2.3	School Safety	Yes	$158,320.00	$166,236.00		
2	2.4	Home-School Partnership	Yes	$176,644.00	$190,775.00		
2	2.6	Professional Development (Culture-Climate)	Yes	$158,320.00	$166,236.00		
2	2.7	Foster Youth Services	Yes	$178,817.00	$210,378.00		
2	2.10	Student Wellness	Yes	$368,128.00	$399,520.00		

2022-23 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)
29,508,977	$899,134.00	0.0%	3.05%	$1,656,702.00	0.00%	5.61%	$0.00	0.00%