# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| San Joaquin County Office of Education | Juan Jauregui<br>Division Director, County Operated Schools and Programs | jjauregui@sjcoe.net<br>(209) 468-4847 |

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| 5A: Attendance Rates based on physical attendance for daily sites and attendance credit for contracted learning sites. | Community:<br>CARE sites: 95%<br>Intervention sites: 90%<br>Truancy sites: 83%<br>Daily sites: 62%<br>Independent study sites: 88%<br>Residential sites: 96%<br><br>Court:<br>Biddick K-6: 31%<br>Biddick: 11%<br>Camp: 92%<br>Cruikshank: 77%<br><br>19/20 P2 Attendance percentages<br>Local SIS | Community:<br>CARE sites: 88%<br>Intervention sites: 90%<br>Truancy sites: 65%<br>Daily sites: 63%<br>Independent study sites: 84%<br>Residential sites: 81%<br><br>Court:<br>Biddick K-6: 33%<br>Biddick: 11%<br>Camp: 97%<br>Cruikshank: 76%<br><br>20/21 P2 Attendance percentages<br>Local SIS | Community:<br>CARE sites: 90%<br>Intervention sites: 82%<br>Truancy sites: 85%<br>Daily sites: 71%<br>Independent study sites: 86%<br>Residential sites: 100%<br><br>Court:<br>Biddick K-6: 44%<br>Biddick: 28%<br>Camp: 97%<br>Cruikshank: 96%<br><br>21/22 P2 Attendance percentages<br>Local SIS | Community:<br>CARE sites: 90%<br>Intervention sites: 82%<br>Truancy sites: 83%<br>Daily sites: 71%<br>Independent study sites: 87%<br>Residential sites: 100%<br><br>Court:<br>Biddick K-6: 44%<br>Biddick: 28%<br>Camp: 97%<br>Cruikshank: 82%<br><br>22/23 P2 Attendance percentages<br>Local SIS<br><br>(Need to update to 23/24) | Community:<br>CARE sites: 95%<br>Intervention sites: 90%<br>Truancy sites: 85%<br>Daily sites: 85%<br>Independent study sites: 95%<br>Residential sites: 98%<br><br>Court:<br>Biddick K-6: 98%<br>Biddick: 98%<br>Camp: 98%<br>Cruikshank: 98% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 5 Local. Percentage of students in Tier 3 & 4 truancy intervention | Community:<br>Tier 3 & 4: 34%<br><br>Court:<br>Tier 3 & 4: 6%<br><br>Quarter 3, 20/21 Data Local SIS | Community:<br>Tier 3 & 4: 27.3%<br><br>Court:<br>Tier 3 & 4: 0%<br><br>Quarter 3, 21/22 Data Local SIS | Community:<br>Tier 3 & 4: 41%<br><br>Court:<br>Tier 3 & 4: 0%<br><br>Quarter 3, 22/23 Data Local SIS | Community:<br>Tier 3 & 4: 43%<br><br>Court:<br>Tier 3 & 4: 4%<br><br>Quarter 3, 23-24 Data Local SIS | Community:<br>Tier 3 & 4: 24%<br><br>Court:<br>Tier 3 & 4: 4% or less |
| 5B. Percentage of students K-12 identified as chronically absent- pupils who are absent from school 10% or more for the total number of days that they are enrolled in school. | Community:<br>34.2%<br><br>Court:<br>12.6%<br><br>19/20 Data CALPADS report 14.1 | Community: 66.96%<br><br>Court: 44.94%<br><br>20/21 Data CALPADS Report 14.1 | Community: 36%<br><br>Court: 73%<br><br>21/22 Data CALPADS Report 14.1 | Community: 24.3%<br><br>Court: rate not available; less than 11 students<br><br>22/23 Data CALPADS Report 14.1 | Community: 30%<br><br>Court: 10% |
| 5C. Middle school drop out rate- the percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school. | Community:<br>0% (0 students)<br><br>Court:<br>0% (0 students)<br><br>19/20 Data CALPADS report 1.12 | Community:<br>0% (0 students)<br><br>Court:<br>0% (0 students)<br><br>20/21 Data CALPADS Report 1.12 | Community:<br>0% (0 students)<br><br>Court:<br>0% (0 students)<br><br>21/22 Data CALPADS Report 1.12 | Community:<br>0% (0 students)<br><br>Court:<br>0% (0 students)<br><br>22/23 Data CALPADS Report 1.12 | Community:<br>0%<br><br>Court:<br>0% |
| 5D.  High school drop out rate- the percentage of pupils in grades 9 - 12  who stop coming to school and who do not enroll in another school. | Community:<br>27.56%<br><br>Court:<br>41.3%<br><br>19/20 Data | Community: 41.29%<br><br>Court: 48%<br><br>20/21 Data CALPADS Report 15.1 | Community: 31.4%<br><br>Court: 32.3%<br><br>21/22 Data CALPADS Report 15.1 | Community: 46%<br><br>Court: 45%<br><br>22/23 Data CALPADS Report 15.1 | Community:  20%<br><br>Court:  35% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | CALPADS report 15.1 | | | | |
| 6A: Pupil suspension Rate- the percentage of pupils who are suspended at least once during the academic year & % of students with multiple suspensions | Community: 15% & 38.9%<br><br>Court: 13% & 41%<br><br>18/19 Data Dataquest Suspension Rate Report | Community: 1.2% & 5.9%<br><br>Court: 11.7% & 38.6%<br><br>20/21 Data Dataquest Suspension Rate Report<br><br>19/20 data is not comparable due to the COVID-19 pandemic. | Community: 9.5% & 34.5%<br><br>Court: 15.4% & 43.5%<br><br>21/22 Data Dataquest Suspension Rate Report | Community: 9.9% & 28.5%<br><br>Court: 13% & 30.4%<br><br>22/23 Data Dataquest Suspension Rate Report | Community: 10% & 25%<br><br>Court: 10% & 25% |
| 6B. Pupil expulsion rate & count- the percentage of pupils who are expelled from SJCOE during the academic year | Community: 0.15% 3 students<br><br>Court: 0.15% 1 student<br><br>19/20 Data Dataquest Expulsion Rate Report | Community: 0% 0 students<br><br>Court: 0% 0 student<br><br>20/21 Data Dataquest Expulsion Rate Report | Community: 0.06% 1 students<br><br>Court: 0% 0 student<br><br>21/22 Data Dataquest Expulsion Rate Report | Community: 0% 0 students<br><br>Court: 0% 0 students<br><br>22/23 Data Dataquest Expulsion Rate Report | Community: 0% 0 students<br><br>Court: 0% 0 students |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The implementation of this goal was met with somewhat success. The attendance rates for daily sites increased from 62% in 2020-21 to 71% in 2022-23, and was due to the implementation of tiered intervention support for truant students that included outreach from the truancy team making phone calls to parents/guardians, conducting home visits and truancy sweeps. Even though the daily sites did not reach the desired outcome of 85% attendance rate, there was an increase of 9% from the baseline school year. Chronic absenteeism decreased by 11.2% to 24.3% in 2022-23, which was better than the desired outcome by more than 5%. This success can be attributed to the efforts of the truancy intervention team. The high school drop out rate increased from 27.56% to 46% for Community students and from 41.3% to 45% for Cruikshank, from the baseline year to 2022-23. This indicates further efforts are needed to support students in maintaining their consistent attendance at school and completing their graduation requirements. Students suspended at least once during the academic year decreased by 6.1% for Community and remained the same for Cruikshank. Student expulsion rates remained at 0% from the baseline year to 2022-23. The decrease in suspensions and the maintaining of a 0% expulsion rate is attributed to school site staff (Campus Connection Technicians, Clinicians, Teachers, Counselors) and administrators implementing tiered intervention, including counseling, PBIS strategies, restorative practices, and finding alternatives to suspensions.

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.

This section will be completed once dollar amounts are provided towards the end of the school year. An overview will be provided to explain the budgeted versus actuals, if there is more than a 20% difference.

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

Action steps 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7 were somewhat effective in supporting outcomes for students based on a review of the outcome data. Even though chronic absenteeism and suspension rates decreased, there was a decrease in dropout rate.

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.

Based on the CA Dashboard 2023 data for San Joaquin Community, all students performed at the lowest level for suspension rate, graduation rate, English language arts, mathematics, and college & career readiness. Furthermore, English learners scored at the lowest level for English learner progress. For Cruikshank court school, English learners and African American students had the highest suspension rate relative to all students and other student groups. This outcome data, indicates a need to revise the goals and action steps for the 2024-27 LCAP to focus on expanding strategies to improve student learning, strategies to build stronger relationships among students, staff, and families, and specific strategies to address the high suspension rate, specifically at Cruikshank court school. The actions and metrics for this

goal will be moved to the 2024-27 LCAP goal 2, which will focus on building relationships among students, staff, and families, with specific action steps of focusing on PBIS and restorative practices to proactively increase student engagement and improve attendance.

**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 | Increase student learning through challenging academic programs and consistent instructional practices across all school sites |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| 1A. Percentage of teachers appropriately assigned & fully credentialed in the subject areas, and, for the pupils they are teaching; vacant positions; teachers of English Learners missasignments | Community:<br>Appropriately Assigned: 100%<br>Fully Credentialed: 77% (43)<br>Without Full Credential: 23% (13)<br>Vacant Positions: 0<br>Teachers of English Learners Misassignments: 0<br><br>Court:<br>Appropriately Assigned: 100%<br>Fully Credentialed: 50% (4)<br>Without Full Credential: 50% (4)<br>Vacant Positions: 0<br>Teachers of English Learners Misassignments: 0<br><br>20/21 Data | Community:<br>Appropriately Assigned: 100%<br>Fully Credentialed: 88% (51.15)<br>Without Full Credential:12% (7)<br>Vacant Positions:<br>2 Teachers of English Learners Misassignments: 0<br><br>Court:<br>Appropriately Assigned: 100%<br>Fully Credentialed: 71% (5)<br>Without Full Credential:29% (2)<br>Vacant Positions: 0<br>Teachers of English Learners Misassignments: 0<br><br>21/22 Data | Community:<br>Appropriately Assigned: 100%<br>Fully Credentialed: 86% (51)<br>Without Full Credential: 14% (8)<br>Vacant Positions: 0<br>Teachers of English Learners Misassignments: 0<br><br>Court:<br>Appropriately Assigned: 100%<br>Fully Credentialed: 40% (2)<br>Without Full Credential: 60% (3)<br>Vacant Positions: 0<br>Teachers of English Learners Misassignments: 0<br><br>22/23 Data | Community:<br>Appropriately Assigned: 100%<br>Fully Credentialed: 79% (48)<br>Without Full Credential: 21% (13)<br>Vacant Positions: 0<br>Teachers of English Learners Misassignments: 0<br><br>Court:<br>Appropriately Assigned: 100%<br>Fully Credentialed: 86% (6)<br>Without Full Credential: 14% (1 )<br>Vacant Positions: 1<br>Teachers of English Learners Misassignments: 0<br><br>23/24 Data | Community:<br>Appropriately Assigned: 100%<br>Fully Credentialed: 100%<br>Without Full Credential: 0%<br>Vacant Positions: 0<br>Teachers of English Learners Misassignments: 0<br><br>Court:<br>Appropriately Assigned: 100%<br>Fully Credentialed: 100%<br>Without Full Credential: 0%<br>Vacant Positions: 0<br>Teachers of English Learners Misassignments: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | SARC | Local HR Info System | Local HR Info System | Local HR Info System | |
| 1B. Percentage of students who have sufficient access to standards-aligned instructional materials | Community: 100%<br><br>Court: 100%<br><br>20/21 Data SARC | Community: 100%<br><br>Court: 100%<br><br>21/22 Data SARC | Community: 100%<br><br>Court: 100%<br><br>21/22 Data SARC | Community: 100%<br><br>Court: 100%<br><br>2023-24, Data SARC | Community: 100%<br><br>Court: 100% |
| 1C. Percentage of school sites maintained in good repair or exemplary<br><br>Percentage of Court facilities maintained in compliance with Title 15 Regulations | Community: 100%<br><br>2020-21, SARC<br><br>Court: 100%<br><br>2020-21, Data SARC | Community: 100%<br><br>2021-22, SARC<br><br>Court: 100%<br><br>2021-22, Data SARC | Community: 100%<br><br>2022-23, SARC<br><br>Court: 100%<br><br>2022-23, Data SARC | Community: 100%<br><br>Court: 100%<br><br>2023-24, Data SARC | Community: 100%<br><br>Court: 100% |
| 2A. Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content | Community and Court:<br><br>Question 1:<br>ELA - Common Core Standards for ELA: 4<br>ELD (Aligned to ELA Standards): 3<br>Mathematics - Common Core State Standards for Mathematic: 3<br>Next Generation Science Standards: 2 | Community and Court:<br><br>Question 1:<br>ELA - Common Core Standards for ELA: 4<br>ELD (Aligned to ELA Standards): 3<br>Mathematics - Common Core State Standards for Mathematic: 3<br>Next Generation Science Standards: 3 | Community and Court:<br><br>Question 1:<br>ELA - Common Core Standards for ELA: 4<br>ELD (Aligned to ELA Standards): 3<br>Mathematics - Common Core State Standards for Mathematic: 3<br>Next Generation Science Standards: 3 | Community and Court:<br><br>Question 1:<br>ELA - Common Core Standards for ELA: 3<br>ELD (Aligned to ELA Standards): 2<br>Mathematics - Common Core State Standards for Mathematic: 3<br>Next Generation Science Standards: 3 | Community and Court:<br><br>Question 1:<br>ELA - Common Core Standards for ELA: 5<br>ELD (Aligned to ELA Standards): 5<br>Mathematics - Common Core State Standards for Mathematic: 5<br>Next Generation Science Standards: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standards and ELD Standards<br><br>(Local Indicator, Priority 2 Reflection Tool)<br><br>Question1) Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified.<br><br>Question 2) Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified available in all classrooms where the subject is taught.<br><br>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – | History-Social Science: 3<br><br>Question 2:<br>ELA - Common Core Standards for ELA: 5<br>ELD (Aligned to ELA Standards): 4<br>Mathematics - Common Core State Standards for Mathematic: 5<br>Next Generation Science Standards: 2<br>History-Social Science: 5<br><br>20/21 Local Indicators | History-Social Science: 3<br><br>Question 2:<br>ELA - Common Core Standards for ELA: 5<br>ELD (Aligned to ELA Standards): 4<br>Mathematics - Common Core State Standards for Mathematic: 5<br>Next Generation Science Standards: 3<br>History-Social Science: 5<br><br>21/22 Local Indicators | History-Social Science: 3<br><br>Question 2:<br>ELA - Common Core Standards for ELA: 5<br>ELD (Aligned to ELA Standards): 4<br>Mathematics - Common Core State Standards for Mathematic: 5<br>Next Generation Science Standards: 3<br>History-Social Science: 5<br><br>22/23 Local Indicators | History-Social Science: 3<br><br>Question 2:<br>ELA - Common Core Standards for ELA: 5<br>ELD (Aligned to ELA Standards): 3<br>Mathematics - Common Core State Standards for Mathematic: 5<br>Next Generation Science Standards: 3<br>History-Social Science: 5<br><br>23-24 Local Indicators | History-Social Science: 5<br><br>Question 2:<br>ELA - Common Core Standards for ELA: 5<br>ELD (Aligned to ELA Standards): 5<br>Mathematics - Common Core State Standards for Mathematic: 5<br>Next Generation Science Standards: 5<br>History-Social Science: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability | | | | | |
| 4A: Local reading and math participation percentage<br><br>*Local assessment data is being provided in lieu of state assessment data in ELA, Math and Science. Local assessment data in Reading and Math. There is not a comparable local assessment for Science. | Community:<br>Reading<br>Fall: 57.7%<br>Winter: 57.3%<br><br>Math<br>Fall: 58.1%<br>Winter: 56.9%<br><br><br>Court:<br>Reading<br>Fall: 48.3%<br>Winter: 25.9%<br><br>Math<br>Fall: 58.6%<br>Winter: 37%<br><br>20/21 Data<br>Local SIS | Community:<br>Reading<br>Fall: 63%<br>Winter: 51%<br><br>Math<br>Fall: 60%<br>Winter: 45%<br><br>Court:<br>Reading<br>Fall: 8%<br>Winter: 33%<br><br>Math<br>Fall: 14%<br>Winter: 36%<br><br>21/22 Data<br>Local SIS | Community:<br>Reading<br>Fall: 80%<br>Winter: 81%<br><br>Math<br>Fall: 79%<br>Winter: 80%<br><br>Court:<br>Reading<br>Fall: 57.7%<br>Winter: 57.3 %<br><br>Math<br>Fall: 58.1%<br>Winter: 56.9%<br><br>22/23 Data<br>Local SIS | Community:<br>Reading<br>Fall: 79%<br>Winter: 64%<br><br>Math<br>Fall: 79%<br>Winter: 65%<br><br>Court:<br>Reading<br>Fall: 67%<br>Winter: 54%<br><br>Math<br>Fall: 62%<br>Winter: 54%<br><br>23/24 Data<br>Local SIS | Community:<br>Reading<br>Fall: 75%<br>Winter: 75%<br><br>Math<br>Fall: 75%<br>Winter: 75%<br><br><br>Court:<br>Reading<br>Fall: 75%<br>Winter: 75%<br><br>Math<br>Fall: 75%<br>Winter: 75% |
| 4A: Local reading and math pre and post assessment achievement data including:<br>% who took a pre/post assessment | Community:<br>Pre/Post:<br>Reading: 43%<br>Math: 44%<br><br>% Increased:<br>Reading: 52% | Community:<br>Pre/Post:<br>Reading:61%<br>Math:56%<br><br>% Increased:<br>Reading:32% | Community:<br>Pre/Post:<br>Reading: 60%<br>Math: 65%<br><br>% Increased:<br>Reading:  35% | Community:<br>Pre/Post:<br>Reading: 40%<br>Math: 39%<br><br>% Increased:<br>Reading: 57% | Community:<br>Pre/Post:<br>Reading: 60%<br>Math: 60%<br><br>% Increased:<br>Reading: 60% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| & % of students that took a pre/post assessment that increased their score by 1 grade level or more.<br><br>*Local assessment data is being provided in lieu of state assessment data in ELA, Math and Science.  Local assessment data in Reading and Math. There is not a comparable local assessment for Science | Math: 59%<br><br>Court:<br>Pre/Post:<br>Reading: 10%<br>Math: 21%<br><br>% Increased:<br>Reading: 100%<br>Math:67%<br><br>20/21 Data<br>Local SIS | Math: 25%<br><br>Court:<br>Pre/Post:<br>Reading:12%<br>Math:10%<br><br>% Increased:<br>Reading:100%<br>Math:50%<br><br>21/22 Data<br>Local SIS | Math: 37%<br><br>Court:<br>Pre/Post:<br>Reading: 41%<br>Math: 61%<br><br>% Increased:<br>Reading: 24%<br>Math:18%<br><br>22/23 Data<br>Local SIS | Math: 52%<br><br>Court:<br>Pre/Post:<br>Reading: 19%<br>Math: 24%<br><br>% Increased:<br>Reading: 53%<br>Math:54%<br><br>23/24 Data<br>Local SIS | Math: 60%<br><br>Court:<br>Pre/Post:<br>Reading: 25%<br>Math: 25%<br><br>% Increased:<br>Reading: 100%<br>Math: 75% |
| 4B. Percentage of pupils who meet CSU/UC a-g college entrance requirements | Community:<br>0%<br><br>Court:<br>0%<br><br>19/20 Data<br>CDE Dashboard | Community:<br>0%<br><br>Court:<br>0%<br><br>20/21 Data<br>CDE Dashboard | Community:<br>0%<br><br>Court:<br>0%<br><br>21/22 Data<br>CDE Dashboard | Community:<br>0%<br><br>Court:<br>0%<br><br>22/23 Data<br>CDE Dashboard | Community:<br>0%<br><br>Court:<br>0% |
| 4C. Percentage of pupils who successfully complete a course sequence or program of study that | Community:<br>0.84%<br><br>Court:<br>2.27% | Community:<br>1.8%<br><br>Court:<br>0% | Community:<br>0%<br><br>Court:<br>0% | Community:<br>0.7%<br><br>Court:<br>0% | Community:<br>5%<br><br>Court:<br>5% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| aligns with SBE-approved career technical education standards and frameworks | 19/20 Data<br>CDE Dashboard | 20/21 Data<br>CDE Dashboard | 21/22 Data<br>CDE Dashboard | 22/23 Data<br>CDE Dashboard | |
| 4D: Percentage of pupils who have successfully completed both types of courses described in 4B and 4C | Community:<br>0%<br><br>Court:<br>0%<br><br>19/20 Data<br>Local SIS | Community:<br>0%<br><br>Court:<br>0%<br><br>20/21 Data<br>CDE Dashboard | Community:<br>0%<br><br>Court:<br>0%<br><br>21/22 Data<br>CDE Dashboard | Community:<br>0%<br><br>Court:<br>0%<br><br>22/23 Data<br>CDE Dashboard | Community:<br>0%<br><br>Court:<br>0% |
| 4 Local: Percentage of EL students who participated in the ELPAC assessment. | Community:<br>72.5%<br><br>Court:<br>52.2%<br><br>19/20 Data<br>PROMIS | Community:<br>79.3%<br><br>Court:<br>61.1%<br><br>20/21 Data<br>Dataquest | Community:<br>84.7%<br><br>Court:<br>0%<br><br>21/22 Data<br>Dataquest | Community:<br>71%<br><br>Court:<br>69.2%<br><br>22/23 Data<br>Dataquest | Community:<br>85%<br><br>Court:<br>85% |
| 4E: Percentage of EL pupils who make progress toward English proficiency as measured by the ELPAC (CA School Dashboard) | Community:<br>41.7%<br><br>Court:<br>Less than 11 students - data not displayed for privacy<br><br>18/19<br>CDE Dashboard | Community:<br>27.3%<br><br>Court:<br>60%<br><br>20/21 Data<br>Local Data<br>*Data includes students enrolled in 21/22 through 4/18/2022 | Community:<br>45.2%<br><br>Court:<br>less than 11 students (data not displayed due to privacy)<br><br>Fall 2022<br>Dashboard | Community:<br>21.8%<br><br>Court:<br>Less than 11 students (data not displayed due to privacy)<br><br>Fall 2023<br>Dashboard | Community:<br>50%<br><br>Court:<br>50% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| 4F: Percentage of English Learners who meet the SJCOE standards to be redesignated as Fluent English Proficient. | Community: 11.1%<br><br>Court: 0%<br><br>19/20 Data<br>Dataquest | Community: 3.9%<br><br>Court: 0%<br><br>20/21 Data<br>Dataquest | Community: 3.9%<br><br>Court: 0%<br><br>21/22 Data<br>Dataquest | Community: ??%<br><br>Court: ??%<br><br>22/23 Local Data<br>SIS | Community: 15%<br><br>Court: 10% |
| 4G: Percent of pupils who pass an AP exam with a score of 3 or higher | Community: Data unavailable due to less than 15 tested<br><br>Court:<br>0%<br><br>19/20 Data<br>Dataquest | Community:<br>0%<br><br>Court:<br>0%<br><br>20/21 Data<br>Local Data as CDE Dashboard is not available | Community:<br>0%<br><br>Court:<br>0%<br><br>21/22 Data<br>Local Data as CDE Dashboard is not available | Community:<br>0%<br><br>Court:<br>0%<br><br>22-23 Local Data | Community:<br>0%<br><br>Court:<br>0% |
| 4H: Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam in English Language Arts and Math | Community:<br>ELA: 12.66%<br>Math: 0.67%<br><br><br>Court:<br>ELA: 0%<br>Math: 0%<br><br>18/19 Data<br>Dataquest | Community:<br>ELA: 17.36%<br>Math: 1.28%<br><br>Court:<br>ELA:data not available as less than 10 students were tested.<br>Math: data not available as less than 10 students were tested.<br><br>20/21 Data<br>Dataquest | Community:<br>ELA: 9.81%<br>Math: .8%<br><br>Court:<br>ELA:data not available as less than 10 students were tested.<br>Math: data not available as less than 10 students were tested.<br><br>21/22 Data<br>Dataquest | Community:<br>ELA: 7.43%<br>Math: .62%<br><br>Court:<br>ELA: 7.14%<br>Math: data not available as less than 11 students were tested.<br><br>22/23 Data<br>Dataquest | Community:<br>ELA: 25%<br>Math: 25%<br><br><br>Court:<br>ELA: 25%<br>Math: 25% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 5E. High school graduation rate- the percentage of pupils in the four-year cohort who meet SJCOE graduation requirements | Community: 32.8% (196)<br><br>Court: 51.1% (23)<br><br>19/20 Data 2020 CDE Dashboard | Community: 44.2% (145)<br><br>Court: 31.6% (6)<br><br>20/21 Data 2021 CDE Graduation Rate Additional Report-CDE Dashboard | Community: 54.8% (578)<br><br>Court: 37.5 % (32)<br><br>21/22 Data 2022 CDE Dashboard | Community: 41% (442)<br><br>Court: 37.5% (34)<br><br>22/23 Data 2023 CDE Dashboard | Community: 60%<br><br>Court: 60% |
| 7: Percentage of students that had full access to a broad course of studies as defined by the California Education Code 51210 and 51220(a)-(i) through a review of the local student information system and enrollment in appropriate courses. | Community: 100%<br><br>Court: 100%.<br><br>20/21 Data Local Indicators | Community: 100%<br><br>Court: 100%.<br><br>21/22 Data Local Indicators | Community: 100%<br><br>Court: 100%.<br><br>22/23 Data Local Indicators | Community: 100%<br><br>Court: 100%<br><br>23/24 Local Indicators | Community: 100%<br><br>Court: 100% |
| 8: Percentage of EL pupils who make progress toward English proficiency as measured by scoring a level 3 or 4 on the summative ELPAC | Community: Level 3: 28.4% Level 4: 2.7%<br><br>Court: Level 3: 8.3% Level 4: 16.7%<br><br>19/20 PROMIS (SIS) as there is not public | Community: Level 3: 31.25% Level 4: 2.08%<br><br>Court: Level 3: Data isn't available due to 10 or fewer students tested. Level 4: Data isn't available due to 10 or fewer students tested. | Community: Level 3: 33.16% Level 4: 4.66%<br><br>Court: Level 3: Data isn't available due to 10 or fewer students tested. Level 4: Data isn't available due to 10 or fewer students tested. | Community: Level 3: 25.66% Level 4:10.53%<br><br>Court: Level 3: Data isn't available due to 10 or fewer students tested. Level 4: Data isn't available due to 10 or fewer students tested. | Community: Level 3: 30% Level 4: 20%<br><br>Court: Level 3: 30% Level 4: 20% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | data for the 19/20 school year posted to Dataquest. | 20/21 Data Dataquest | 21/22 Data Dataquest | 22/23 Data Dataquest | |

## *Goal Analysis*

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

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

The implementation of this goal was met with somewhat success.  The percent of teachers that were fully credentialed for Community slightly increased from 77% in the baseline year to 79% in 2023-24.  The percent of teachers that were fully credentialed at Cruikshank increased from 50% in the baseline year to 86% in 2023-24.  There was an increase in the local assessment participation rate on the reading and math assessment from the baseline year to 2023-24 for Community and Cruikshank.  From the baseline year to 2022-23, the rate of students who took the reading pre/post assessment and increased their score by one or more grade levels decreased from 52% to 35% for Community and 52% to 35% for Cruikshank.  From the baseline year to 2022-23, the rate of students who took the math pre/post assessment and increased their score by one or more grade levels increased from 44%% to 65% for Community, but decreased from 59% to 37% for Cruikshank.  The percent of students who met A-G requirements maintained at 0% from the baseline year to 2022-23, and the percent of students who successfully completed a course sequence or program of student that was aligned with SBE-approved CTE standards maintained at 0% from the baseline year to 2022-23.  The percent of EL students making progress towards English proficiency has decreased for Community, from 41.7% in the baseline year to 21.8% in 2022-23.  The high school graduation rate for Community increased from 32.8% in 2019-20 to 41% in 2022-23, but decreased for Cruikshank, from 51.1% in 2019-20 to 37.5% in 2022-23.

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.

This section will be completed once dollar amounts are provided towards the end of the school year.  An overview will be provided to explain the budgeted versus actuals, if there is more than a 20% difference.

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

The action steps were somewhat effective in improving outcomes for students.  Action step 2.1 and 2.7 were somewhat successful and need to be expanded to have more focus on academic intervention for students.  The MTSS model and tiered supports (action steps 2.1, and 2.7) have been working well to support students in the social-emotional and behavioral student outcomes based on Goal 1 outcomes.  Action step

2.2 was not successful in improving the English learner outcomes based on the percent of EL students making progress towards English proficiency, which decreased by 20% from the baseline year. Action steps 2.3, 2.4, and 2.5 were somewhat successful in that there was an increase in graduation rate for Community but a decrease in graduation rate for Cruikshank. Action step 2.5 was not successful based on the CTE metrics, but has been a consistent challenge due to the non-stability rate of students in the program, which can make it challenging to complete the entire CTE pathway set of courses.

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.

Based on a review of Goal 2 action steps and outcomes, there is a need to expand courses and resources to ensure all students are adequately prepared for vocational school, community college, four-year college, or a career pathway. 0nly 0.5% of graduates in 2023 were identified as being "prepared on the College and Career Indicator. There is an opportunity to expand CTE pathways and dual enrollment with the local community college to ensure students are able to achieve "prepared" on the College and Career Indicator. Furthermore, there is a need to expand academic supports for student groups, including English learners and students with disabilities, so they can successfully demonstrate proficiency in ELA, math, and science and complete A-G courses so they can be prepared for a college and career pathway. Professional development and systems to support English learners in becoming English proficient needs to be included in the upcoming LCAP plan as well. This goal will be revised to be Goal 1 in the 2024-27 LCAP, with the metrics and action steps aligning with this new Goal 1. In this new Goal 1, Action step 2.1 will be revised to action step 1.1, with a focus on providing professional learning for all staff to improve academic rigor and consistently across all school sites. Action step 2.2 will be revised as action step 1.2, with a focus on supporting EL students in improving their language acquisition. Action step 2.3 will be revised to action step 1.3, with a focus on supporting foster youth, low income students, students with disabilities, and English learners. Providing CTE programs and college and career readiness programs will also be included as an action step in the new goal 1 of the 2024-27 LCAP.

**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 | Cultivate positive relationships and engagement between schools, students, parents and the community. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| 3. Self reflection rating on Parent and Family Engagement:<br><br>Building Relationships, Question #4) Rating of the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.<br><br>Seeking Input for Decision Making # 9) Rate the LEA's progress in building the capacity of and supporting principals | Community & Court: 4) 4 - Full Implementation<br><br>9) 4 - Full Implementation<br><br>20/21 Local Indicators | Community & Court: 4) 4 - Full Implementation<br><br>9) 4 - Full Implementation<br><br>21/22 Local Indicators | Community & Court: 4) 4 - Full Implementation<br><br>9) 4 - Full Implementation<br><br>22/23 Local Indicators | Community & Court: 4) 3 - Initial Implementation<br><br>9) 3 - Initial Implementation<br><br>23/24 Local Indicators | Community & Court: 4) 5 - Full Implementation and Sustainability<br><br>9) 5 - Full Implementation and Sustainability |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| and staff to effectively engage families in advisory groups and with decision-making.<br><br>(Local Indicator, Priority 3 Reflection Tool)<br>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability | | | | | |
| 6C: Parent/Guardian LCAP Stakeholder input survey on the areas of school Connectedness and School Safety measured by the percentage of parents/guardians surveyed who:<br><br>1) Agreed or somewhat agreed that their students' school is a safe place to learn. | Community & Court:<br><br>1) 100%<br>2) 72%<br>3) 84%<br>4) 88%<br>5) 86%<br>6) 79%<br>7) 95%<br><br>20/21 LCAP parent/guardian stakeholder survey | Community & Court:<br><br>1) 100%<br>2) 63%<br>3) 77%<br>4) 72%<br>5) 72%<br>6) 75%<br>7) 94%<br><br>21/22 LCAP parent/guardian stakeholder survey | Community & Court:<br><br>1) 89%<br>2) 63%<br>3) 77%<br>4) 77%<br>5) 80%<br>6) 77%<br>7) 91%<br><br>22/23 LCAP parent/guardian stakeholder survey | Community & Court:<br><br>1) 88%<br>2) 92%<br>3) 76%<br>4) 72%<br>5) n/a<br>6) n/a<br>7) 84%<br><br>23/24 LCAP parent/guardian survey | Community & Court:<br><br>1) 100%<br>2) 100%<br>3) 100%<br>4) 100%<br>5) 100%<br>6) 100%<br>7) 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 2) Attended at least one parent/teacher conference in the current school year.<br><br>3) Indicated that they received information on what they can do at home to help their student improve and/or advance in their learning.<br><br>4) Indicated that they receive information on what they can do to help improve their student's attendance and engagements at school.<br><br>5) Indicated they receive information on what they can do to establish positive relationships between the school, students, parents and the community.<br><br>6) Indicated they are invited to meetings (in person or virtually) so that they can learn more about what is | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| going on at the school.<br><br>7) Agreed or somewhat agreed that if they had a question, concern or comment about their student that the school staff addressed it in a timely manner. | | | | | |
| 6C: California Healthy Kids Survey on the areas of school Connectedness and School Safety.<br><br>Percentage of students surveyed who:<br><br>1) Responded Strongly Agree or Agree on the school connectedness.<br><br>2) Responded feeling Very Safe or Safe at their school. | Community:<br>1) 50%<br><br>2) 61%<br><br>Court :<br>1) 43%<br><br>2) 60%.<br><br>19/20 California Healthy Kids Survey | Community:<br>1) 61%<br><br>2) 78%<br><br>Court :<br>Data unavailable due to small sample size<br><br>21/22 California Healthy Kids Survey | CHKS was not administered this year (every other year administration). 23/24 | Community:<br>1) 49%<br><br>2) 56%<br><br>Court:<br>Data unavailable due to small sample size<br><br>California Healthy Kids Survey (completed in Dec. 2023) | Community:<br>1) 80%<br><br>2) 80%<br><br>Court:<br>1) 80%<br><br>2) 80% |
| 6C: Annual Teacher survey on the areas of school | 1) 96%<br><br>2) 93% | 1) 100%<br><br>2) 100% | 1) 92%<br><br>2) 97% | 1) 90%<br><br>2) 88% | 1) 100%<br><br>2) 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Connectedness and School Safety<br><br>Percentage of teachers surveyed who:<br><br>1) Agreed or somewhat agreed that the school environment is safe, nurturing, and welcoming for teachers.<br><br>2) Agreed or somewhat agreed that they felt connected with other teachers and staff at their school site. | 20/21 Teacher Survey **Data is program wide and contains data from community, court and charter teachers. | 21/22 Teacher Survey **Data is program wide and contains data from community, court and charter teachers. | 22/23 Teacher Survey **Data is program wide and contains data from community, court and charter teachers. | 23/24 LCAP Survey | |
| 9: Local indicator rating of the assessment of the degree of implementation of the progress in coordinating instruction for expelled students.<br><br>1) Assessing status of triennial plan for providing educational services to all | Community and Court:<br>1) 5 - Full Implementation and Sustainability<br><br>2) 5 - Full Implementation and Sustainability<br><br>3) 5 - Full Implementation and Sustainability | Community and Court:<br>1) 5 - Full Implementation and Sustainability<br><br>2) 5 - Full Implementation and Sustainability<br><br>3) 5 - Full Implementation and Sustainability | Community and Court:<br>1) 5 - Full Implementation and Sustainability<br><br>2) 5 - Full Implementation and Sustainability<br><br>3) 5 - Full Implementation and Sustainability | Community and Court:<br>1) 5 - Full Implementation and Sustainability<br><br>2) 5 - Full Implementation and Sustainability<br><br>3) 5 - Full Implementation and Sustainability | Community and Court:<br>1) 5 - Full Implementation and Sustainability<br><br>2) 5 - Full Implementation and Sustainability<br><br>3) 5 - Full Implementation and Sustainability |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| expelled students in the county, including.<br><br>2) Review of required outcome data<br><br>3) Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.<br><br>4) Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.<br><br>5) Coordinating on development and implementation of triennial plan with all LEAs within the county. | 4) 5 - Full Implementation and Sustainability<br><br>5) 5 - Full Implementation and Sustainability<br><br>6) 5 - Full Implementation and Sustainability<br><br>7) 5 - Full Implementation and Sustainability<br><br>20/21 Local Indicators | 4) 5 - Full Implementation and Sustainability<br><br>5) 5 - Full Implementation and Sustainability<br><br>6) 5 - Full Implementation and Sustainability<br><br>7) 5 - Full Implementation and Sustainability<br><br>21/22 Local Indicators | 4) 5 - Full Implementation and Sustainability<br><br>5) 5 - Full Implementation and Sustainability<br><br>6) 5 - Full Implementation and Sustainability<br><br>7) 5 - Full Implementation and Sustainability<br><br>22/23 Local Indicators | 4) 5 - Full Implementation and Sustainability<br><br>5) 5 - Full Implementation and Sustainability<br><br>6) 5 - Full Implementation and Sustainability<br><br>7) 5 - Full Implementation and Sustainability<br><br>23/24 Local Indicators | 4) 5 - Full Implementation and Sustainability<br><br>5) 5 - Full Implementation and Sustainability<br><br>6) 5 - Full Implementation and Sustainability<br><br>7) 5 - Full Implementation and Sustainability |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 6) Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.<br><br>7) Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |
| 10A: Local indicator rating of the assessment of the degree of implementation of coordinated service program components for foster youth. | Community & Court: 5 - Full Implementation and Sustainability<br><br>20/21 Local Indicators | Community & Court: 5 - Full Implementation and Sustainability<br><br>21/22 Local Indicators | Community & Court: 5 - Full Implementation and Sustainability<br><br>22/23 Local Indicators | Community & Court: 5 - Full Implementation and Sustainability<br><br>23/24 Local Indicators | 5 - Full Implementation and Sustainability |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1) Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 10B: Local indicator rating of the assessment of the degree of implementation of coordinated service program components for foster youth.<br><br>1) Establishing ongoing collaboration | Community & Court:<br><br>5 - Full Implementation and Sustainability<br><br>20/21 Local Indicators | Community & Court:<br><br>5 - Full Implementation and Sustainability<br><br>21/22 Local Indicators | Community & Court:<br><br>5 - Full Implementation and Sustainability<br><br>22/23 Local Indicators | Community & Court:<br><br>5 - Full Implementation and Sustainability<br><br>23/24 Local Indicators | 5 - Full Implementation and Sustainability |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information | | | | | |
| 10C: Local indicator rating of the assessment of the degree of implementation of coordinated service program components for foster youth.<br><br>1) Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | Community & Court:<br><br>5 - Full Implementation and Sustainability<br><br>20/21 Local Indicators | Community & Court:<br><br>5 - Full Implementation and Sustainability<br><br>21/22 Local Indicators | Community & Court:<br><br>5 - Full Implementation and Sustainability<br><br>22/23 Local Indicators | Community & Court:<br><br>5 - Full Implementation and Sustainability<br><br>23/24 Local Indicators | 5 - Full Implementation and Sustainability |
| 10D: Local indicator rating of the assessment of the degree of | Community & Court: | Community & Court: | Community & Court: | Community & Court: | 5 - Full Implementation and Sustainability |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| implementation of coordinated service program components for foster youth.<br><br>1) Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information | 5 - Full Implementation and Sustainability<br><br>20/21 Local Indicators | 5 - Full Implementation and Sustainability<br><br>21/22 Local Indicators | 5 - Full Implementation and Sustainability<br><br>22/23 Local Indicators | 5 - Full Implementation and Sustainability<br><br>23/24 Local Indicators | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

There was a decrease in the LEA and schools building the capacity of administrators and staff in effectively communicating with families and engaging families in advisory groups. Based on the local indicator for this metric, Community and Cruikshank are in initial implementation. Based on the LCAP survey results from parents/guardians, there was a decrease in parents/guardians feeling their school was a safe place to learn (100% in 2020-21 and 88% in 2023-24). There was an increase of parents/guardians who responded that they attended at least one parent/teacher conference in the school year, from 72% in the baseline year to 92% in the 2023-24 school year. There was a decrease in parents/guardians who responded that they received information on what they can do at home to help their student improve and/or advance in their learning, from 84% in 2020-21 to 76% in 2023-24.

Based on the California Healthy Kids Survey (CHKS), 49% of Community students surveyed agreed that there is school connectedness at their school site, which is comparable to the CHKS response on school connectedness in 2019-20. 56% of Community students surveyed on the CHKS agreed that they feel their school is "safe" or "very safe," which is a slight decrease from 61% in the baseline year. 90% of staff who were surveyed agreed or somewhat agreed that the school environment is safe and welcoming for teachers, and 88% responded that they agreed or somewhat agreed that they felt connected with others staff at their school site.

58% of students reported "Pretty much true" or "Very much true" when asked whether there is a promotion of parental involvement in school, which was a 12% decrease from the 2021-22 school year. 48% of English learner students reported "Pretty much true" or "Very much true" when asked whether there is a promotion of parental involvement in school, which is a 10% less compared to all students responding to this question. Based on the California School Staff Survey (CSSS), 43% of staff responded that they agree that there is a promotion of parental involvement, which is an 8% increase from the CSSS in 2021-22.  This indicates a difference in perspective from students compared to staff on the promotion of parent involvement.

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.

This section will be completed once dollar amounts are provided towards the end of the school year.  An overview will be provided to explain the budgeted versus actuals, if there is more than a 20% difference.

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

Action steps 3.2, 3.4, 3.6, 3.7, 3.8 are somewhat effective based on the outcome data. Even though partnerships exist between SJCOE and community organizations such as San Joaquin Probation Department, San Joaquin Behavioral Services, and Child Abuse Prevention Council, there is a need to continue improving coordination among these partners to maximize student and family support.  Quests and Concept of one. activities have successfully supported the building of community among staff and students, but not necessarily parents/guardians.  PBIS and restorative practices (action step 3.7) have demonstrated effectiveness in improving student behavior, reducing suspensions, and building school community. Action step 3.8, providing Campus Connection Technicians (CCTs) has provided improved support for students, staff, and families.  Action steps 3.1 and 3.5 have been ineffective based on the outcome data.  There is a need to increase parent engagement, parent communication as well as parent/guardian participation on advisory councils.

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.

There is an opportunity to expand Quests, Concept of one. activities, and field trips to be inclusive of more students and include parents/guardians.  The upcoming LCAP will need to have actionable steps to support with increasing parent communication and engagement, especially as it relates to communicating student academic and attendance progress, and ensuring parents/guardians are able to participate in advisory councils.  This goal will be modified and changed to Goal 2 for the 2024-27 LCAP.  The action steps for this goal will be modified to focus on student and parent engagement, as well as PBIS and restorative practices as a means to improve student attendance and reduce suspensions.

**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 | Improve integrated student supports by creating additional school site support options, including Intervention Teachers, and strengthening restorative practices professional learning which will lead to a decrease in the suspension rate and an increase in the graduation rate. This goal was developed in response to supporting the needs of the following student groups: Black/African American (AA), English Learners (ELs), Foster Youth (FY), Hispanic, Homeless, two or more races, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White. The student groups were consistently low performing, which led to SJCOE's eligibility for differentiated assistance. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Suspension Rate | 10.4% of students suspended at least once<br><br>Broken down by student group:<br>15.1% of AA<br>8.2% of ELs<br>16.8% of FY<br>10.5% of Hispanic<br>13.5% of Homeless<br>10.7% of Two or more races<br>11% SED<br>21.2%SWD<br>5.3% Asian<br>7.6% White<br><br>As measured on Fall 2022 Dashboard | | 10.4% of students suspended at least once<br><br>Broken down by student group:<br>15.1% of AA<br>8.2% of ELs<br>16.8% of FY<br>10.5% of Hispanic<br>13.5% of Homeless<br>10.7% of Two or more races<br>11% SED<br>21.2%SWD<br>5.3% Asian<br>7.6% White<br><br>As measured on Fall 2022 Dashboard | 9.9% of students suspended at least once<br><br>Broken down by student group:<br>14.8% of AA<br>7.7% of ELs<br>17.1% of FY<br>9.3% of Hispanic<br>10.9% of Homeless<br>10.3% of Two or more races<br>10.4% SED<br>19.9%SWD<br>8.3% Asian<br>7.8% White<br><br>As measured on Fall 2023 Dashboard | 7.9% of students suspended at least once<br><br>Broken down by student group:<br>12.6% of AA<br>6.1% of ELs<br>14.3% of FY<br>8% of Hispanic<br>11% of Homeless<br>8.2% of Two or more races<br>8.5% SED<br>18.7%SWD<br>2.8% Asian<br>5.1% White<br><br>As measured on Fall 2023 Dashboard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Graduation Rate | 53.5% of students graduated<br><br>Broken down by student group:<br>52% of AA<br>40.8% of ELs<br>47.1% of FY<br>53.5% of Hispanic<br>50% of Homeless<br>52.5% SED<br>51.8%SWD<br>60% White<br><br>As measured on the Fall 2022 Dashboard | | 53.5% of students graduated<br><br>Broken down by student group:<br>52% of AA<br>40.8% of ELs<br>47.1% of FY<br>53.5% of Hispanic<br>50% of Homeless<br>52.5% SED<br>51.8%SWD<br>60% White<br><br>As measured on the Fall 2022 Dashboard | 40.9% of students graduated<br><br>Broken down by student group:<br>39.9% of AA<br>34.3% of ELs<br>30.8% of FY<br>43.1% of Hispanic<br>34.7% of Homeless<br>39.7% SED<br>44%SWD<br>46% White<br><br>As measured on the Fall 2023 Dashboard | 60.3% of students graduated<br><br>Broken down by student group:<br>59% of AA<br>47.8% of ELs<br>54.1% of FY<br>60.5% of Hispanic<br>57% of Homeless<br>59.5% SED<br>58.8%SWD<br>67% White<br><br>As measured on the Fall 2023 Dashboard |

## *Goal Analysis*

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

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

Suspension rates have decreased from 10.4% in 2021-22 to 9.9%. The graduation rate has decreased from 53.5% in 2022 to 41% in 2023.
Intervention teacher roles were established to support tier 3 or 4 students who have challenges with attendance and/or behavior.
Intervention teachers have been trained in MTSS and SEL strategies to provide tiered support for their caseload of students. These teachers met monthly in PLCs to review suspension data and student achievement data.

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.

This section will be completed once dollar amounts are provided towards the end of the school year. An overview will be provided to explain the budgeted versus actuals, if there is more than a 20% difference.

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

The implementation of intervention teachers to support tier 3 and 4 students has been somewhat effective. There needs to be continued professional development, development of intervention systems and opportunities to review student data, to ensure intervention teachers have the resources and skills to support their students.

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.

Based on a review of the outcome data, the action steps in this goal will be aligned with goal 1 in the 2024-27 LCAP, and there will be continued professional development, improvement in supporting intervention teachers, and PLCs to ensure intervention teachers have the resources needed to ensure they are successfully teaching and supporting their 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 |
|---|---|
| 5 | |

### Measuring and Reporting Results

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

## Goal Analysis

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

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

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.

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

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

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

# Instructions

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

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

# Goals and Actions

**Goal(s)**

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

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

**Metric:**

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

**Baseline:**

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

**Year 1 Outcome:**

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

**Year 2 Outcome:**

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

**Year 3 Outcome:**

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

**Desired Outcome for 2023–24:**

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

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

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

**Goal Analysis**

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023