

LCFF Budget Overview for Parents

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

CDS Code: 57105790000000

School Year: 2021-22

LEA contact information:

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Interim Associate Superintendent of Educational Services

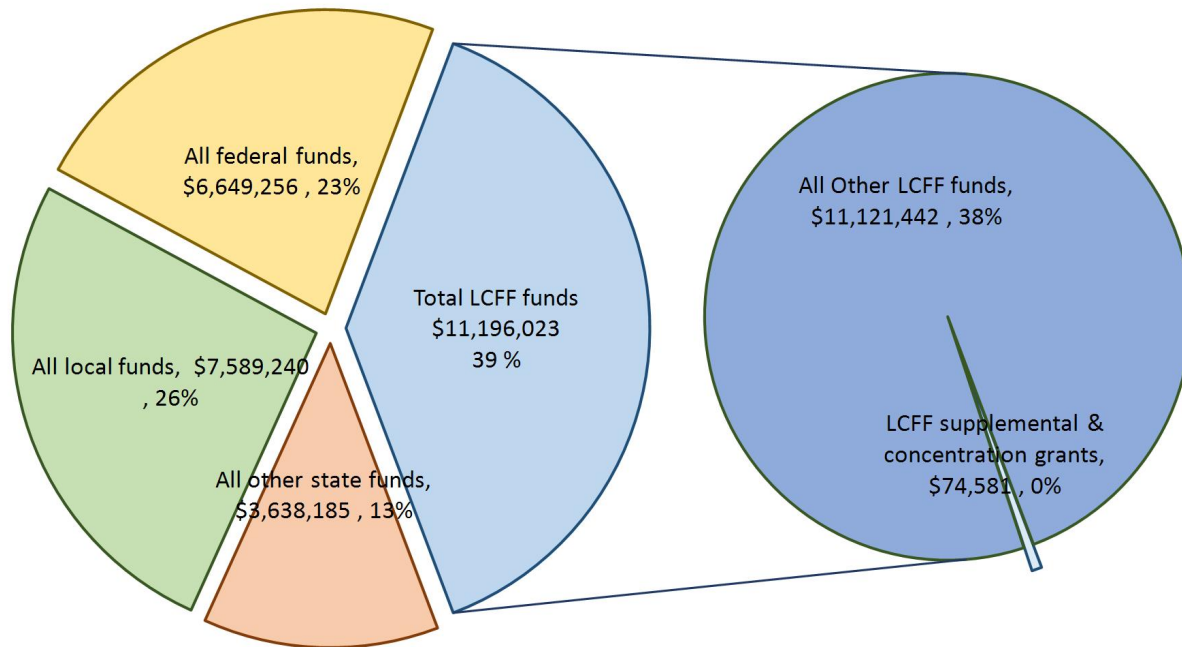
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



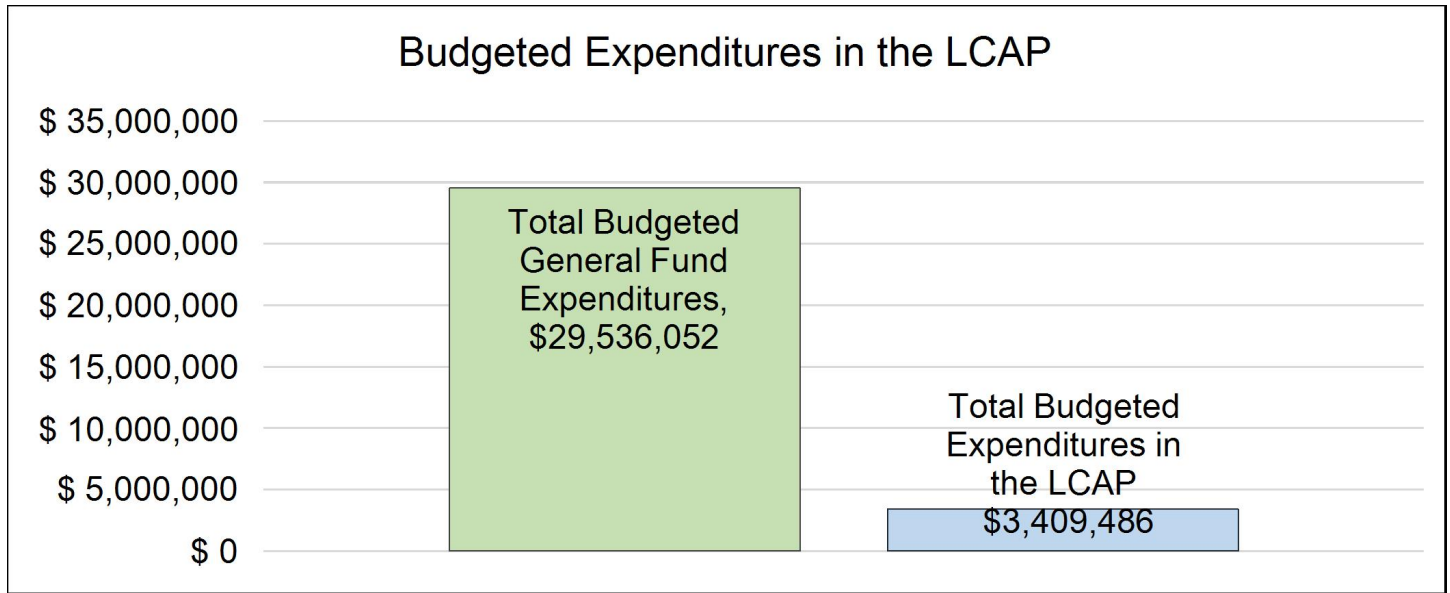
This chart shows the total general purpose revenue Yolo County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Yolo County Office of Education is \$29,072,704, of which \$11,196,023 is Local Control Funding Formula (LCFF), \$3,638,185 is other state funds, \$7,589,240 is local funds, and

\$6,649,256 is federal funds. Of the \$11,196,023 in LCFF Funds, \$74,581 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Yolo County Office of Education plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Yolo County Office of Education plans to spend \$29,536,052 for the 2021-22 school year. Of that amount, \$3,409,486 is tied to actions/services in the LCAP and \$26,126,566 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

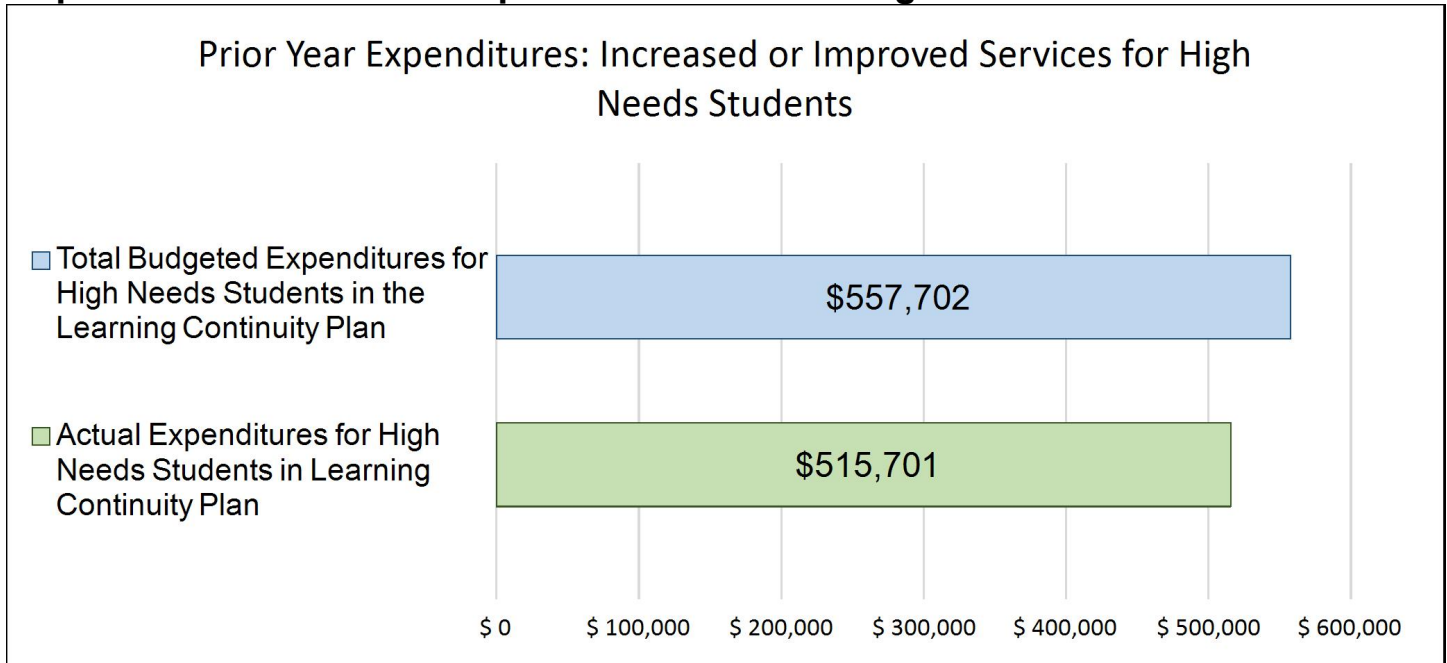
General fund expenditures not included in the LCAP are primarily used to support non-Alternative Education specific departments such as the regional YCOE Special Education program. Funds include AB602 and Property Tax allocations which offset LCFF apportionment.

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

In 2021-22, Yolo County Office of Education is projecting it will receive \$74,581 based on the enrollment of foster youth, English learner, and low-income students. Yolo County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Yolo County Office of Education plans to spend \$111,407 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Yolo County Office of Education's Learning Continuity Plan budgeted \$557,702 for planned actions to increase or improve services for high needs students. Yolo County Office of Education actually spent \$515,701 for actions to increase or improve services for high needs students in 2020-21.

Contributing actions experienced decreased costs due to school closes and an influx of one-time grant funding due to the COVID-19 pandemic.



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

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

LEA Name	Contact Name and Title	Email and Phone
Yolo County Office of Education	Micah Studer, Ed.D. Interim Associate Superintendent of Educational Services	micah.studer@ycoe.org 530.668.3775

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

Goal 1

Develop and Implement a multi-tiered system of support in collaboration with partner agencies and families that improves student: social- emotional health and overall well-being and successful reintegration to comprehensive or community school settings using pro social behaviors.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Reduce suspension rate by 1%</p> <p>19-20 April 2020: 10%</p> <p>Source: AERIES April 2020</p> <p>Baseline April, 2017: 13%</p>	<p>CCCS Woodland 13 total suspensions = 11.82% CCCS West Sac 1 total suspensions = 8.33% Dan Jacobs 4 total suspensions = 4.76%</p> <p>Source: AERIES Data April 2020</p>
<p>Metric/Indicator Increase overall attendance to 75%</p> <p>19-20 Cesar Chavez, W: 75% Cesar Chavez, WS: 75% Dan Jacobs: 98% YCCP: 95%</p> <p>Source: AERIES April 2020</p> <p>Baseline</p>	<p>Attendance Data for Month 6 Dan Jacobs: 95% CCCS Woodland: 78% Classroom CCCS Woodland: 55% Independent Study CCCS West Sac: 58% Classroom CCCS West Sac: 0% Independent Study</p> <p>Source: AERIES Data February/March 2020</p>

Expected	Actual
<p>Cesar Chavez, W: 63% Cesar Chavez, WS: 60% Dan Jacobs: 95% YCCP: 90%</p>	
<p>Metric/Indicator Reduce Chronic Absenteeism by 1%</p> <p>19-20 97%</p> <p>Source: CALPADS April 2020</p> <p>Baseline 100%</p>	<p>CCCS Woodland: 50.45% CCCS West Sac: 33.33% Dan Jacobs: 7.14%</p> <p>Source: CALPADS Data April 2020</p>
<p>Metric/Indicator Reduce dropout rates for middle and high school students using state measure</p> <p>19-20 3%</p> <p>Source CALPADS April 2020</p> <p>Baseline 7.7% per CDE</p>	<p>Number of Dropouts: CCCS Woodland: 4/25 (16 %) CCCS West Sacramento: 0/2 (0%) Dan Jacobs: 0/17 (0%)</p> <p>Source: CALPADS Data April 2020</p>
<p>Metric/Indicator Establish high school completion baseline for DJ and increase the completion rate for CCCS</p> <p>19-20 CCCS: 45% Dan Jacobs: 40%</p> <p>Eligible students enrolled at Chavez (Woodland) and Dan Jacobs are those beginning the year with 90 or more credits in the</p>	<p>Number of Graduates: CCCS Woodland 17/23 (73.91%) CCCS West Sacramento 0/2 (0%) Dan Jacobs: 1/16 (6.25%)</p> <p>Source: CALPADS Data April 2020</p>

Expected	Actual
<p>appropriate subjects per the student’s transcript and continuously enrolled for 120+ days</p> <p>Source: CALPADS April 2020</p> <p>Baseline CCCS: 32% of eligible students Dan Jacobs: 2017-2018 will be baseline year pending WASC accreditation Eligible students enrolled at Chavez (Woodland) and Dan Jacobs are those beginning the year with 90 or more credits in the appropriate subjects per the student’s transcript and continuously enrolled for 120+ days</p>	
<p>Metric/Indicator At least 50% of parents, students, and teachers will provide input data from CHKS</p> <p>19-20 65%</p> <p>Source: CHKS Summary May 2020</p> <p>Baseline 26%</p>	<p>There was a 55% response rate in students completing the California Healthy Kids Survey (CHKS).</p> <p>Source: CHKS Summary May 2020</p>
<p>Metric/Indicator Increase parent participation in meetings to ensure input in decision making and participation in programs for unduplicated and exceptional needs individuals by 50% as measured by sign-in sheets</p> <p>19-20 50%</p> <p>Source: Local Collection by Administration 2020</p>	<p>2019-2020 40%</p> <p>Source: Local Collection by Administration 2020</p>

Expected	Actual
<p>Baseline 25%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Refer to Communicare for mental health services for youth and to supplement our efforts to engage families in trusting partnerships.</p> <p>Continue to contract for a .2 FTE YCOE Mental Health Therapist.</p> <p>Investigate program-wide wellness plan in collaboration with staff, partner agencies, and families.</p> <p>Continue to investigate the development of a wellness center on the Woodland Cesar Chavez campus.</p> <p>Continue partnership with Brown Issues/California Endowment to site mentor and related programs at no cost to YCOE.</p>	<p>Mental Health Specialist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$17,051</p> <p>Mental Health Specialist 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$6,567</p> <p>Fathers & Families contract with San Joaquin County 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$5,000</p> <p>Cognitive Behavioral Program contract cost 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$5,414</p>	<p>Mental Health Specialist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,159</p> <p>Mental Health Specialist 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,743</p> <p>Fathers & Families contract with San Joaquin County 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$ 0</p> <p>Cognitive Behavioral Program contract cost 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$4,650</p>
<p>Provide Inclusive Behavior Instruction.</p> <p>Continue CARE (Compassion, Awareness, Responsibility and Excellence) Academy at Dan Jacobs and plan for implementation across the remaining Alternative Education sites using a YCOE-selected leadership team.</p>	<p>Contracted Services; TIPs, SAYS 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,000</p>	<p>Contracted Services: Culture CO-OP 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,650</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue professional development in Trauma- informed practices (TIPs) and implementation of TIPs</p> <p>Explore restorative practices professional development e.g., Nurtured Hearts</p> <p>Contract with Sacramento Area Youth Speaks (SAYS) for weekly programming with youth in the classrooms and professional development with the staff.</p>		
<p>Continue to utilize passenger van to support transportation of youth to and from school and field trips.</p> <p>SOS maintenance costs</p>	<p>Van Maintenance & Service 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,000</p>	<p>Van Maintenance & Service 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,383</p>
<p>Implement the use of the student information system and assessment management system across our program.</p> <p>SERVICES:</p> <ul style="list-style-type: none"> • Train staff and continue Selected Analytics software • AERIES student system <p>Contract with Aeries to support the Student Information System and to monitor student progress toward goals</p>	<p>Aeries contract \$2,500, Student Data Services \$51,647 5000-5999: Services And Other Operating Expenditures LCFF Base \$54,147</p> <p>Teachers Training 1000-1999: Certificated Personnel Salaries LCFF Base \$3,570</p> <p>Teachers Training 3000-3999: Employee Benefits LCFF Base \$856</p>	<p>Aeries Contract \$2,750, Student Data Services \$41,962 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$44,712</p> <p>Teachers Training 1000-1999: Certificated Personnel Salaries LCFF Base \$0</p> <p>Teachers Training 3000-3999: Employee Benefits LCFF Base \$0</p>
<p>Truancy Reduction and Transition Services, Sample Actions Include:</p> <p>Home Visits/Family Engagement Staff and Family Training, Coordination of Services with Agency, Business, and Educational partners</p>	<p>Program Specialist II, Part D 1000-1999: Certificated Personnel Salaries Title I \$19,676</p>	<p>Program Specialist II, Part D 1000-1999: Certificated Personnel Salaries Title I \$385</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Youth Advocates, Part D 2000-2999: Classified Personnel Salaries Title I \$50,799</p> <p>Program Specialist II, Youth Advocates, Part D 3000-3999: Employee Benefits Title I \$38,384</p> <p>Program Specialist II, Part A 1000-1999: Certificated Personnel Salaries Title I \$59,027</p> <p>Program Specialist II, Part A 3000-3999: Employee Benefits Title I \$19,704</p> <p>Secretary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$19,440</p> <p>Secretary 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14,006</p>	<p>Youth Advocates, Part D 2000-2999: Classified Personnel Salaries Title I \$49,566</p> <p>Program Specialist II, Youth Advocates, Part D 3000-3999: Employee Benefits Title I \$18,741</p> <p>Program Specialist II, Part A 1000-1999: Certificated Personnel Salaries Title I \$80,656</p> <p>Program Specialist II, Part A 1000-1999: Certificated Personnel Salaries Title I \$19,050</p> <p>Secretary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$22,232</p> <p>Secretary 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$8,187</p>
<p>Provide a 50% probation officer for 180 school days to engage with students and support improved attendance, pro-social behavior, and increased student achievement.</p>	<p>Probation Department MOU 5000-5999: Services And Other Operating Expenditures Title I \$55,000</p>	<p>Probation Department MOU 5000-5999: Services And Other Operating Expenditures Other \$36,758</p>
<p>Design, implement and evaluate program effectiveness: On a regular basis utilize data from multiple sources (ILPs, IEPs, Academic Achievement in ELA/Math, Truancy and Suspension Rates, Walk-through, and Program Implementation checklists) including the core components of Implementation Science.</p> <p>Use the Fidelity Implementation Assessment (FIA) to evaluate the strengths and opportunities for improving services for youth enrolled in our programs and their families.</p>	<p>Assistant Superintendent Instruction, Principal, Director 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$205,803</p> <p>Assistant Superintendent Instruction, Principal, Director 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$62,297</p>	<p>Principal, Asst. Principal, Director 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$213,156</p> <p>Principal, Asst. Principal, Director 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$53,630</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>School Nurse, Program Specialist III, Mental Health Therapist, Director Special Education, Teacher RSP 1000-1999: Certificated Personnel Salaries Special Education \$93,560</p> <p>Paraeducators, Administrative Secretary 2000-2999: Classified Personnel Salaries Special Education \$55,628</p> <p>Certificated & Classified Benefits - School Nurse, Program Specialist III, Mental Health Therapist, Director Special Education, Teacher RSP, Paraeducators, Administrative Secretary 3000-3999: Employee Benefits Special Education \$61,046</p> <p>Special Education Books and Supplies 4000-4999: Books And Supplies Special Education \$1,560</p> <p>Program Specialist/Counselor cost included in Action 1E. 5800: Professional/Consulting Services And Operating Expenditures Special Education \$13,307</p>	<p>School Nurse, Program Specialist III, Mental Health Therapist, Director Special Education, Teacher RSP 1000-1999: Certificated Personnel Salaries Special Education \$82,930</p> <p>Paraeducators 2000-2999: Classified Personnel Salaries Special Education \$48,167</p> <p>Certificated & Classified Benefits - School Nurse, Program Specialist III, Mental Health Therapist, Director Special Education, Teacher RSP, Paraeducators, Administrative Secretary 3000-3999: Employee Benefits Special Education \$44,088</p> <p>Special Education Books and Supplies 4000-4999: Books And Supplies Special Education \$0</p> <p>Cost Included in Action 1E \$0</p>

Goal Analysis

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

The Actions/Services of Goal 1 had \$112,999 less in actual expenditures. This cost difference is reflective of decreased costs in LCFF due to a pause on in-person activities and an infusion of COVID-related relief funds from state and federal sources. This cost saving was directed to supporting costs budgeted in Goal 3. The majority of the Action/Services were delivered as originally planned.

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

Successes:

- We were happy to have invested in both hardware and software platforms that enabled us to pivot quickly to a distance learning environment within one calendar week.
- The investments in providing social-emotional supports to students transitioned to a digital environment to ensure continuity of services for our students. These services included counseling, mental health services, and porch visits in line with health guidance.
- Some of our partners were able to pivot with us in the work including Sacramento Area Youth Speaks (SAYS) which transitioned to an online platform.
- Other services started in the 19-20 school year were only partially completed including our work with the Culture Co-Op which was only able to provide three of four scheduled sessions.
- The Multi-Tiered System of Support continued through effective monitoring by staff. All students were in touch with at least one staff member weekly from the start of the pandemic through the end of the year. Through this contact, students were able to be expeditiously identified to receive support services.
- In spite of COVID, we were happy to celebrate the graduation of fifteen youths by June 30, 2020.

Challenges/Actions not implemented due to the impact of COVID-19:

- SWIFT-FIA Tool was not completed.
- We were not able to investigate/develop a wellness center
- ILP (Individual Learning Plans) were updated three out of four quarters during the school year.
- We continued to respond to a rise in community gun violence that affected our youth starting in October 2019.
- Fathers and Families was not offered due to the closure of the Office of Refugee Resettlement program
- Power Source, which offered professional learning to staff and students in response to youth violence in the community, was offered on a compressed timeline in February.

Overall Effectiveness:

A core of our support strategy is connecting students with caring adults who build a rapport with our students. When COVID occurred in March, many of these in-person supports were placed on hold as our external service providers needed time to pivot to a virtual platform. Even on a virtual platform, many of our students struggled to maintain the same level of connection with the support providers as they navigated multiple challenges such as food and housing insecurity, access to learning spaces, and family care needs. These challenges led to less frequent points of contact with our youth and decreased participation in the supports designed in this goal.

Goal 2

Engage students and caregivers in a high quality student-centered educational program based on effective youth development principles and state performance standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percent of students receiving instruction in California State Standards as measured by the YCOE classroom observation tool</p> <p>19-20 100% of students are receiving instruction in California State Standards</p> <p>Source: Administrative Walkthroughs</p> <p>Baseline 100% of students are receiving instruction in California State Standards</p>	<p>100% of students are receiving instruction in California State Standards.</p> <p>Source: Administrative Walkthroughs</p>
<p>Metric/Indicator Percent of youth enrolled in our programs for 120+ days who increase their grade level equivalency in reading by at least one year</p> <p>19-20 Increase percentage by an additional 10% compared to baseline</p> <p>Source: STAR Renaissance Growth Report ELA, April 2020</p>	<p>Due to COVID end of year STAR testing was not completed. No data available.</p>

Expected	Actual
<p>Baseline Baseline will be established during the 2017-2018 school year</p> <p>Metric/Indicator State Assessments: A. SBAC (EAP) participation rate B. CELDT – percentage of students enrolled in our programs for 180 school days improving by one proficiency level</p> <p>19-20 Increase the percentage of students moving up by one proficiency level on the ELPAC by at least an additional 5%</p> <p>Source: CDE Test Operations Management LEA Student Completion Status Report May 2020</p> <p>Source ELPAC Summary Report School Plan for Student Achievement 2018-2019</p> <p>Baseline Based on our population and the EAP is not a applicable measure of student success based on the high rate of student turnover Currently, none of our students meet the criteria of being enrolled for 180 days</p>	<p>Due to COVID end of year ELPAC testing was not completed. No data available.</p>
<p>Metric/Indicator Increase English Learner Reclassification Rate</p> <p>19-20 Reclassify at least 35% of English Learners</p>	<p>No students were reclassified in 19-20.</p>

Expected	Actual																
<p>Source: ELPAC Summative Report Testing Operating Management System 2018-2019</p> <p>Baseline 5 students reclassified (23%)</p>																	
<p>Metric/Indicator Local Assessments: STAR Reading and Math pre and post assessments</p> <p>19-20 To be determined Increase percentage of students improving scores on the STAR Reading and Math post assessments by an additional 10% compared to the baseline</p> <p>Source: STAR Renaissance Growth Report ELA and Math April 2020</p> <p>Baseline Establish baseline of students improving scores on the STAR Reading and Math post assessments during the 2016-2017 school year</p>	<p>Due to COVID end of year STAR post-assessment testing was not completed.</p>																
<p>Metric/Indicator Percentage of students enrolled for a full semester earning 18 credits or more per semester.</p> <p>19-20 45% students at CCCS W 85% students at CCCS WS 55% students at YCCP Increase for DJ by 10% over baseline</p> <p>Source AERIES April 2020</p>	<p>Alt Ed Schools - 2019 Enrolled more than 90 days, more than 18 credits earned</p> <table border="1" data-bbox="1052 1198 1717 1382"> <thead> <tr> <th>School</th> <th>#of enrolled >90days</th> <th>#earned =>18CR</th> <th>%earned</th> </tr> </thead> <tbody> <tr> <td>CCCS - W:</td> <td>67</td> <td>23</td> <td>34.33%</td> </tr> <tr> <td>CCCS-WS:</td> <td>6</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Dan Jacobs:</td> <td>4</td> <td>1</td> <td>25%</td> </tr> </tbody> </table> <p>Source: AERIES April 2020</p>	School	#of enrolled >90days	#earned =>18CR	%earned	CCCS - W:	67	23	34.33%	CCCS-WS:	6	0	0%	Dan Jacobs:	4	1	25%
School	#of enrolled >90days	#earned =>18CR	%earned														
CCCS - W:	67	23	34.33%														
CCCS-WS:	6	0	0%														
Dan Jacobs:	4	1	25%														

Expected	Actual
<p>Baseline 30% students at CCCS W 73% students at CCCS WS 41% students at YCCP Establish baseline for DJ during the 2017-2018 school year</p>	
<p>Metric/Indicator 100% of facilities will meet facility inspection criteria</p> <p>19-20 100%</p> <p>Source School Accountability Report Card 2019-2020</p>	<p>100% of facilities met facility inspection criteria receiving a FAIR rating.</p> <p>Source: School Accountability Report Card 2019-2020</p>
<p>Baseline 100%</p> <p>Metric/Indicator 100% of teachers assigned with proper credentials</p> <p>19-20 100%</p> <p>Source: YCOE Human Resources Department 2019-2020</p>	<p>100% of teachers assigned with proper credentials.</p> <p>Source: YCOE Human Resources Department 2019-2020</p>
<p>Baseline 71%</p> <p>Metric/Indicator 100% of students will have standards-aligned instructional materials</p> <p>19-20 100%</p> <p>Source: Williams Act YCOE Board Adoption October 2019</p>	<p>100% of students had standards-aligned instructional materials.</p> <p>Source: Williams Act YCOE Board Adoption</p>

Expected	Actual
Baseline 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide students with a culturally responsive, relevant, curriculum aligned to California Standards (Common Core), with an emphasis on English Language Development, academic vocabulary, and reading proficiency</p> <p>Explore the purchase of Reading with Relevance curriculum for English Language Arts.</p> <p>Continue to explore math curriculum supplemental materials</p>	<p>MTSS Multi-Tiered Systems of Support Teachers Release Day Salaries as part of the MTSS At Risk Youth Grant 1000-1999: Certificated Personnel Salaries Other \$6,120</p> <p>MTSS Multi-Tiered Systems of Support Teachers Release Day Benefits as part of the MTSS At Risk Youth Grant 3000-3999: Employee Benefits Other \$1,353</p> <p>MTSS Multi-Tiered Systems of Support - Edgenuity as part of the MTSS At Risk Youth Grant 5000-5999: Services And Other Operating Expenditures Other \$19,500</p>	<p>MTSS Multi-Tiered Systems of Support Teachers Release Day Salaries as part of the MTSS At Risk Youth Grant 1000-1999: Certificated Personnel Salaries Other \$0</p> <p>MTSS Multi-Tiered Systems of Support Teachers Release Day Salaries as part of the MTSS At Risk Youth Grant 3000-3999: Employee Benefits Other \$0</p> <p>MTSS Multi-Tiered Systems of Support - Edgenuity as part of the MTSS at Risk Youth Grant 5000-5999: Services And Other Operating Expenditures Other \$25,500</p>
<p>Implement the instructional materials to meet the needs non-English speaking students in subject areas such as science and social studies, including the acquisition of additional instructional materials in Spanish for relevant student populations, in particular those in the Office of Refugee Resettlement (ORR) program.</p>	<p>ARC - American Reading Company Contract</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,500</p>	<p>ARC - American Reading Company Contract 4000-4999: Books And Supplies Other \$7,500</p>
<p>Annual reviews of sufficient standards-aligned instructional materials, teacher credentials, and facility evaluation to ensure a safe and well-maintained learning environment.</p>	<p>4000-4999: Books And Supplies Lottery \$5,000</p> <p>Teacher Additional Duty 1000-1999: Certificated Personnel Salaries LCFF Base \$1,179</p>	<p>4000-4999: Books And Supplies Lottery \$0</p> <p>Teacher Additional Duty 1000-1999: Certificated Personnel Salaries LCFF Base \$6,372</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Paraeducator Additional Duty 2000-2999: Classified Personnel Salaries LCFF Base \$182 Teacher Additional Duty, Paraeducator Additional Duty 3000-3999: Employee Benefits LCFF Base \$339 4000-4999: Books And Supplies LCFF Base \$8 5000-5999: Services And Other Operating Expenditures LCFF Base \$48	Paraeducators Additional Duty 2000-2999: Classified Personnel Salaries LCFF Base \$2,491 Teacher Additional Duty, Paraeducator Additional Duty 3000-3999: Employee Benefits LCFF Base \$2,379 4000-4999: Books And Supplies LCFF Base \$373 5000-5999: Services And Other Operating Expenditures LCFF Base \$0
Purchase hardware and software and provide professional development to integrate technology in the instructional program	Replace Chromebooks 4000- 4999: Books And Supplies LCFF Supplemental and Concentration \$5,000 Contract Services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,000	Replace Chromebooks 4000- 4999: Books And Supplies LCFF Supplemental and Concentration \$0 Contract Services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0

Goal Analysis

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

The Actions/Services of Goal 2 had \$1,644 less in actual expenditures. The majority of the Action/Services were delivered as originally planned.

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

Successes:

- We provided professional development for the staff from the Davis Culture Co-Op, Reading with Relevance, and SAYS on culturally responsive/relevant curriculum in-person until March 16, 2020.

- We provided staff training, via Zoom, for staff to support their work in continuing to implement the Reading with Relevance literature program. Their staff transitioned to an electronic format and Google Slides were created for the staff to assist teachers in delivering the lessons to support the novel being read collectively schoolwide.
- SAYS continued to provide professional development with the staff, via in-person and via Zoom throughout the school year. In addition, SAYS continued to work with the youth until June 2020.
- We explored math curriculum options and selected a program to pilot during the 2020-2021 school year.
- We were compliant with the Williams Act
- We purchased Chromebooks for all youth to use at home to access their curriculum and to participate in direct instruction via Zoom.

Challenges/Actions not implemented due to the impact of COVID-19:

- We were unable to do the last STAR Renaissance assessments in the 4th quarter of school.
- Although SAYS continued to provide opportunities for student participation and support during the 4th Quarter of school, only a few students took advantage of the opportunity.
- The Office of Refugee Resettlement (ORR) federal program contract at the Yolo County Juvenile Hall was terminated by the Yolo County Board of Supervisors. The program was discontinued in February 2020.

Overall Effectiveness:

We were able to engage students and caregivers in a high-quality student-centered educational program as evidenced by the number of graduates and that all students remained engaged with the staff throughout the school year (in-person as well as distance learning). Youth participated in civic events in the community, were provided additional support through programming with SAYS, Power Source, and Reading with Relevance.

Goal 3

Provide an instructional program that prepares students with relevant college and career readiness skills by:
 Assisting students in developing and implementing both short and long term individualized plans focused on: Academic achievement, social/emotional development, and career planning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 100% of students will have access to/enrollment in a broad course of study i.e., core curriculum, arts courses, and vocational education</p> <p>19-20 100% of students will have access to/enrollment in a broad course of study</p> <p>i.e., core curriculum, arts courses, and vocational education</p> <p>This will be measured by classroom walk-throughs, lesson plans, observations and well as monitoring by the Director of Curriculum.</p> <p>Source: YCOE Education Services 2019-2020</p>	<p>100% of students have access to enrollment in a broad course of study.</p> <p>Source: YCOE Education Services 2019-2020</p>

Expected	Actual
<p>Baseline 100% of students have access to/enrollment in a broad course of study</p> <p>i.e., core curriculum, arts courses, and vocational education</p>	
<p>Metric/Indicator Percentage of students with complete Individual Learning Plans (ILPs).</p> <p>19-20 100% of students in the YCOE Alternative Education program (30 day commitments at DJ) will have complete ILP's</p> <p>Source: AERIES May 2020</p> <p>Baseline 80% of students (30 day commitments at DJ) have complete ILP's</p>	<p>100% of all students had ILPs. They were not updated in the fourth quarter due to school closures</p>
<p>Metric/Indicator At least 85% of students will participate in arts education</p> <p>19-20 At least 85% of students will participate in arts education</p> <p>Source: AERIES May 2020</p> <p>Baseline At least 85% of students will participate in arts education</p>	<p>100% of students participated in arts education</p>
<p>Metric/Indicator Percent of students receiving transition services and providing updates within three (3) months of exiting our programs</p> <p>19-20</p>	<p>Percent of students receiving transitional services</p> <p>CCCS Woodland: 87%</p> <p>CCCS West Sac: 32%</p> <p>Dan Jacobs: 51%</p>

Expected	Actual
<p>Increase percentage of students receiving transition services and providing updates within three (3) months of exiting our programs by 10% over baseline</p> <p>Source: AERIES May 2020</p> <p>Baseline Establish baseline percentage of students receiving transition services and providing updates within three (3) months of exiting our programs during the 2017-2018 school year</p>	<p>Source: Local Collection by Administration 2020</p>
<p>Metric/Indicator Percentage of students achieving scoring at level 3 or 4 on the Resilience and Youth Development Module on the California Healthy Kids Survey</p> <p>19-20 An additional 10% of students enrolled in our programs for 120 or more days will improve increase scores on the Resilience and Youth Development Module on the California Healthy Kids Survey compared to baseline</p> <p>Source: California Healthy Kids Survey May 2020</p> <p>Baseline Baseline to be established during the 2017-2018 school year</p>	<p>The Resilience and Youth Development Module was not administered. 55% response rate for students who completed the Core CHKS Module.</p> <p>Source: California Healthy Kids Survey May 2020</p>
<p>Metric/Indicator Number of students who take at least one A-G course</p> <p>19-20 Increase number of students taking at least one A-G course</p> <p>Source: Edgenuity Summary Report April 2020</p> <p>Baseline 2018-19: 15 students (Edgenuity)</p>	<p>Although A-G courses are available to students, no student enrolled in a A-G course.</p> <p>Source: Edgenuity Summary Report April 2020</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Use Individualized Learning Plans (ILP) that will provide feedback to students, teachers, and parents on the student's progress in the following areas:</p> <ul style="list-style-type: none"> • credit towards graduation • pro-social adjustment • career & college-ready skills • physical education program at DJ 	<p>Teachers; Note: Program Specialist/Counselor cost included in Action 1E, Probation Officer cost included in Action 1G, Principal cost included in Action 1G 1000-1999: Certificated Personnel Salaries LCFF Base \$390,371</p> <p>Paraeducators, Administrative Secretary 2000-2999: Classified Personnel Salaries LCFF Base \$167,627</p> <p>Teachers, Paraeducators, Administrative Secretary 3000-3999: Employee Benefits LCFF Base \$246,192</p> <p>Program Specialist Foster Youth Grant 1000-1999: Certificated Personnel Salaries Other \$8,961</p> <p>Program Specialist Foster Youth Grant 3000-3999: Employee Benefits Other \$3,065</p>	<p>Teachers; Note: Program Specialist/Counselor cost included in Action 1E, Probation Officer cost included in Action 1G, Principal cost included in Action 1G 1000-1999: Certificated Personnel Salaries LCFF Base \$485,555</p> <p>Paraeducators, Administrative Secretary 2000-2999: Classified Personnel Salaries LCFF Base \$216,150</p> <p>Teachers, Paraeducators, Administrative Secretary 3000-3999: Employee Benefits LCFF Base \$279,561</p> <p>Program Specialist Foster Youth Grant 1000-1999: Certificated Personnel Salaries Other \$66,612</p> <p>Program Specialist Foster Youth Grant 1000-1999: Certificated Personnel Salaries Other \$20,723</p>
<p>Partner with Yolo Arts to provide arts education programs at DJ and CCCS in the areas of 2D drawing and painting, ceramics, and photography.</p> <p>Implement "A Second Chance Through Music" at all sites.</p>	<p>YoloARTS MOU 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,000</p>	<p>YoloARTS MOU 5000-5999: Services And Other Operating Expenditures Other \$16,834</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide a full day in August 2019 for staff development in the areas of:</p> <ul style="list-style-type: none"> * Edgenuity online program * Trauma-Informed practices review * PBIS strategies <p>Create a year-long calendar of professional development activities and collaboration opportunities for all alternative education staff.</p> <p>Provide a three-day Summer Academy in June 2020 for all alternative education staff to expand culturally relevant curriculum units and collaborative projects.</p>	<p>Teachers Additional Duty 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10,862</p> <p>Paraeducators Additional Duty 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$916</p> <p>Teachers; Paraeducators Additional Duty 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,570</p>	<p>Teachers Additional Duty 1000-1999: Certificated Personnel Salaries Title I \$1,485</p> <p>Paraeducators Additional Duty 2000-2999: Classified Personnel Salaries Title I \$785</p> <p>Teachers; Paraeducators Additional Duty 3000-3999: Employee Benefits Title I \$525</p>
<p>(18-19 LCAP) Provide students 16-18 years old, who are on probation with a high risk of truancy or other probation violations the opportunity to incentivize attendance at school during core instruction and provide job training skills in the areas of construction and carpentry.</p> <p>YCCP is now embedded under Yolo County Career Academy. This action is continuing, however, for 2019/20 it can be found in YCCAs LCAP.</p>		
<p>Continue development of a continuum of Career Technical Education (CTE) and college readiness experiences for youth including soft skills training, personal planning and organization training, field trips to colleges, and guest speakers for students at all YCOE Alternative Education Schools.</p> <p>Research financial literacy curriculum options to teach students to avoid debt, budget with intention, invest, and build wealth. Curriculum slated to be implemented in all YCOE Alternative Education Schools.</p>	<p>Books and Supplies; College Readiness Block Grant 4000-4999: Books And Supplies Other \$2,000</p> <p>Contracted Services; Operating Expenses 5000-5999: Services And Other Operating Expenditures Other \$7,076</p>	<p>Books and Supplies; College Readiness Block Grant 4000-4999: Books And Supplies Other \$0</p> <p>Contracted Services; Operating Expenses 5000-5999: Services And Other Operating Expenditures Other \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Work with the College and Career Readiness Department to update and implement an industry-supported work/career ready certificate in 2019/2020.	This action is included as part of the regular staff duties encompassed in the College and Career Readiness Department Not Applicable \$0	This action is included as part of the regular staff duties encompassed in the College and Career Readiness Department Not Applicable \$0

Goal Analysis

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

The Actions/Services of Goal 3 had \$238,590 dollars spent over the original budgeted amount. This increase is reflective of an increase in personnel costs that are covered from a re-budgeting of funds initially assigned for other goals. Additionally, the total costs in the LCAP exceeded the budgeted amount by \$100,268. This re-budgeting of funds ensured that the majority of the Action/Services were delivered as originally planned.

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

Successes:

- 85% of students had completed an ILP (Individual Learning Plan) prior to March 16, 2020. A challenge was to update their plans during distance learning.
- Yolo Arts provided two teaching artist instructors to provide programming on-site prior to March 16, 2020. During the distance learning our two teaching artists reached out to youth and provided at-home art kits for students to enjoy and earn credit during distance learning.
- The Second Chance Through Music program continued to be provided to youth incarcerated at juvenile hall, both in-person prior to distance learning as well as during distance learning.
- We expanded the use of Edgenuity during the school year and exponentially during distance learning.
- Professional development continued throughout the school year with a focus on culturally responsive/relevant curriculum, social justice, literature, trauma-informed practices, and social-emotional support for students. Once we transitioned to distance learning we focused on professional development on best practices for teaching remotely via Zoom.
- YCCP (Yolo County Construction Program) continued to thrive during the 2019-2020 school year. However, with the onset of distance learning, the afternoon construction program was put on hold.
- All youth earned more credits in the fourth quarter than in the third quarter.

Challenges/Actions not implemented due to the impact of COVID-19:

- The Summer Professional Development Academy scheduled for June 2020 was not held.

Overall Effectiveness:

This goal saw a great deal of success due to the majority of actions being able to continue in some form throughout the 19-20 school year in spite of COVID challenges.

Goal 4

Coordinate the instruction of expelled pupils with the districts in the county so that all students can be placed in an appropriate educational setting.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Placement of Expelled Youth in Yolo County programs per the adopted AB922</p> <p>19-20 Maintain Community School program as an option for 100% of expelled students.</p> <p>Source: AB922 Memorandum of Understanding 2018-2021</p> <p>Baseline Maintain Community School program as an option for 100% of expelled students.</p>	<p>100% of all county expelled youth have the opportunity to attend Cesar Chavez Community School.</p> <p>Source: AB922 Memorandum of Understanding 2018-2021</p>
<p>Metric/Indicator Percentage of LEA's that adopt the AB922 plan</p> <p>19-20 100% of LEA's adopt Yolo County AB922 Plan</p> <p>Source: AB922 Memorandum of Understanding 2018-2021</p> <p>Baseline 100% of LEA's adopt Yolo County AB922 Plan</p>	<p>100% of the LEA's in Yolo County have adopted the AB922 Plan.</p> <p>Source: AB922 Memorandum of Understanding 2018-2021</p>
<p>Metric/Indicator</p>	<p>Expulsion rate 0%</p>

Expected	Actual
<p>Maintain expulsion rate of 0%.</p> <p>19-20 0%</p> <p>Baseline 0%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to implement the County-wide Expulsion Plan. Services provided by::</p> <ul style="list-style-type: none"> • Director of Student Services • Principal of Alternative Education Programs • Vice Principal of Alternative Education Programs • Program Specialist / Counselor 	<p>Cost included in Goal 1 Actions 5 and 7</p>	<p>Cost included in Goal 1 Actions 5 and 7</p>
<p>Continue coordination between YCOE staff and district liaisons for all referrals to YCOE’s community school and independent study programs. Coordination activities include a well-documented referral process, designated points of contact at each LEA, and integration of special education into the YCOE services offerings, and compliance with all placement change requirements for pupils with IEPs (Individualized Education Plan). Services will be provided by the following YCOE Staff:</p> <ul style="list-style-type: none"> • Director of Student Services • Principal of Alternative Education Programs • Vice Principal of Alternative Education Programs • Program Specialist / Counselor 	<p>Cost included in Goal 4 Action 1</p>	<p>Cost included in Goal 4 Action 1</p>

Goal Analysis

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

We used all budgeted funds as planned.

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

Successes:

- YCOE continued to collaborate and support our five school districts within Yolo County in providing a high-quality educational program to expelled youth.
- All expelled youth were provided a program at Chavez.

Challenges/Actions not implemented due to the impact of COVID-19:

- There were no challenges in implementing this action.

Overall Effectiveness:

All youth were served and the MOU was fully implemented. The only change from COVID was a sharp decrease in the number of referred youth in the community school program.

Goal 5

Improve the coordination of services for foster youth (FY) between Yolo County Districts and the Child Welfare Department.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of foster youth receiving Child and Family Team (CFT) services</p> <p>19-20 Increase or maintain percentage of FY receiving Child and Family Team services as measured by quantity of CFT meetings. Baseline data to be established in the 19-20 school year. Source: Locally collected data from CFT meetings.</p> <p>Baseline Establish baseline percentage of foster youth (FY) receiving Child and Family Team services</p>	<p>YCOE received 35 school-age referrals and attended 23 (66%) CFT meetings. In the (35), some CFTs were not scheduled or YCOE did not receive the CFT invite.</p>
<p>Metric/Indicator Percentage of FY at the middle school level with high school completion plans as they transition from middle school</p> <p>19-20 95% of FY will possess a complete high school completion plans as they transition from middle school.</p> <p>Source: Locally collected data from Individual Learning Plan Meetings and data collected from partner districts.</p>	<p>100% of FY completed a high school transition plan.</p>

Expected	Actual
<p>Baseline Establish baseline of percent of FY with complete high school completion plans as they transition from middle school</p>	
<p>Metric/Indicator All identified foster youth will achieve an attendance rate of 10% above baseline percentage.</p> <p>19-20 Decrease chronic absentee rate of FY by district as reported in the California Dashboard.</p> <p>Source: California Dashboard</p> <p>Baseline Establish baseline of identified foster youth attendance rate.</p>	<p>Chronic absenteeism is unavailable in the California School Dashboard for the 19-20 school year.</p>
<p>Metric/Indicator Percent of FY assessed for Social and Emotional Learning (SEL) needs and referred for SEL services.</p> <p>19-20 Support liaisons in the adoption of a Universal SEL screening tool. Data will be reported on the number districts who have adopted a Universal Screening tool for foster youth.</p> <p>Source: District-reported results.</p> <p>Baseline Establish baseline of percent of FY assessed for SEL needs and referred for SEL services</p>	<p>Due to COVID, no universal screening tool was adopted. However, SEL supports for all students were widely expanded to meet the social-emotional needs of students due to the pandemic.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Child and Family Team (CFT), for all foster youth. County and District Liaisons, Social Workers and Counselors will work with Child Welfare Social Workers, Probation Officers, Court Appointed Special Advocate (CASA) Volunteers and/or Educational Rights Holders to assess each student when entering foster care regarding: grades, attendance, Grade Point Average (GPA), test scores, credits and social/emotional health to create a baseline and create a unique service plan.</p>	<p>Program Specialists; Assistant Superintendent Instruction; Foster Youth Grant 1000-1999: Certificated Personnel Salaries Other \$111,453</p> <p>Program Specialists; Assistant Superintendent Instruction; Foster Youth Grant 3000-3999: Employee Benefits Other \$36,709</p> <p>Supplies; Foster Youth Grant 4000-4999: Books And Supplies Other \$5,000</p> <p>Contracted Services; Travel & Conferences; Foster Youth Grant 5000-5999: Services And Other Operating Expenditures Other \$12,947</p>	<p>Program Specialists; Assistant Superintendent Instruction; Foster Youth Grant 1000-1999: Certificated Personnel Salaries Other \$66,682</p> <p>Program Specialists; Assistant Superintendent Instruction; Foster Youth Grant 3000-3999: Employee Benefits Other \$20,737</p> <p>Supplies; Foster Youth Grant 4000-4999: Books And Supplies Other \$10,348</p> <p>Contracted Services; Travel & Conferences; Foster Youth Grant 5000-5999: Services And Other Operating Expenditures Other \$44,633</p>
<p>Middle and High School Counselors will collaborate to assure that all incoming 8th graders identified as foster youth will have a college preparatory high school completion plan. This plan will be tracked 3 times per year by School Counselors with assistance from the district liaisons.</p>	<p>Cost Included in Goal 5 Action 1</p>	<p>Cost Included in Goal 5 Action 1</p>
<p>Part of the Child and Family Team (CFT) process is to orchestrate a tracking system for attendance. District Liaisons will query attendance for foster youth beginning with the second week of school, and continue at regular intervals throughout the school year. Notifications of attendance will be made to foster parents and Child Welfare Social Workers, as well as the Child and Family Team group monitoring students.</p>	<p>Cost Included in Goal 5 Action 1</p>	<p>Cost Included in Goal 5 Action 1</p>
<p>All Foster Youth when entering care will be identified and assessed for social/emotional needs by the Child and Family Team partners. Social/emotional services may include but are not limited to 2nd Step Curriculum Lessons or Groups, BEST/PBIS services, counseling, therapy, and referrals to community-based services.</p>	<p>Cost Included in Goal 5 Action 1</p>	<p>Cost Included in Goal 5 Action 1</p>

Goal Analysis

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

The Actions/Services of Goal 5 had \$23,709 less in actual expenditures. The majority of the Action/Services were delivered as originally planned.

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

Successes:

- The FYSCP is now on the CWS CFT distribution list which notifies all partners of CFT referrals and provides scheduling dates/times. This has caused an increase in educational representation at CFTs proving successful in coordinating care for foster youth.
- Information shared through CFT's has proven successful in maintaining educational placement, providing early notification if educational placements are changing, exchange of pertinent educational information (timely transfer of records, best-interest determination, etc.), and connection to SpEd services.
- HS completion plans are well coordinated with several opportunities for youth to receive college and career readiness transition support.
- HS completion plans now incorporate services from the CA Foster Youth Initiative Americorps program including mentorship, academic mentorship, life skills, college and career readiness, financial literacy, and job skills.
- Guidelines under the Integrated Core Practice Model have proven successful in building a cross-system collaborative environment that allows for core services providers and LEAs to better support the educational and social-emotional needs of foster youth.
- CA Foster Youth Initiative Americorps program has allowed for an additional layer of support to be provided to foster youth thus increasing referrals and linkages to community-based organizations.
- Continued training and advocacy among educators and liaisons have provided essential information on how to best meet the needs of foster youth.
- Implementation of all actions has allowed for better communication and collaboration among community partners, LEAs, probation, and CWS.
- Creativity among LEA's to increase and recognize attendance for foster youth

Challenges/Actions not implemented due to the impact of COVID-19:

- Due to COVID, services, and supports had to shift to virtual interactions and meetings. This created a disruption to services and supports.
- Issues with access to technology, including wifi, caused issues for foster youth, families, and caregivers to engage in CFTs.
- Early on decrease in attendance for foster youth as we shifted to distance learning.

- Slow start to transitioning social and emotional supports to a virtual platform (counseling, therapy, etc.).

Overall Effectiveness:

The county coordination of care for foster youth saw great strides in increased collaboration and coordination of services. Specifically, we saw an increase in the level of participation by our partners during our stakeholder engagement sessions as well as the increased flow of information to ensure seamless transitions for youth in foster care. We continue to need to improve in the areas of having educational representation at Yolo County Child Family Team meetings and will be focusing on this work for the coming year.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Acquisition of personal protective equipment.	\$150,000	\$86,406	No
Acquisition of additional sanitation supplies.	\$25,000	\$25,000	No

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

Costs for PPE and sanitation supplies came in \$63,593 less than projected. PPE and sanitation supplies were provided to all staff and students in alignment with state and local health ordinances.

Analysis of In-Person Instructional Offerings

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

Successes:

- We were able to reopen our doors to students on March 1st, 2021 for in-person instruction.
- Teachers and students were both appreciative that they were able to continue with the same instructional cohorts whether they were on distance learning or in-person.
- Students returning to campus were excited to reengage with their learning community.

Challenges:

- Students returning to in-person instruction had a wide range of experiences in distance learning. These differences required intensive customization of the classroom curriculum and academic supports.
- The impacts on the social-emotional health of students surfaced as they re-normalized to the classroom setting. Some parents requested that their students return to distance learning due to underestimation of their students' anxiety in returning to school.
- We experienced significantly decreased enrollment and attendance.

Overall Effectiveness:

We experience ongoing challenges with attendance and enrollment with our most "at-promise" youth. Specifically, we see a direct correlation between attendance, engagement, and a student's ability to earn credits towards graduation. We will be focusing on leveraging increased one-time grant funding to provide more social-emotional, and behavioral supports as our students continue to experience increased anxiety and fear around reentering the physical learning space.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Further support student technology acquisition including licenses for 330 Chromebooks and 110 hotspots to augment the broad deployment of existing hotspots and Chromebooks in place.	\$10,886	\$10,887	No
Purchase curriculum that aligns with YCOE's commitment to culturally responsive pedagogy that includes flexible (both synchronous and asynchronous) online curricular offerings including Reading with Relevance, Agile Mind Math, Edgenuity, NewsELA (English Language Arts, Social Studies, Science), and teacher embedded lessons via Google Classroom	\$57,178	\$96,090	No
Targeted professional development opportunities for staff including: Google Classroom, ZOOM, Youtube, Trauma-informed Practices, Distance Learning Playbook.	\$94,563	\$66,495	Yes
Participate in the Yolo County Positive Behavior Intervention and Supports (PBIS) consortium to develop and implement an appropriate PBIS model for distance learning.	\$500	\$429	Yes
Student at-home learning supports including but not limited to such items as: student engagement and response tools, calculators, rulers, writing utensils, etc.	\$3,000	\$4,700	Yes
Staff technology acquisition including, laptop, docking station, monitor, keyboard and mouse, to ensure staffs' ability to host online learning spaces both at the school site and in a home office. This cost would encompass purchasing technology packages for 74 certificated staff members.	\$210,654	\$231,804	Yes

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

Costs for these actions came in at \$33,626 more than projected. We realized significantly more in expenditures for curriculum and technology as we pivoted to a distance learning environment. We had less in professional development as many of our staff focused on refining their distance learning pedagogy, and many of the other offerings being low or no-cost to the organization.

Analysis of the Distance Learning Program

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

Access to Devices and Connectivity:

Successes: Due to an early investment in 1:1 classroom technology, in 19-20 staff was able to quickly repurpose classroom devices for distance learning. With this pivot in place in the previous year, students were able to begin 20-21 with devices and connectivity with few interruptions. A significant shift from 19-20 was staff receipt of updated instructional technology to better conduct distance learning education. This has allowed our programs to be agile and responsive in meeting student needs. It also has prepared us to respond to any future challenge that may warrant distance learning like smoke days.

Challenges: We continued to experience challenges in ensuring student connectivity due to one of our service providers struggling to provide bandwidth to their hotspots in certain geographic areas. We were able to overcome these challenges by partnering with another service provider to cover students who were experiencing difficulties connecting. By early 20-21, we were able to resolve any connectivity issues.

Pupil Participation and Progress:

Successes: When examining our data from distance learning, 66% of our students were "successful" in a distance learning environment. This was measurement was based on whether or not students earned the equivalent or more credits in comparison to a traditional learning environment.

Challenges: Students who were struggling pre-pandemic had their challenges exacerbated and fell behind at a more rapid pace than usual. Additionally, many students struggled with finding an appropriate/safe learning environment in their homes. Further investigation into root causes with stakeholders revealed that our students struggle with organization and time management skills. Combined these challenges impacted students' ability to earn credits. This ultimately resulted in students disengaging from education in spite of the heroic efforts of our staff.

Distance Learning Professional Development:

Successes: All certificated staff participated in The Distance Learning Playbook professional development in August 2020. Another area of focus was social-emotional learning. Our staff participated in a tri-county Social-Emotional Community of Practice. These two areas became the main focus areas for our staff development throughout the pandemic.

Challenges: We had grand designs to offer a wide array of professional development opportunities but ultimately needed to focus on specific areas as we recognized the impact of the pandemic on our staff and the need to focus on specific areas.

Staff Roles and Responsibilities:

Successes: During the pandemic, our staff pivoted to a case management model whereby staff attempted or made daily contact with each student. This allowed us to connect students and their families to school and community resources in a timely manner.

Challenges: Some staff found it difficult to engage with students who refused to turn on their cameras or chose to not participate altogether.

Support for Pupils with Unique Needs:

Successes: All of our students are pupils with unique needs and our individualized approach to meeting the needs of students translated well into the distance learning environment.

Challenges: Many of our students struggled outside of a structured environment. Additionally, we needed to work with our Special Education and SELPA partners to ensure students with IEPs received their services in line with current guidance.

Overall Effectiveness:

While two-thirds of our students maintained or exceeded their previous levels of success, the others completed minimal academic work. We are pleased that our students maintained their connections to the staff so we could ensure their welfare, but ultimately there is no substitute for having our students on our campuses with our staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Contract with local agency to provide a social worker to support students and families struggling during this pandemic. This individual will offer "wrap-around" support to connect students and families to community resources.	\$62,230	\$62,230	Yes
Provision of a mental health therapist to supplement targeted social emotional and therapeutic services support to students and families.	\$26,000	\$25,016	Yes
Expanded services provided by a classified staff to provide transportation, translation, and student support services to students and families identified by the student engagement team.	\$110,000	\$79,307	Yes
Support staff technology acquisition including 67 Chromebooks and licenses to ensure support staff are able to provide support services on site or in a home office setting.	\$22,775	\$21,941	Yes
Provision of a .2 FTE Coordinator of Foster Youth, Homeless, and Mental Health services to coordinate targeted social and mental health services.	\$28,000	\$23,779	Yes

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

Costs for these actions came in at \$36,732 less than projected. This cost savings was mostly realized in lower transportation costs due to extended school closures. These savings were applied to actions in Goal 2.

Analysis of Pupil Learning Loss

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

Addressing Pupil Learning Loss
Successes:

- We are proud of the work we were able to accomplish by tracking attendance, participation, progress reports, and credit completion to track learning loss. Specifically, we wanted to ensure students maintained or improved their progress towards graduation.
- Sixty-six percent of our students maintained or improved on their previous credit completion rate.

Challenges:

- While we were excited by our successes with the vast majority of students, those that fell behind earned little or no credits at all. This is reflective of the struggle to engage academically while navigating the challenges presented by COVID. Even post-COVID, many students who fell behind struggled to reengage in a learning environment, even when offered physically.
- Some parents expressed fear of their students either not graduating or dropping out of school altogether.

Effectiveness of Addressing Pupil Learning Loss

Overall, we were able to address learning loss for the majority of our students. However, for the third that we were unable to engage, we are still exploring ways to reengage them in their learning.

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes:

- We were able to provide Mental Health and social-emotional support through partnerships with support from community and LEA partners. Communicare was able to provide targeted mental health supports for referred youth.
- Porch visits, text messages, phone calls, emails, curriculum drop-offs at homes, deliveries of snacks, and small gestures of support ensured that students retained those "touchpoints" with our program regardless of their circumstances. This allowed us to identify you in need of community support services.

Challenges:

- Although the Mental Health Therapist and Communicare counselors worked in tandem to support our youth, many parents students expressed frustration, feelings of isolation, and anxiety-like feelings during distance learning.
- Unfortunately for our community, we experienced some community violence and lost three youth (current as well as recent graduates) to gun violence. Their deaths sent shock waves throughout the community and impacted our school community significantly.

Analysis of Pupil and Family Engagement and Outreach

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

Successes:

- Those parents/guardians that staff was able to engage with on a regular basis expressed appreciation for the support and ongoing communication.
- All of our students were contacted weekly and/or daily by staff.

Challenges:

- The availability of some parents/guardians during distance learning presented a challenge when staff attempted porch/home visits as well as phone calls, text messages, or emails.
- Some parents/guardians struggled to find ways to support their children during distance learning.
- Our youth represents all aspects of our community. Unfortunately for many of our youth their lives outside of school are chaotic, insecure, and unstable. This was reflected in the feedback from youth and families indicated that having a safe and appropriate setting to study remotely was a significant challenge. Adequate seating, lighting as well as essential adult support was often lacking for many of our youth.

- Staff expressed concerns about delivering a high-quality online program with minimal training and/or time to prepare. They relied heavily on Edgenuity as we transitioned to distance learning in March 2020.
- Attendance and work completion were a challenge for many students. Parents expressed their frustrations regarding their child's motivation, willingness to participate as well as their abilities to support their children in completing assignments.
- Most of our students expressed that they did not like distance learning, they missed the social-emotional support school provided them, and they missed the stability of a daily routine and schedule that school provided.
- Parents did express their appreciation for consistent and frequent communication with them as well as their youth.

Analysis of School Nutrition

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

Successes:

- 100% of students were able to access meals from their district of residence.
- Our team communicated meal locations to all of our students.
- At the LEAs, the traditional menu and production models used during the in-person school year were transitioned from bulk prepared hot meals to individually wrapped frozen meals, designed, and packaged for Grab-n-Go service.
- This format has proven successful in providing nutritious meals to all students, especially those facing food insecurities during the school closure.

Challenges:

- Based on input from our districts, the challenges facing School Nutrition during the 2020-21 school year largely revolved around a significant drop in daily program participation and loss of local revenues derived from student sales.
- While labor costs remained unchanged, the availability of team members needed to produce Grab-n-Go meal service declined due to COVID-19 related health concerns of higher risk team members.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	There are no additional actions to include in this section.	N/A	N/A	No

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

As no costs were budgeted, there were no substantive differences between the planned actions and what was implemented.

Overall Analysis

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

Lessons learned:

Lesson 1: Having an established online curriculum (Edgenuity) was vital for credit recovery as well as pivoting between in-person learning and distance learning. Our students were able to transition to fully online learning within a week when the pandemic closed our campuses.
 Reflection: Implement the continued use of Edgenuity through investment in Educational Technology. (Goal 4 Action 6)

Lesson 2: Having student Chromebooks already in use on-site allowed for the students to obtain a home-use Chromebook within a week when the pandemic closed our campuses.
 Reflection: Student devices need to be purchased and upgraded regularly. (Goal 4 Action 6)

Lesson 3: The daily use of Zoom will provide additional options for meeting with youth when Independent Studies is a program offering in 2021-22.
 Reflection: One-on-one meetings with youth in Independent Studies may be held in-person or virtually which will allow more access to students and opportunities for additional support (Goal 1 Action 1).

Lesson 4: After a year of online learning, students have strongly expressed their desire for more hands-on learning opportunities on campus.

Reflection: Students want/need to be physically active and engaged in their learning which will guide our work in the 2021-22 school year. (Goal 1 Action 6-7)

Lesson 5: Mental Health support, mindfulness, focusing on positive relationships, etc. were keys to success for students during the 2020-21 school year.

Reflection: Continue to provide social-emotional learning supports to all students and staff. (Goal 2 Action 5)

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

The staff continues to examine the credits earned from both the last and current school year, data from our Renaissance Assessment System, and curriculum-based assessments for English, Math, and ELD to create a list of students who are at risk of learning loss. These assessments are given at a minimum of once per quarter, especially in ELA, ELD, and Mathematics. These assessments are analyzed by support and teaching staff to design and provide targeted interventions such as one-on-one tutoring, home visits, or resources from one of our partner community agencies. Additional credit recovery opportunities and additional individualized staff attention will be prioritized in the 2021-24 LCAP. The lessons learned from the LCP are led to the development of LCAP goal 4 for the 2021-2022 school year. This goal examines how we will leverage additional funding to create supports for students in the coming years.

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

Throughout the whole LCP, only \$42,021 less was spent in contributing actions and services. This equates to an 8% difference in total contributing expenditures which is non-substantive.

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

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

Thoughts / Reflection:

Lesson 1: Having an established online curriculum (Edgenuity) was vital for credit recovery as well as pivoting between in-person learning and distance learning. Our students were able to transition to fully online learning within a week when the pandemic closed our campuses.

Reflection: Implement the continued use of Edgenuity through investment in Educational Technology. (Goal 4 Action 6)

Lesson 2: Having student Chromebooks already in use on-site allowed for the students to obtain a home-use Chromebook within a week when the pandemic closed our campuses.

Reflection: Student devices need to be purchased and upgraded regularly. (Goal 4 Action 6)

Lesson 3: The daily use of Zoom will provide additional options for meeting with youth when Independent Studies is a program offering in 2021-22.

Reflection: One-on-one meetings with youth in Independent Studies may be held in-person or virtually which will allow more access to students and opportunities for additional support (Goal 1 Action 1).

Lesson 4: After a year of online learning, students have strongly expressed their desire for more hands-on learning opportunities on campus.

Reflection: Students want/need to be physically active and engaged in their learning which will guide our work in the 2021-22 school year. (Goal 1 Action 6-7)

Lesson 5: Mental Health support, mindfulness, focusing on positive relationships, etc. were keys to success for students during the 2020-21 school year.

Reflection: Continue to provide social-emotional learning supports to all students and staff. (Goal 2 Action 5)

Lesson 6: Staff positive relationships with youth were clearly recognized as a strength during distance learning.

Reflection: Ensure a low staff-to-student ratio to support individualized student supports. (Goal 1 Action 9).

Lesson 7: Motivational strategies were a consistent topic of discussion in terms of engaging youth during distance learning.

Reflection: Continue to train staff and implement PBIS (Goal 2 Action 3)

Lesson 8: Students need support in tracking their individual progress towards graduation to achieve their goal(s).

Reflection: Implementation of "Get Focused Stay Focused" Program to teach these skills to students (Goal 1 Action 6)

Lesson 9: Emphasis needs to be given to transitional planning when students either graduate or become ineligible for the program due to age.

Reflection: Implementation of "Get Focused Stay Focused" Program to create and support transition plans (Goal 1 Action 6)

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,934,820.00	2,035,088.00
	0.00	0.00
LCFF Base	864,519.00	992,881.00
LCFF Supplemental and Concentration	383,426.00	379,502.00
Lottery	5,000.00	0.00
Not Applicable	0.00	0.00
Other	214,184.00	316,327.00
Special Education	225,101.00	175,185.00
Title I	242,590.00	171,193.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,934,820.00	2,035,088.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	927,633.00	1,063,765.00
2000-2999: Classified Personnel Salaries	294,592.00	339,391.00
3000-3999: Employee Benefits	493,088.00	433,591.00
4000-4999: Books And Supplies	21,068.00	18,221.00
5000-5999: Services And Other Operating Expenditures	174,718.00	130,758.00
5800: Professional/Consulting Services And Operating Expenditures	23,721.00	49,362.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,934,820.00	2,035,088.00
		0.00	0.00
	Not Applicable	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	395,120.00	491,927.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	233,716.00	233,315.00
1000-1999: Certificated Personnel Salaries	Other	126,534.00	154,017.00
1000-1999: Certificated Personnel Salaries	Special Education	93,560.00	82,930.00
1000-1999: Certificated Personnel Salaries	Title I	78,703.00	101,576.00
2000-2999: Classified Personnel Salaries	LCFF Base	167,809.00	218,641.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	20,356.00	22,232.00
2000-2999: Classified Personnel Salaries	Special Education	55,628.00	48,167.00
2000-2999: Classified Personnel Salaries	Title I	50,799.00	50,351.00
3000-3999: Employee Benefits	LCFF Base	247,387.00	281,940.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	85,440.00	67,560.00
3000-3999: Employee Benefits	Other	41,127.00	20,737.00
3000-3999: Employee Benefits	Special Education	61,046.00	44,088.00
3000-3999: Employee Benefits	Title I	58,088.00	19,266.00
4000-4999: Books And Supplies	LCFF Base	8.00	373.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	7,500.00	0.00
4000-4999: Books And Supplies	Lottery	5,000.00	0.00
4000-4999: Books And Supplies	Other	7,000.00	17,848.00
4000-4999: Books And Supplies	Special Education	1,560.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	54,195.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	26,000.00	7,033.00
5000-5999: Services And Other Operating Expenditures	Other	39,523.00	123,725.00
5000-5999: Services And Other Operating Expenditures	Title I	55,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	10,414.00	49,362.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	Special Education	13,307.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	872,842.00	759,843.00
Goal 2	46,229.00	44,615.00
Goal 3	849,640.00	1,088,230.00
Goal 5	166,109.00	142,400.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$175,000.00	\$111,406.00
Distance Learning Program	\$376,781.00	\$410,405.00
Pupil Learning Loss	\$249,005.00	\$212,273.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$800,786.00	\$734,084.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$175,000.00	\$111,406.00
Distance Learning Program	\$68,064.00	\$106,977.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$243,064.00	\$218,383.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$308,717.00	\$303,428.00
Pupil Learning Loss	\$249,005.00	\$212,273.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$557,722.00	\$515,701.00



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yolo County Office of Education	Micah Studer, Ed.D. Interim Associate Superintendent of Educational Services	micah.studer@ycoe.org 530.668.3775

Plan Summary [2021-22]

General Information

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

Yolo County is located in the northern portion of the state of California. The county is relatively rural with a population of approximately 213,000. Located in the heart of northern California's farming community nestled in between the Central Valley and the Sacramento River Delta, Woodland has been the county seat since 1862 and is roughly 20 miles west of California's state capitol of Sacramento. Woodland is also home to the main Cesar Chavez Community School campus and Dan Jacobs Court School.

Cesar Chavez Community School was established in 2015 and is accredited through the Western Association of Schools and Colleges. The campus in Woodland serves on average 40-50 students at a site that is approximately 3 acres owned by Yolo County Office of Education which includes 6 buildings. The Yolo County Office of Education's Alternative Education program operates two school campuses in Yolo County. The Cesar Chavez Community School (CCCS) is an accredited, public high school with a campus located in Woodland and. The school provides a small learning environment, counseling, and other social services as well as opportunities to make connections between what is learned in school and the world of work. All students attending the CCCS are on formal or informal probation.

Spend a day at Cesar Chavez Community School and you will feel an immediate sense of community, care, and resilience. Students come to Chavez with a myriad of past traumas and struggles - and everyone works together to ensure that a safe space is created for every student individually and as a collective. While many people looking in at our school see troublemakers and juveniles destined for prison; inside these walls, we strive to reclaim our narrative and reject the school-to-prison pipeline that has been laid out.

“Principal Gerhart never gave up on me and is kind of like a mother to me.” Said recent graduate M.O., before going on to list the other teachers and staff that have played a role in his successes - “They just don’t give up on you so easily. I never really had teachers motivate me like that and care about me before Chavez.” M.O. has been on probation, in and out of Juvenile Hall from the age of nine, and dismissed from every school he has ever attended. Since being at Chavez, M.O. has not returned to Juvenile Hall, he has stayed off of probation, and he has officially completed his credits for graduation. M.O. has also found his voice as a leader in his community through his love for boxing and his work with Brown Issues - an organization on campus that encourages students to be agents of change in their communities by furthering their education and getting involved in the political process on all levels. Since completing his credits, M.O. has been volunteering on campus to assist staff in any way possible, and hopes to work for the school one day. “I want to make the rest of the students here understand what I went through, to show them a better way and help them graduate too”.

The community of support that has been built on this campus by the school’s staff is unlike any in the area, and you feel it the second you set foot on campus. The C.A.R.E. logo, painted by students and staff on a wall entering the school serves as a reminder for everyone about the values that staff hopes to instill in all those who come on to this campus. Showing COMPASSION for those around you, self- AWARENESS and awareness of the world around us, taking RESPONSIBILITY for your actions in order to move forward and striving for EXCELLENCE in everything you do.

“When we look around our classrooms, we don’t see students who have failed in school, but rather countless schools that have failed to meet the needs of our students,” says one staff member. There are other high schools in the area that are struggling with 30-40 students in many classrooms. That type of environment makes it difficult to focus and learn for a lot of students, and impossible for them to get individual help when they need it. The environment that has been built at Chavez utilizes the strengths of teachers, paraeducators, counselors, volunteers, administration, and community partners to make sure that every student gets the attention and instruction that they need.

“School was always confusing and I didn’t get a lot of help at other schools. The thing that has helped me the most is the 1-on-1 help at Chavez, there’s always someone to talk to no matter what.” Said A.H., a recent graduate of Cesar Chavez. “I have a young daughter, and the whole time I was there, they tried to get me ahead somehow. I need to graduate for sure. I need to go to college and find out what I want to do with my life. For me, and for her.” Whether it’s Community College, University, vocational training, or the military - students are constantly presented with opportunities to shape their future.

“Students come to us with habits that may or may not be in their best interest,” says Principal Gerhart, “we are trying to set up a system that instills an atmosphere of respect and hard work which then translates to overcoming credit deficiencies, better behavior choices, and ultimately, graduation.

“It all starts with showing them that we care unconditionally.” Principal Gerhart

Dan Jacobs School in the Yolo County Juvenile Detention Center is also an accredited, public high school offering education year-round to youth detained in the facility. Students have classes in the core subjects and physical education. The credits are transferable to their home school when they are released. Staff at the CCCS and Dan Jacobs School actively collaborate together with other agencies to ensure students have a smooth transition back into the community and can pursue their academic goals. Dan Jacobs received its initial accreditation in June 2017 and is scheduled for a full visit in Spring 2022.

Reflections: Successes

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

Through the review of local data and stakeholder feedback, the following greatest areas of progress have been identified:

- The Alternative Education program is a high priority for the Yolo County Board of Trustees, and their actions reflect the support for the instructional programs at Cesar Chavez Community.
- The Alternative Education programs and staff have created and built strong relationships with community partners and agencies such as; Yolo Arts, Yolo County Probation, Communicare, Yolo County Health and Human Services, California Endowment, Davis Culture C.O.-O.P., Sacramento Area Youth Speaks, GPS Social Enterprises and Yolo County Public Defender's Office.
- The school's Principal, Youth Advocate, on-site staff, and the College and Career Readiness staff are committed and dedicated to the educational services and successes of our youth and have created a strong and positive engagement between students and staff in general and in the classroom activities.
- The school's bi-monthly collaborative meetings provide faculty a continuum to discuss program needs, instructional materials needs, and/or concerns or questions.
- There is a unified agreement on the school's Vision and Mission Statements, and the School Learner Outcomes authentically meet the needs of all students.
- There is a highly collaborative environment for decision-making and a shared understanding of curriculum delivery between administration and faculty. Our Professional Development days are scheduled throughout the year on Wednesday afternoons and have given our teachers and staff a chance to collaborate with community leaders and partners to better serve our youth. The Yolo County Office of Education also provides opportunities for staff development for alternative education school administration and faculty.
- The Cesar Chavez Community School had 17 students who met graduation requirements for the school year 2019-2020, and Dan Jacobs had 1 student who met graduation requirements.
- Staff were able to reduce the suspension rate indicator from Red (20%) to Orange (19%) for Cesar Chavez.

Building on Our Success:

- In order to build on the current success we are experiencing in our programs, we will strategically plan, design, and implement a variety of systems, programs, and approaches, based on student data and staff and stakeholder input, to ensure that our services and actions are aligned with our YCOE and school mission, vision, and core values, site School-wide Learning Outcomes (SLO's), and leverage our collaborative decision-making process. We will also braid one-time grant funding with LCFF funding to ensure maximum impact for our students through LCAP Goal 4.

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.

The following needs have been identified through the review of state data, local data, and stakeholder feedback:

- Our Graduation Rate for CCCS high school completion in 2019-20 was 73%. Our College and Career Readiness data shows that 0% of our students were identified as prepared (Dataquest 2019-20). This year we are committed to having students earn industry-recognized work-ready certificates and increased enrollment in post-secondary options in addition to strengthening our academics offerings.
- Our Chronic Absenteeism rate was 89.8% in 2019-20 (Dataquest 2018-2019). YCOE will continue to provide engaging programming that emphasizes culturally relevant and authentic learning experiences in addition to a system of support that promotes student attendance.
- Our Suspension Rate was 9.8% (Dataquest 2019-20). While YCOE recognizes that we are serving students who face many barriers, YCOE is committed to only suspending students when they pose an immediate threat to themselves or others around them.
- Student support needs include establishing and implementing a multi-tiered system of support for youth (including collaboration with agency and business partners). This includes developing a robust and well-articulated youth transition system, taking into consideration community dynamics, substance abuse, teen parenting, and higher education challenges.
- Curriculum needs include developing and implement a rigorous and meaningful curriculum and increasing student engagement through the implementation of culturally relevant curriculum units.
- Family engagement is critical to student success. We need to create trusting partnerships with families by engaging parents consistently to address school-level needs and concerns regarding their children and how to support their academic success and their social-emotional well-being.
- A key element to addressing these needs is the need to maintain a stable, consistent, and skilled teaching and support staff.
- The steps to address these areas of need include but are not limited to: developing and sustaining capacity-building plans to increase instructional and leadership staff efficacy in support of youth development and transitions; implementing communication and outreach practices to engage and empower parents; and engaging partner agencies, youth, and families in decision-making models that increase communication across systems and engage them as partners.

Performance Gaps:

Dashboard:

- There are no Performance Gaps Identified in the CA School Dashboard

Locally Identified Gaps:

- The use of Individualized Learning Plans, and data collection from those plans, is an area of focus, and a primary focus as these documents serve as the primary resource to coordinate programs and services for youth and facilitate communication across systems.
- Individual attendance rates need to increase significantly if youth are to attain success. Our target for youth at Cesar Chavez Community School is 75% and Dan Jacobs at 95%.

- Youth self-regulation, pro-social behavior, and self-advocacy need to occur on a consistent basis as a demonstration of personal growth and readiness for life beyond high school. Designing and implementing successful transition supports in collaboration with community partners remains an area of focus for the next several years to maintain care and programming regardless of the context within which we are serving our students.

The steps YCOE is taking to address the identified performance gaps include, but are not limited to the following: providing transportation services for youth, employing a Youth Advocate at our community school site to assist with mentorship, and partnering with other agencies to complement the educational services we provide. We have implemented a Multi-tiered System of Support to address the academic, social-emotional, and behavioral needs of the youth we serve. This includes partnering with outside agencies to ensure that a culturally relevant curriculum is available and delivered to increase student engagement and credit completion.

LCAP Highlights

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

- Our LCAP captures our team’s efforts to increase academic achievement by responding to the academic needs of our youth, as well as the material conditions of their lives. The primary driver of our work is the relationships our team develops with the youth we serve. The 2021-2024 LCAP reflects our belief that we develop and capitalize on these relationships in significant ways through trauma-informed and restorative practices, the effective use of data, trusting partnerships with families, strong collaborative partnerships with other agencies, systems development, attending to the individual and collective needs of our youth, and focusing on the transitions our youth are constantly making.
- Our students have experienced pervasive trauma injuries involving shootings and stabbings in the community, and numerous youth experiencing violence, substance abuse, homelessness, and food insecurity. In addition, some have been removed from home and others have been investigated by Health and Human Services Agency (HHSA) Child Welfare Services (CWS). School attendance and student engagement have improved across our sites, the community has responded favorably to the restructured program, our annual family and community events were well-attended, and our art program has flourished. In addition, Brown Issues has provided exceptional educational and enrichment opportunities for the youth. Brown Issues is a youth leadership organization that empowers the youth of color to understand what is happening in the world and how they can make an impact. In addition, two of our youth are co-enrolled with Woodland Community College.
- As a result of our Goals, Actions, and Services, our programs are designed to do the following: engage youth in a meaningful and rigorous education program; identify and effectively address academic learning opportunities, including credit recovery; address issues associated with gang involvement, substance abuse, and non-pro-social behaviors; meet the distinctive educational needs of special needs students; address the socio-emotional needs of at-risk youth; improve family and community partnerships; impact a highly trained and effective teaching and support staff with a culturally relevant focus.

- Goal 4 was created to create transparency and accountability in YCOE's use of one-time grant funding that has been awarded to overcome the effects of the pandemic.

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.

Dan Jacobs School is the only YCOE operated school that is eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

Dan Jacobs School is the Yolo County Court School and provides educational services to detained youth at the Yolo County Juvenile Detention Facility. Current projections for youth in this facility are between 1-3 youth on any given day. This is a drastically reduced number of youth detained in the facility which saw a high 37 Census Day enrolled youth in 16-17 to just 14 in the 19-20, and just one youth for the majority of 2020-2021. The average attendance at this point in the year is a little over 1 student. This drastic decline in the number of students is something to be celebrated and yet has significantly impacted the types of services that the school is able to provide.

Using this as the stage for planning the Comprehensive Support and Improvement (CSI) plan which will be articulated in the Single Plan for Student Achievement (SPSA), the leadership team will be endeavoring to address this resource inequity by bridging supports to ease the impact of the declining enrollment as well as to construct a plan that ensures quality educational services for all detained youth. Examples of these supports include ensuring access to support staff, access to supplemental curriculum, and access to other quality evidence-based programs such as Reading with Relevance which is a Collaboration for Academic, Social, and Emotional Learning (CASEL) certified program. These supports are needed to provide a high-quality educational experience for the students of Dan Jacobs. If the one-time funds were unavailable, many of these supports would cease to be available.

This SPSA will be crafted using the most recently available data in collaboration with our School Site team as a stakeholder group. A targeted team consisting of our partners at Yolo County Probation will also be collaborating with us to look at long-term sustainability and planning efforts as the plan is developed. The data that will be considered are somewhat unique in that we will be looking at each students' needs on an individual basis and assessing the support structures for our long-term detained youth as well as youth that are only with the school for a few days.

Monitoring and Evaluating Effectiveness

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

Yolo County Office of Education will be considering multiple measures for successful school improvement including:

1. Credit Attainment- Credits earned by the student
2. Graduation Rate/Progress- Rate at which a student progresses academically towards graduation
3. Academic Engagement- A combination of both attendance and engagement as measured by the engagement template released this year.

These measures will be monitored regularly by the site and county office leadership teams as part of the continuous improvement process. Data regarding outcomes will be shared and discussed with stakeholder groups as part of both the 2021-2022 SPSA and 2021-2024 LCAP processes beginning in January. Both documents are scheduled for adoption in July of 2021.

Stakeholder Engagement

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

We met with the following groups as a part of the stakeholder engagement process, where they participated in conversations regarding successes and identified needs for the past school year.

- Student Stakeholder Groups- 03/09/2021 and 03/11/2021
- Community Stakeholder Group- 03/16/2021
- Staff (Including Administrators, Teachers, Local Bargaining Units, and other School Staff)- 02/17/2021 and 03/31/2021
- School Site Council - 02/18/2021 and 02/24/21
- SELPA Consultation- 02/17/2021 and 03/31/2021
- Parent Advisory Committee- 02/18/2021 and 02/24/21, 06/01/2021
- English Learner Parent Advisory Committee- 02/18/2021, 02/24/21, 06/01/2021
- Posting for Public Comment- 05/28/2021
- Public Hearing- 06/08/2021

This feedback was organized into categories of successes and needed emphasis and was considered a foundation for developing our goals and actions.

A summary of the feedback provided by specific stakeholder groups.

Student Stakeholder Input:

Successes:

- Student Support: Students feel safe on campus. They believe that the staff cares and believes in youth. There is always someone to talk to and provide individual help. They can even contact staff outside of school hours. Students appreciate access to Communicare without questions asked. They appreciate having a Youth Advocate to talk to and request help from.
- Teaching and Learning: They appreciate the small class sizes with additional adults in the classroom, the shorter school day (compared to the high schools), mindfulness activities, and the use of the Edgenuity online program for credit recovery. Students appreciate the Chromebooks and Wi-Fi hotspots that enable distance learning and individual online learning. They like the Yolo County Career Preparation Program – they liked the construction focus last year and the digital media and arts programs this year; celebration activities such as the Dutch Bros Drinks, BBQ's, and the You Are Awesome Incentive Program; and the Brown Issues program, mentors, field trips, topics for discussion, etc.

Identified Needs:

- Students would appreciate a greater focus on career information and planning such as resume writing, cover letters, field trips, “How do I get a job?” They request increased activities and guidance on goal setting, i.e. “What do I do after I graduate?”
- To support student learning, additional tutorial help is needed; and students would like more PE programs/activities and indoor spaces to eat lunch when it is cold or wet outside.

Staff (Including Administrators, Teachers, Local Bargaining Units, and other School Staff) and SELPA Consultation Stakeholder Input Successes:

- Distance Learning provided a positive modality for many, including course completion efficiency. Technology supplies were acquired, distributed, and supported quickly. Support was provided to students (Chromebooks, hotspots, supplies/materials) in a timely manner. Implementation of unfamiliar platforms proceeded as seamlessly and solidly as possible (including Zoom and interactive digital tools) with students and staff.
- Lessons were adapted to a distance learning environment, and creating breakout rooms for more 1 on 1 attention when needed was a successful strategy for student support and learning.
- Attendance for “Core” kids (the ones that bought into DL) are attending regularly. We found that we were reaching the same students as prior to COVID. At Dan Jacobs zoom participation is about 50% and those participating are very engaged. Staff was able to identify students absent 3+days and make contact/communication.
- Communication and collaboration were more frequent and effective. There was an increased frequency of communication among staff, with guardians, and with students. There were stronger collaboration efforts among agencies and a stronger community partnership with JDF.
- Student and family engagement improved. Communication with students via text improved. There was an increased student/family self-value perspective as a result of the measurable dependability of site staff, collaborating agencies, and Youth Advocacy. Meaningful and personal graduation ceremonies were arranged for all graduates. In getting updated transcripts sooner (showing credits earned), teachers were able to keep students invested in their education.
- Our programs for Homeless/Foster Youth were more effective. We had increased staffing. We implemented a contract with AmeriCorps and had a comprehensive WRAP contract, and we were able to engage in stronger and more effective communication and collaboration with LEAs.

Identified Needs:

- Student support continues to be a priority. We need to increase our awareness of the less obvious needs of our students and their families. Multi-agency shared communication must improve as it pertains to identifying and addressing mental health needs. Students and families need additional counseling services, in addition to JDF support. Creating sustainable engagement strategies and meaningful, consistent and relevant incentives will motivate students and help to improve student engagement, achievement and attendance. We can research and pilot tools for continuous positive momentum.
- To improve distance learning, we need to determine better hotspots for students with stronger service.
- To improve program offerings, we will be starting programs such as Tobacco Prevention (TUPE), Sexual Identification, etc. for 6-9 week periods. Providing IEPs after teaching hours would allow for better access for staff and students, would allow working parents to attend, and would pose fewer time constraints for the process.

Community Stakeholder Input:

Successes:

- The Cesar Chavez Community School campus is welcoming. A sense of community is created there. Students share that they know staff care about them, and individual student supports are provided.

- Staff are willing to engage in new ideas and practices, such as the recently launched Yolo County Career Prep Program. The continued focus on social justice and culturally responsive curriculum benefits students, families, and the community.

Identified Needs:

- Curriculum and Programs: In order to prepare students for careers and transitions, there is a need for expanded career exposure and more career technical education introductory courses. Of benefit to students would be a TIP Focus and associated PD for staff and expanded PE activities. Also, the school could make broader use of the programs available through Communicare, such as parenting support programs and drug and alcohol programs.
- Student Supports: There is a continued need to focus on mental health supports for students. Conflict resolution and restorative justice training and implementation would provide a behavioral foundation.
- Relationships with community partners could be expanded.

School Site Council, Parent Advisory Committee, and English Language Learners Parent Advisory Committee Stakeholder Input:

Successes:

- Parents expressed their appreciation for consistent and frequent communication with them and their youths during distance learning.
- They felt that school is a safe place for their children.
- They appreciate the Brown Issues and the Yolo Arts Programs. They said their youth in YCCP praised the structure of the program, the transportation provided, and the 1:1 attention their children receive in the program.
- They especially appreciate the Youth Advocate's support and his assistance in providing transportation.

Identified Needs

- Many of our youth's lives outside of school are chaotic, insecure, and unstable. This was reflected in the feedback from youth and families indicating that having a safe and appropriate setting to study remotely was a significant challenge.
- Adequate seating, lighting as well as essential adult support was often lacking for many of our youth.
- As attendance and work completion were a challenge for many students, parents expressed their frustrations regarding their child's motivation and willingness to participate as well as the parent's ability to support their children in completing assignments.
- Parents want their children to graduate and find a job.
- A few parents shared concerns about the use of marijuana and/or other substances by their children and how to help them.

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

Goal 1, Action 1 addresses Independent Study Program - This addresses input from parents that want their children to graduate and find a job.

Goal 1, Action 1 - Yolo County Career Preparation Program;

Goal 1, Action 3 addresses Staff Coaching and Professional Learning Supports - This addresses staff input that they need to improve program offerings, distance learning, and student support. It also addresses student, community, and parent stakeholder input that additional emphasis on career preparation and career technical education is needed.

Goal 1, Action 6 - Get Focused Stay Focused Career Technical Education Program; Goal 1, Action 14 - Career Technical Education Program Supports; and Goal 1, Action 15 - Work-Based Ready Certificate all address the needs identified by student stakeholders requesting a greater focus on career information and planning; community stakeholders for expanded career exposure and more career technical education introductory courses; and parent stakeholders for the continuation of the YCCP program and job preparation for their youths.

Goal 1, Action 8- addresses Facility Maintenance addresses the parent input that they appreciate that a school is a safe place for their children, and the student input requesting indoor space to eat lunch when it is cold or wet outside.

Goal 1, Action 8- Aeries Student Information System - This addresses the staff success of more frequent and effective communication and collaboration among staff, with guardians, and with students, and stronger collaboration among agencies and community. Staff access to the Aeries Student Information System allows them accurately track student data, the design supports for students, and effectively communicate with stakeholders based on student data.

Goal 1, Action 9 addresses Increased Instructional Supports - This addresses input from student stakeholders that they would appreciate additional tutorial help and activities on goal setting; staff input on the need for prioritizing student support; community input on the need for student support in mental health supports for students and conflict resolution and restorative justice training for students; and parent input shows a need for support in distance learning, student work completion, student employment opportunities, and substance use concerns.

Goal 2, Action 1: Family Engagement - This addresses input from staff for the need for continued family engagement and communication; and input from parents that they appreciate the consistent and frequent communication with them during distance learning and that they need more support to assist their children in DL.

Goal 2, Action 2 - Community Engagement - This addresses community stakeholder input that relationships with community partners could be expanded

Goal 2, Action 3 - Positive Behavior Supports and Intervention - This addresses input from staff for the need for improved multi-agency shared communication as it pertains to identifying and addressing mental health needs; the need for additional student and family counseling services; and the need for creating sustainable engagement strategies and meaningful, consistent and relevant incentives. Community stakeholders expressed a need for a TIP Focus for students, broader use of the programs available through Communicare, mental health supports, and conflict resolution and restorative justice training and implementation to provide a behavioral foundation for students. This also addresses the parent stakeholders' concerns about student substance abuse.

Goal 2, Action 4 – Brown Issues - This addresses input from parent stakeholders supporting the Brown Issues program, staff input expressing the need to create sustainable engagement strategies and meaningful, consistent, and relevant incentives, the community stakeholders' input expressing the need for continued focus on mental health supports for students.

Goal 2, Action 5 – Mental Health Therapist - Provides a 1-day a week (.2 FTE) Mental Health Therapist to support the social-emotional development of students - This addresses input from staff for the need for improved multi-agency shared communication as it pertains to identifying and addressing mental health needs; the need for additional student and family counseling services; and the need for creating sustainable engagement strategies and meaningful, consistent and relevant incentives. Community stakeholders expressed a need for a TIP Focus for students, broader use of the programs available through Communicare, mental health supports, and conflict resolution and restorative justice training and implementation to provide a behavioral foundation for students. This also addresses the parent stakeholders' concerns about student substance abuse.

Goal 2, Action 6 – Restorative Practices - These practices foster positive classroom and school culture with strategies and activities for effectively engaging with students, staff, and parents in the school setting. This addresses input from community stakeholders' appreciation for continued focus on social justice and culturally responsive curriculum, and a need to continue to provide a school campus is welcoming, a sense of community that is created at CCCS, and continue to provide student supports and serve as caring adults for the students.

Goal 2, Action 7- Youth Advocate - This addresses the appreciation for, and desire for the continuation of, the support from the Youth Advocate as described in student input, staff input, and parents' input.

Goal 2, Action 8 – Student Transportation - Continue to utilize the passenger van to remove access to transportation as a barrier to attending school - This addresses the parent stakeholders' appreciation of the Youth Advocate's assistance with youth transportation. It also addresses the transportation needs for participation in community and workplace learning for programs identified by student stakeholders requesting a greater focus on career information and planning; community stakeholders for expanded career exposure and more career technical education introductory courses; and parent stakeholders for the continuation of the YCCP program and job preparation for their youths.

Goal 4, Action 4 - Mental Health Supports - This addresses input from staff for the need for improved multi-agency shared communication as it pertains to identifying and addressing mental health needs; the need for additional student and family counseling services; and the need for creating sustainable engagement strategies and meaningful, consistent and relevant incentives. Community stakeholders expressed a need for a TIP Focus for students, broader use of the programs available through Communicare, mental health supports, and conflict resolution and restorative justice training and implementation to provide a behavioral foundation for students. This also addresses the parent stakeholders' concerns about student substance abuse.

Goal 4, Action 6 addresses Student Technology Supports - This addresses successes and needs identified by the student, staff, and parent stakeholders for the technology and support needed to provide successful distance learning for students.

Goal 4, Action 6 addresses Instructional Technology Supports to provide necessary technology tools for staff - This addresses the staff's desire for the supports needed for continued successful distance teaching and learning.

Goal 4, Action 10 addresses Culturally Responsive Curriculum - This addresses input from community stakeholders' appreciation for continued focus on social justice and culturally responsive curriculum.

Goals and Actions

Goal

Goal #	Description
1	<p>Engage all students in a robust educational program that provides academic support with the resources, relationships, and relevance they need in order to succeed in their secondary school careers and beyond by:</p> <ul style="list-style-type: none"> • Providing sufficient resources to ensure individualized supports for all students; • Engaging students in a robust course of study that allows them to attain the necessary skills to matriculate to a post-secondary career or college; and • Supporting college and career exploration to connect students with a vision of their future selves.

An explanation of why the LEA has developed this goal.

Our goal is to provide all students with an instructional program that facilitates credit completion towards graduation and prepares students with relevant college and career readiness skills. This will allow them to successfully transition back to their home schools and/or post-secondary education and training. The actions cited in this goal are those that will support teaching and learning by all students, providing targeted supports for specific populations. The metrics will measure our progress towards implementing these actions, and ultimately meeting our goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching. (Williams Resolution, September 2020)				Maintain percentage of teachers in the LEA who are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching at 100%
Priority 1: Basic Pupils in the school district have sufficient	100% of students in Cesar Chavez Community School				100% of pupils have sufficient access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>access to the standards- aligned instructional materials.</p>	<p>and Dan Jacobs School programs have access to instructional materials in the areas of Language Arts, Math, History/Social Sciences, and Science. The staff has confirmed that we have enough instructional materials for pupils currently enrolled in our programs.</p> <p>Textbooks for Cesar Chavez Community School and Dan Jacobs School are correlated to the California State Content Standards. (Instructional Materials Resolution, September 8, 2020)</p>				<p>the standards-aligned instructional materials.</p>
<p>Priority 1: Basic School facilities are maintained in good repair.</p>	<p>Cesar Chavez: YCOE conducted a FIT survey of the site and found it to be in fair or good order for most systems inspected and a rating of fair overall. The FIT report was conducted in December 2020.</p>				<p>100% of Facilities receive a "Good Status" on their FIT review.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>(SARC January 2021)</p> <p>Dan Jacobs: Yolo County Office of Education Support Operations Services is not responsible for maintenance for the facility; however, YCOE did conduct the FIT. Overall, the facility serves the purpose for which it is used. It has a few minor deficiencies that need to be addressed. (SARC January 2021)</p>				
<p>Priority 2: State Standards</p> <p>The implementation of state board adopted academic content and performance standards for all students.</p>	<p>100% of students in our Cesar Chavez Community School and Dan Jacobs School programs have access to state board adopted academic content and performance standards. (2021 LCAP Local Performance Indicator)</p>				<p>Maintain 100% of students have access to state board adopted academic content and performance standards through Edgenuity.</p>
<p>Priority 2: State Standards</p>	<p>100% of all English Learners have access to core academic</p>				<p>100% of all English Learners have access to core academic</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	<p>content and ELD supports. (Master Schedule Audit 2021)</p>				<p>content and ELD supports.</p>
<p>Priority 4: Pupil Achievement Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board of education (SBE)</p>	<p>In 2018-19, 0% of the students at Cesar Chavez Community School met or exceeded state standards in ELA or math according to the CAASP test results. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year. Local Assessments in the form of Renaissance testing, through STAR Enterprise Testing, were administered in lieu of the CAASPP. For the Reading STAR testing done in</p>				<p>100% of students will demonstrate growth on assessments as measured by the Star Renaissance Test. 95% of all eligible students will take the CAASPP and ELPAC Tests.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2020, the average scaled score was 700.12 and the average percentile ranking was 18.65 for 17 students. For the Reading STAR testing done in 2021, the average scaled score was 593.21 and the average percentile ranking was 7.71 for 14 students.</p> <p>For the Math STAR testing done in 2020, the average scaled score was 639.36 and the average percentile ranking was 21.64 for 14 students. For the Reading STAR testing done in 2021, the average scaled score was 673.67 and the average percentile ranking was 12.93 for 15 students.</p> <p>(SARC January 2021)</p>				
<p>Priority 4: Pupil Achievement The percentage of pupils who have successfully completed courses that satisfy the</p>	<p>0% of students have completed a UC A-G sequence of courses. 100% of students have access to UC A-G approved</p>				<p>0% of students have completed a UC A-G sequence of courses. 100% of students have access to UC A-G approved coursework.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
requirements for entrance to the University of California and the California State University	coursework through Edgenuity. (Aeries, April 2021)				
Priority 4: Pupil Achievement The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	14% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study. (Current enrollment and academic progress of students in the YCCP program)				50% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study.
Priority 4: Pupil Achievement The percentage of pupils who have successfully completed both (1) courses that satisfy the requirements for entrance to the University of California and the California State University, and	0% of students have completed (1) courses that satisfy the requirements for entrance to the University of California and the California State University, and (2) courses that satisfy the requirements for career technical				0% of students have completed (1) courses that satisfy the requirements for entrance to the University of California and the California State University, and (2) courses that satisfy the requirements for career technical

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(2) courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	education sequences or programs of study that align with SBE-approved career technical education standards and frameworks. (Aeries, April 2021)				education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.
Priority 4: Pupil Achievement The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California	Baseline will be established with the December 2021 California School Dashboard release.				100% of English Learners show progress toward English proficiency as measured by the English Language Proficiency Assessments for California.
Priority 4: Pupil Achievement The English learner reclassification rate	At Cesar Chavez Community School, and at Dan Jacobs School, no students were redesignated as FEP in the 2019-20 school year. (Dataquest 2019-20)				10% of English Learners will be redesignated each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4: Pupil Achievement</p> <p>The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher</p>	<p>0% of students have passed an advanced placement exam with a score of “3” or higher.</p> <p>(Aeries, April 2021)</p>				<p>0% of students have passed an advanced placement exam with a score of “3” or higher.</p>
<p>Priority 4: Pupil Achievement</p> <p>The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness</p>	<p>In the 2019-20 school year, 0% were prepared, 7.1% were approaching prepared, and 92.9% were not prepared for college and/or career. There were no data for Dan Jacobs School.</p> <p>(California School Dashboard, 2020)</p>				<p>25% are prepared and 50% are approaching prepared for college and/or career.</p>
<p>Priority 7: Course Access</p> <p>A broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable</p>	<p>100% of students in our Cesar Chavez Community School and Dan Jacobs School programs have access to a broad course of study, including instructional materials in the areas of Language Arts, Math, History/Social Sciences, and Science. Traditional</p>				<p>100% of students have access to similar types of courses offered at a comprehensive high school.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	course offerings are supplemented by Edgenuity, ensuring that 100% of students have access to similar types of courses offered at a comprehensive high school.				
Priority 7: Course Access Access to programs and services developed and provided to low-income, English learners and foster youth pupils.	100% of programs and services are provided to low-income, English learners and foster youth pupils.				100% of programs and services are provided to low-income, English learners and foster youth pupils.
Priority 7: Course Access Programs and services developed and provided to students with disabilities	100% of programs and services are provided to students with disabilities				100% of programs and services are provided to students with disabilities
Priority 8: Pupil Outcomes Addresses pupil outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of	Quarterly Credit Attainment: 45% of students earned 6 or more credits in Quarter 1. 37% of students earned 6 or more credits in Quarter 2.				75% of students will earn 6 or more credits per quarter

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
study for grades 7 to 12	47% of students earned 6 or more credits in Quarter 3. (Aeries April 2021)				

Actions

Action #	Title	Description	Total Funds	Contributing
1	"Base" Program Expenditures	<p>Expenditures including, but not limited to, staffing, supplies, services, and other expenditures as defined in the definition of a base program. The base program was board-approved in the 2019-2020 school year. The base program includes:</p> <p>Court and Community Schools Educate students in grades seven through twelve who are incarcerated, expelled from school, on probation, or who are referred because of truancy or behavior concerns. Parents or guardians also may request that their child attend Cesar Chavez Community School by requesting a referral from their district of residence. Our schools aim to meet individual student needs. Students learn academic and life skills. They also learn to view themselves in a positive way and to get along with other people. In addition to receiving an accredited High School diploma, the goal of these schools is to help students move to other post-secondary levels of education, training, or employment.</p> <p>Independent Study Program: Support students in meeting academic goals while working independently and providing direct instruction for individual student success. Independent study allows for flexibility when individual circumstances prevent regular school attendance. Support for independent study students is critical to facilitate learning and to keep them on track for credit achievement and graduation.</p> <p>Yolo County Career Program (YCCP)</p>	\$496,909.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Provide students ages 16-18 years old, in partnership with Yolo County Probation, an incentivized program at school during core instruction and job readiness skills/training in the areas of digital media, entrepreneurship, and marketing. Career exploration is embedded in the CTE portion of the program.</p> <p>Special Education Services Ensure delivery of services to students with disabilities in accordance with their Individual Education Plans. (Annual Cost)</p>		
2	Beginning Teacher Induction	<p>Provide induction training for all beginning teachers to fulfill professional clear credential requirements so that all teachers can meet state credentialing requirements. All beginning teachers will clear, or be in the process of clearing, their clear credential requirements. This will ensure access to high-quality educators for all students. (Annual Cost)</p>	\$2,500.00	No
3	Staff Coaching and Professional Learning Supports	<p>Provide coaching and professional learning tied to the instructional program so that all staff remain current in their instructional knowledge and practices specific to English Learners and Low-Income student populations through programs like the English Learner Roadmap Implementation for Systemic Excellence (EL RISE). Both programs provide innovative strategies to meeting the unique needs of our students. (Annual Cost)</p>	\$25,000.00	No
4	Yolo County Career Program Teacher	<p>Provide a teacher for the YCCP program. This teacher will specifically focus on providing individualized attention and increased academic</p>	\$107,907.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supports to low-income, foster youth, and English Learners to complement the industry-specific CTE focus. (Annual Cost)		
5	WASC Accreditation	This action covers related expenses and activities necessary to maintain WASC accreditation. The WASC review is a guide to excellence in teaching and learning. WASC accreditation is important to validate the work of our staff and to demonstrate to the community the quality of education provided. (Fixed Cost)	\$500.00	No
6	Get Focused Stay Focused Career Technical Education Program	This action provides students with the opportunity to participate in the Get Focused, Stay Focused Program within the school day. This program will provide students with career exploration and workforce development instruction. The K-12 Workforce Program Grant provides for this program. (Annual Cost)	\$42,005.00	No
7	Career Technical Education Program Supports	This action provides time to plan and implement the CTE curriculum focus of Student-Led Enterprise in Marketing, Sales and Service; Entrepreneurship. These costs are covered through the CTE Incentive Grant. (Annual Cost)	\$38,502.00	No
8	Program Facilities, Technology Support, and Indirect Costs	This action provides for the ongoing costs for the Alternative Education programs for maintenance of the facilities, fiscal support, technology support services, and access to the Aeries Student Information System. This will ensure a safe and reliable teaching and learning environment for our students and our staff.	\$421,278.00	No

Action #	Title	Description	Total Funds	Contributing
		(Annual Cost)		
9	Paraeducator Services	Provide a paraeducator in every classroom to support academic, behavioral, and social-emotional success through an enhanced focus on individualized student attention and a tiered MTSS structure. (Annual Cost)	\$112,708.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	<p>Develop and implement a multi-tiered system of support in collaboration with partner agencies and families that improves student social-emotional health and overall well-being. The strategies implemented as a part of this system of support will be rooted in:</p> <ul style="list-style-type: none"> • Student Agency and Empowerment • Family and Community Engagement • Restorative Practices

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that student support services are in place for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement School attendance rates	Cesar Chavez W: 60% Dan Jacobs: 61% (AERIES April 2021)				Cesar Chavez W: 75% Dan Jacobs: 95% (AERIES April 2021)
Priority 5: Pupil Engagement Chronic absenteeism rates	2018-19 Chronic Absenteeism rate for CCCS was 89.8% (Ed-Data)				Chronic Absenteeism rate of less than 70%
Priority 5: Pupil Engagement Middle school dropout rates	Middle School dropout rate is 0% (Aeries April 2021)				Middle School dropout rate is 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement High school dropout rates	High School dropout rate is 16% (CALPADS Data April 2020)				High School dropout rate less than 10%
Priority 5: Pupil Engagement High school graduation rates	Graduation rate: 78.6% (CA School Dashboard)				Graduation rate: 85%
Priority 6: School climate Pupil suspension rates	The suspension rate for 2019-20 for CCCS was 9.8% (Ed-Data)				Suspension rate of less than 5%
Priority 6: School climate Pupil expulsion rates	The expulsion rate for 2019-20 for CCCS was 0% (Dataquest)				Maintain expulsion rate at 0%
Priority 6: School climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	55% Response rate in students completing the CHKS (CHKS Summary May 2020)				85% Response rate in students completing the CHKS
Priority 3: Parental Involvement and Family Engagement The efforts the school district makes to seek	80% of families had an input conversation with a staff member (April 2021)				95% of families will have an input conversation with a staff member

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent input in making decisions for the school district and each individual school site					
Priority 3: Parental Involvement and Family Engagement How the school district will promote parental participation in programs for low income, English learner and foster youth pupils	40% of parents participated in quarterly family engagement events. (Open House 2019)				50% of parents will participate in quarterly family engagement events.
Priority 3: Parental Involvement and Family Engagement How the school district will promote parental participation in programs for students with disabilities	100% of parents of students with disabilities receive promotional materials.				Maintain 100% of parents of students with disabilities will receive promotional materials.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Engagement	Staff will provide incentives and supports to engage families in providing essential feedback on the effectiveness of programs through surveys, interviews, translation services, virtual meetings, and quarterly engagement opportunities (Open House, Art Show, LCAP Parent Advisory/English Learner Parent Advisory Committee). This	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		feedback will enable the assessment of successes and needs on the implementation of these programs. The incentives and supports are specifically designed to overcome barriers to participation presented by schools to families of English Learners and Low-Income students. (Annual Cost)		
2	Community Engagement	This action ensures ongoing communication to better serve our youth. Community engagement allows for feedback from community members and businesses on the effectiveness and needed improvements of our education processes and support systems. This also provides representation by community partners at our engagement events. Through these partnerships, we are able to provide additional learning opportunities like tutoring, mentoring, classroom speakers, field trips, visiting educators, internships, and postsecondary employment opportunities. (Annual Cost)	\$1,500.00	Yes
3	Positive Behavior Supports and Intervention	Maintain implementation of trauma-informed practices with PBIS activities, incentives, and ongoing training. Many of our students come from and live in challenging environments. They come to school with the emotional response to those challenges. In order to help our students focus on learning and appropriate social behaviors, our staff must learn and implement practices specific to this goal. (Annual Cost)	\$500.00	No
4	Brown Issues	This action provides the student the opportunity to participate in Brown Issues events, training, and mentoring. This statewide youth-led advocacy organization utilizes social-emotional health supports, civic engagement, and narrative change to help young people find their agency and create systematic change within their community. (Annual Cost)	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Mental Health Therapist	<p>Provides a 1-day a week (.2 FTE) Mental Health Therapist to support the social-emotional development of students. The therapist meets with both students and their families in individual and group sessions. Services are provided to students and families through strategies such as:</p> <ul style="list-style-type: none"> • mindfulness and meditation; • anxiety reduction; and • connections to social services. <p>(Annual Cost)</p>	\$17,083.00	No
6	Restorative Practices	<p>Establish a partnership with the Yolo Conflict Resolution Center to provide restorative practice training opportunities for staff and students. These practices foster a positive classroom and school culture with strategies and activities for effectively engaging with students, staff, and parents in the school setting.</p> <p>(Fixed Cost)</p>	\$5,000.00	No
7	Youth Advocate	<p>Provide a Youth Advocate to work with youth, families and staff to engage youth in school and pro-social behaviors.</p> <p>(Annual Cost)</p>	\$57,153.00	No
8	Student Transportation	<p>Utilize the passenger van to transport students to school and/or school-related events.</p> <p>(Annual Cost)</p>	\$5,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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Goals and Actions

Goal

Goal #	Description
3	Coordinate countywide services for expelled and foster youth that builds cross-district collaboration and information sharing to ensure continuity of educational services.

An explanation of why the LEA has developed this goal.

As a county office of education, state priorities 9 (coordination of services for expelled youth) and 10 (coordination of services for foster youth) are required to be addressed in the LCAP.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 9: Coordination of Instruction of Expelled Pupils Coordination of instruction of Expelled Youth	100% of districts have adopted and are implementing the Expelled Youth Plan.				100% of districts have adopted and are implementing the Expelled Youth Plan.
Priority 10. Coordination of Services for Foster Youth Working with the county child welfare agency to minimize changes in school placement	Establishment of data survey and collection tool to identify and stabilize changes in school placement.				At least 80 percent of youth in Foster care will maintain school placement throughout the school year (e.g. school stability).
Priority 10. Coordination of	100% of (MDT) meetings have				100% of Multi-Disciplinary Team

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Services for Foster Youth Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports</p>	<p>educational representation by the COE, District, or both.</p>				<p>(MDT) meetings have educational representation by the COE, District, or both.</p>
<p>Priority 10. Coordination of Services for Foster Youth Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services</p>	<p>Response time to request for information is less than 48 hours.</p>				<p>Response time to request for information is less than 48 hours.</p>
<p>Priority 10. Coordination of Services for Foster Youth</p>	<p>Establishment of agreements like Title IV E MOU is in process with an expected approval by</p>				<p>All data sharing agreements are in place and student records are</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport	December 2021. This will provide more streamlined access to student records to ensure expeditious transfer.				transferred within two school days.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Countywide Coordination of Education for Expelled Youth	As required in the California Education Code 48926, all county offices of education are required to provide a county-wide plan to serve expelled youth. The plan must be revisited every three years. The costs associated with this action are covered through Goal 1, Action 1. (Annual Cost)	\$0.00	No
2	Foster Youth Services Coordinating Program (FYSCP)	Provide a Foster Youth Services Coordinating Program (FYSCP), including an Executive Advisory Committee, to provide coordination of countywide educational services for foster youth between YCOE, LEA's, probation, and child welfare services. This program will ensure foster youth liaisons (Ed Code 48853.5), district level oversight staff, and foster youth providers have the knowledge and resources to meet the needs of foster youth including, but not limited to, training, implementation, and compliance with foster youth law and policies, and coordination and monitoring of care. (Annual Cost)	\$86,984.00	No
3	Collaborative Services for Foster Youth	Provide cross-training for foster youth-serving education and community providers around educational rights of youth in care and the importance of participation at respective decision-making meetings (e.g. IEPs, CFTs).	\$38,609.00	No

Action #	Title	Description	Total Funds	Contributing
		(Annual Cost)		
4	Countywide Foster Youth Policies, Agreements, and Data	Staff will work with CDE, LEA's, probation, and child welfare services to obtain, share, and analyze data to identify foster youth and track progress on metrics. Staff will Coordinate, implement, and monitor countywide foster youth agreements between YCOE, probation, child welfare services, and LEA's. Costs associated with this action are covered in Goal 3, Action 2. (Annual Cost)	\$0.00	No
5	Foster Youth Transitions	Improve and coordinate successful college and career transitions for countywide foster youth by supporting the transition to adulthood by ensuring that educational options and linkages to services are presented to transitional age foster youth and ensuring that a post-high school academic support network is in place. (Annual Cost)	\$19,010.00	No

Goal Analysis [2021-22]

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

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

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

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

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Goals and Actions

Goal

Goal #	Description
4	Strategically leverage one-time grant funding to support the recovery and healing efforts of the Alternative Education program. This innovation will focus on providing for the immediate needs of students to recover from the pandemic while looking forward with intent and aspiration to realizing the full potential of YCOE as a place for our youth to thrive both now and for years to come.

An explanation of why the LEA has developed this goal.

This goal was developed to provide public transparency and accountability in YCOE's use of one-time grant funding that was awarded in response to the COVID-19 pandemic. These funds focus on the theme of recovery and healing in our post-pandemic recovery efforts.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: Summer School Enrollment and Attendance	Baseline will be established in the summer of 2021				75% of students needing credit recovery will enroll with 95% attendance
Local Metric; Child Family Team Meetings	Baseline will be established in the 2021-2022 school year				50% of students enrolled for more than 30 days will be offered the opportunity to participate in their own CFT
Local Metric: Home to School Connection	100% of the referrals to Home to School Connection were seen in the 2020-2021 school year. New baseline metric will be established in the				75% of students enrolled for more than 30 days will be contacted by the Home To School Connection Staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021-2022 school year.				
Local Metric Home Visits	100% of students received a weekly home visit in 2020-2021				Maintain 100% of students receiving weekly home visits
Local Metric Parent Liaison	Baseline will be established in the 2021-2022 school year.				100% of families will be contacted at least monthly by the parent liaison.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Summer School 2021 and 2022	Provide for Summer School 2021 and 2022 at Cesar Chavez Community School with a focus on providing Career Technical Education in the areas of Nutrition and Wellness as well as Digital Media and Design. (Fixed Cost)	\$125,000.00	No
2	Stabilize Support Services for Students	This action provides academic support during the school day by providing tutoring, credit recovery classes, small group instruction, direct instruction, one-on-one support, differentiated materials, academic advising, and facilitation of CFT meetings with school staff. This is accomplished by providing an additional .6 FTE intervention teacher to support the individualization of student instruction. This action also provides .75 FTE to ensure full-time educational support and Dan Jacobs. (Fixed Cost)	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Student Data Analyst	Provides a .5 FTE Data Analyst to support program staff in understanding, informing, and reporting on data related to instruction and program effectiveness. (Annual Cost)	\$48,569.00	No
4	Social-Emotional Learning Supports	Continue the Home to School Connection program to provide youth and families with mental health services and to connect them to general health care services. (Annual Cost)	\$65,000.00	No
5	Strategic Planning	Consult with an outside organization to provide strategic planning services including such items as transcript and equity audit, research analysis, graduate profile, 3-5 year plan. (Fixed Cost)	\$116,460.00	No
6	Educational Technology	Provide one-time funding for core technology upgrades and ensure support for currently deployed staff and student devices. (Fixed Cost)	\$400,000.00	No
7	Outdoor Learning Spaces	Plan and construct outdoor learning spaces as a way to encourage student learning. (Fixed Cost)	\$1,221,629.00	No
8	Youth Mentor	Provide a 1.0 FTE Youth Mentor to establish relationships and rapport with students to support motivation, achievement, and student engagement. (Annual Cost)	\$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
9	Parent Liaisons	Provide up to (2) parent liaisons to support family engagement in education. (Fixed Cost)	\$25,000.00	No
10	Culturally Relevant Curriculum	Complete curriculum adoption of all core materials that are based on culturally relevant pedagogy and are aligned with current state standards and frameworks. This action maintains the priority of providing students with a culturally responsive relevant pedagogy so that all students can identify with the curriculum and actively engage in their learning. The action includes professional development, training as well as the purchase of a culturally responsive relevant curriculum. Total funds represent all estimated costs over a three-year period. (Fixed Cost)	\$50,000.00	No
11	Staff Professional Development	Provide professional development for staff in the following areas: <ul style="list-style-type: none"> • UC Davis Math Project: Supporting innovative strategies to support struggling students • Project-Based Learning (Fixed Cost)	\$25,000.00	No
12	10% Paraeducator Reserve	YCOE intends to meet the 10% paraeducator reserve by providing an additional paraeducator to ensure every classroom has one paraeducator. Additionally, we will incentivize paraeducator participation in summer school expanded learning program by providing positions and stipends to participating paraeducators. (Fixed Cost)	\$43,204.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.91%	\$74,581

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

Required Descriptions

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

Goal 2 Action 4: Brown Issues: Students are struggling to stay engaged with school. One of the drivers of this issue is that students do not feel a sense of agency or connectedness to education as an institution. Through mentoring, student advocacy, and youth empowerment activities, Brown Issues builds our students' sense of agency and connectedness. This leads to young people who feel that they can engage both educationally and civically. By having a firmer sense of self and feeling connected to a larger society, we have seen that students, especially those from Low-income, Foster, and English Learner backgrounds, increase their engagement in the educational process. This is demonstrated by youth participating in voting campaigns, policy councils, national leadership summits, and most importantly, the elevated daily conversations across the campus.

Goal 2 Action 1 and 2: Family and Community Engagement: It is no small feat to overcome the feelings of disengagement and disenfranchisement that our families feel as they engage with our educational system. For many, socio-economic barriers have placed an invisible wall between themselves and our schools. Our goal is to create a welcoming and incentivized atmosphere for our families where they feel that they belong and have a voice in the development of our educational programs. By providing food, attendance incentives, clothing, and transportation we overcome many of these obstacles to participation. Additionally, we are able to leverage our engagement events with our community partners to help connect our families with community-based supports such as healthcare, social services, and continuing education. By both reducing barriers and providing supports, we see that over time, our families feel more welcome at our schools.

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

The Yolo County School board adopted a base program definition that defined what actions would be offered to all students, regardless of the unique needs of our specific alternative education student population. Using this definition as a baseline, staff have evaluated and identified actions as contributing if they exceed the services outlined in the base program definition and are funded through LCFF apportionment. Through our Yolo County Career Program, we are able to provide our low-income students with an opportunity to engage with work experience that provides a paid internship to low-income students. Through Brown Issues we work with our students to develop our students' sense of agency and connectedness. with our family and community engagement activities, we seek to surround our students with a community of care that supports them through their educational career and into their post-secondary transition. 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 1.91%.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,030,094.00	\$785,774.00	\$38,502.00	\$1,960,140.00	\$3,814,510.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,397,802.00	\$2,416,708.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	"Base" Program Expenditures	\$496,909.00				\$496,909.00
1	2	All	Beginning Teacher Induction				\$2,500.00	\$2,500.00
1	3	All	Staff Coaching and Professional Learning Supports				\$25,000.00	\$25,000.00
1	4	Low Income	Yolo County Career Program Teacher	\$107,907.00				\$107,907.00
1	5	All	WASC Accreditation	\$500.00				\$500.00
1	6	All	Get Focused Stay Focused Career Technical Education Program		\$42,005.00			\$42,005.00
1	7	All	Career Technical Education Program Supports			\$38,502.00		\$38,502.00
1	8	All	Program Facilities, Technology Support, and Indirect Costs	\$421,278.00				\$421,278.00
1	9	All	Paraeducator Services				\$112,708.00	\$112,708.00
2	1	English Learners Foster Youth Low Income	Family Engagement	\$1,500.00				\$1,500.00
2	2	English Learners Foster Youth Low Income	Community Engagement	\$1,500.00				\$1,500.00
2	3	All	Positive Behavior Supports and Intervention				\$500.00	\$500.00
2	4	English Learners Foster Youth Low Income	Brown Issues	\$500.00			\$4,500.00	\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	All	Mental Health Therapist				\$17,083.00	\$17,083.00
2	6	All	Restorative Practices				\$5,000.00	\$5,000.00
2	7	All	Youth Advocate				\$57,153.00	\$57,153.00
2	8	All	Student Transportation				\$5,000.00	\$5,000.00
3	1	All	Countywide Coordination of Education for Expelled Youth					\$0.00
3	2	All	Foster Youth Services Coordinating Program (FYSCP)		\$86,984.00			\$86,984.00
3	3	All	Collaborative Services for Foster Youth		\$27,578.00		\$11,031.00	\$38,609.00
3	4	All	Countywide Foster Youth Policies, Agreements, and Data					\$0.00
3	5	All	Foster Youth Transitions		\$19,010.00			\$19,010.00
4	1	All	Summer School 2021 and 2022		\$125,000.00			\$125,000.00
4	2	All	Stabilize Support Services for Students		\$86,993.00		\$63,007.00	\$150,000.00
4	3	All	Student Data Analyst				\$48,569.00	\$48,569.00
4	4	All	Social-Emotional Learning Supports		\$65,000.00			\$65,000.00
4	5	All	Strategic Planning				\$116,460.00	\$116,460.00
4	6	All	Educational Technology		\$130,000.00		\$270,000.00	\$400,000.00
4	7	All	Outdoor Learning Spaces				\$1,221,629.00	\$1,221,629.00
4	8	All	Youth Mentor		\$60,000.00			\$60,000.00
4	9	All	Parent Liaisons		\$25,000.00			\$25,000.00
4	10	All	Culturally Relevant Curriculum		\$50,000.00			\$50,000.00
4	11	All	Staff Professional Development		\$25,000.00			\$25,000.00
4	12	All	10% Paraeducator Reserve		\$43,204.00			\$43,204.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$111,407.00	\$115,907.00
LEA-wide Total:	\$3,500.00	\$8,000.00
Limited Total:	\$107,907.00	\$107,907.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Yolo County Career Program Teacher	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Cesar Chavez 9-12	\$107,907.00	\$107,907.00
2	1	Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$1,500.00
2	2	Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$1,500.00
2	4	Brown Issues	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	\$5,000.00

Annual Update Table Year 1 [2021-22]

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

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

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

Required Descriptions:

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

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

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

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

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.