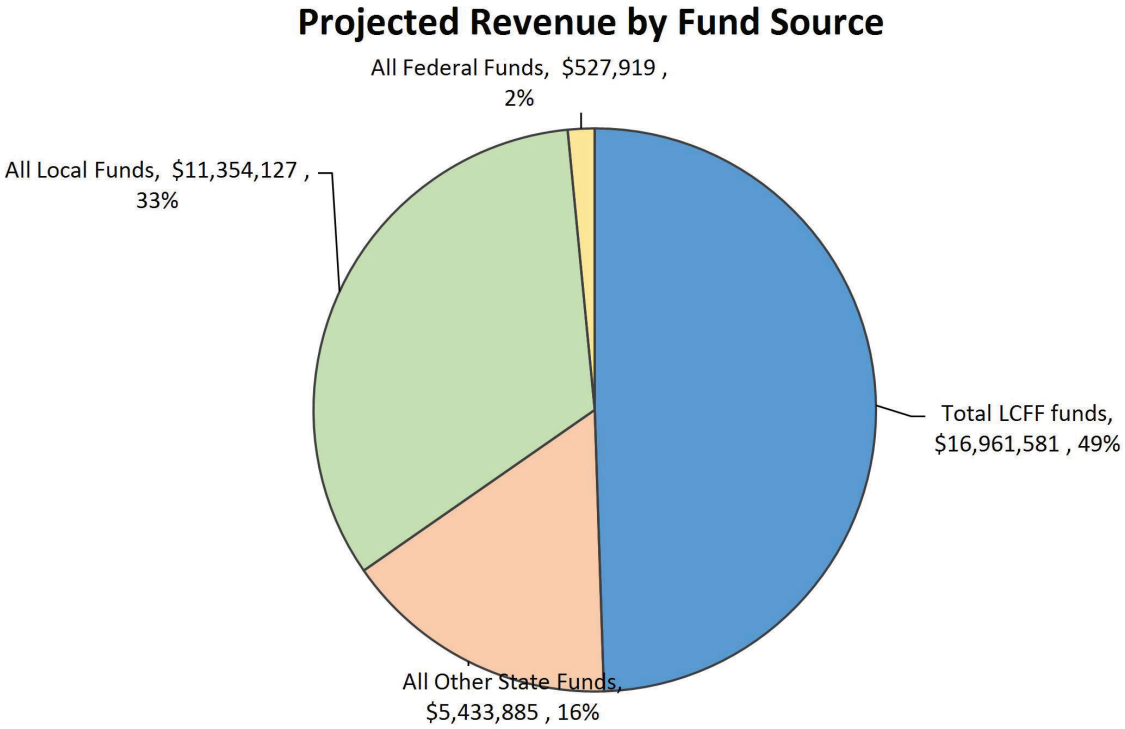
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Yolo County Office of Education
CDS Code: 57105790000000
School Year: 2025-26
COE contact information:
Stan Mojsich
Assistant Superintendent of Equity and Support and Support Services
stan.mojsich@ycoe.org
530.668.3711

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

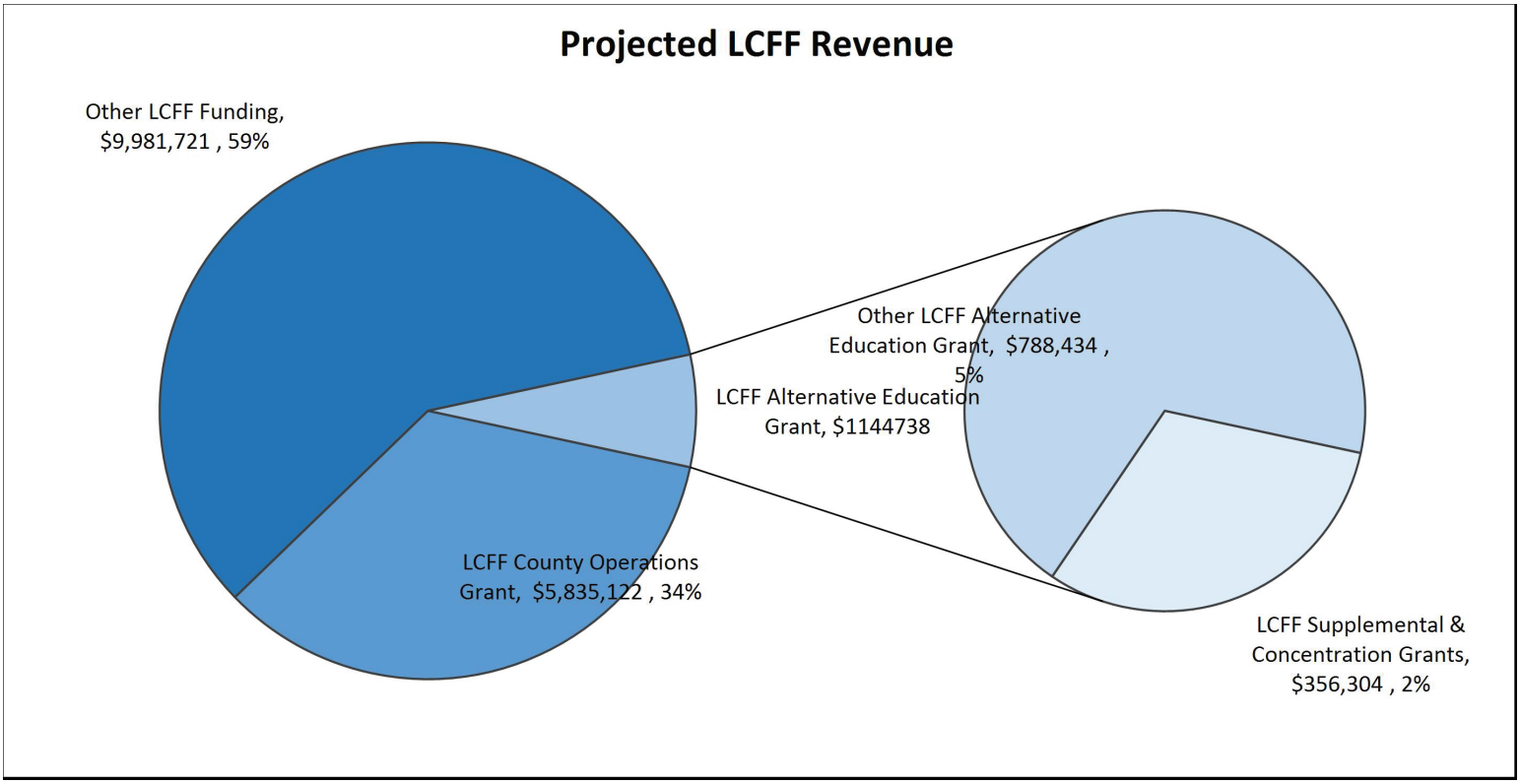


This chart shows the total general purpose revenue Yolo County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yolo County Office of Education is 34,277,511.61, of which 16,961,581 is Local Control Funding Formula (LCFF), 5,433,884.72 is other state funds, 11,354,127.14 is local funds, and 527,918.75 is federal funds.

Of the $5,433,884.72 attributed to All Other State Funds, $145,200 are attributed to the Student Support and Enrichment Block Grant.

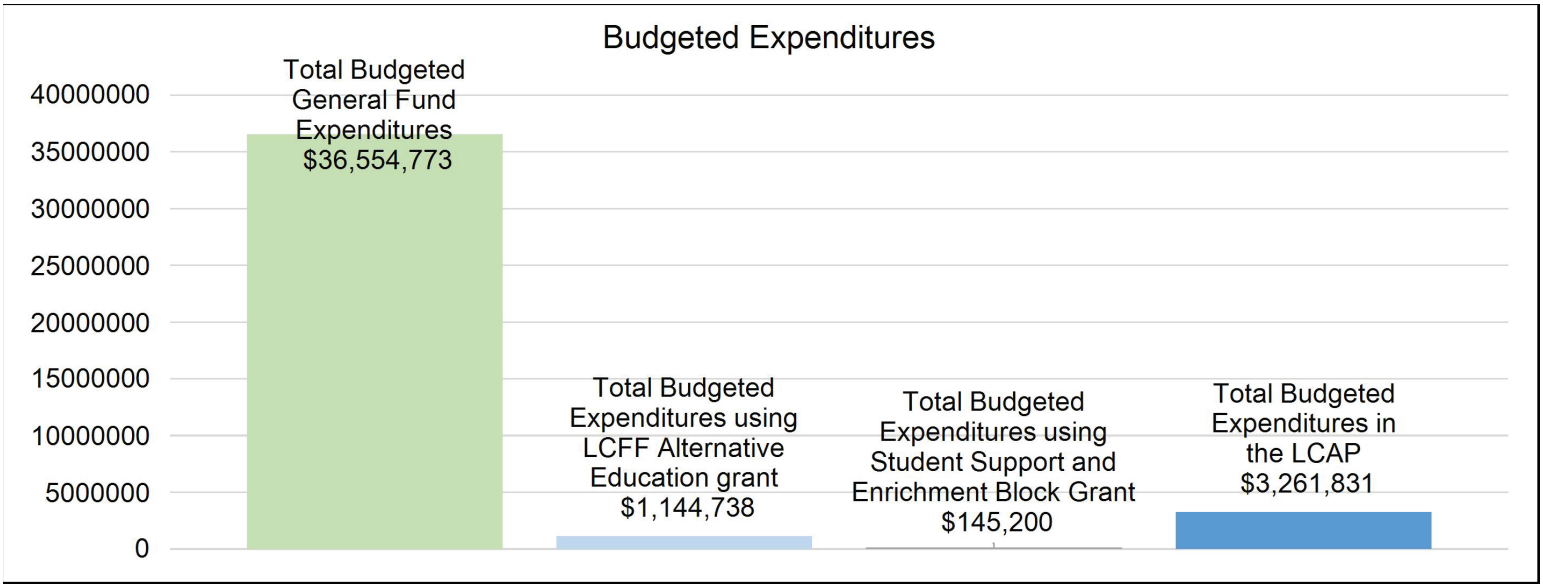
COE LCFF Budget Overview for Parents



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

The text description for the above chart is as follows: The total LCFF revenue projected for Yolo County Office of Education is $16,961,581, of which $5,835,122 is attributed to the LCFF County Operations Grant, $1,144,738 is the attributed to the LCFF Alternative Education Grant, and $1,424,220 is other LCFF funds. Of the $1,144,738 attributed to the LCFF Alternative Education Grant, $356,304 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

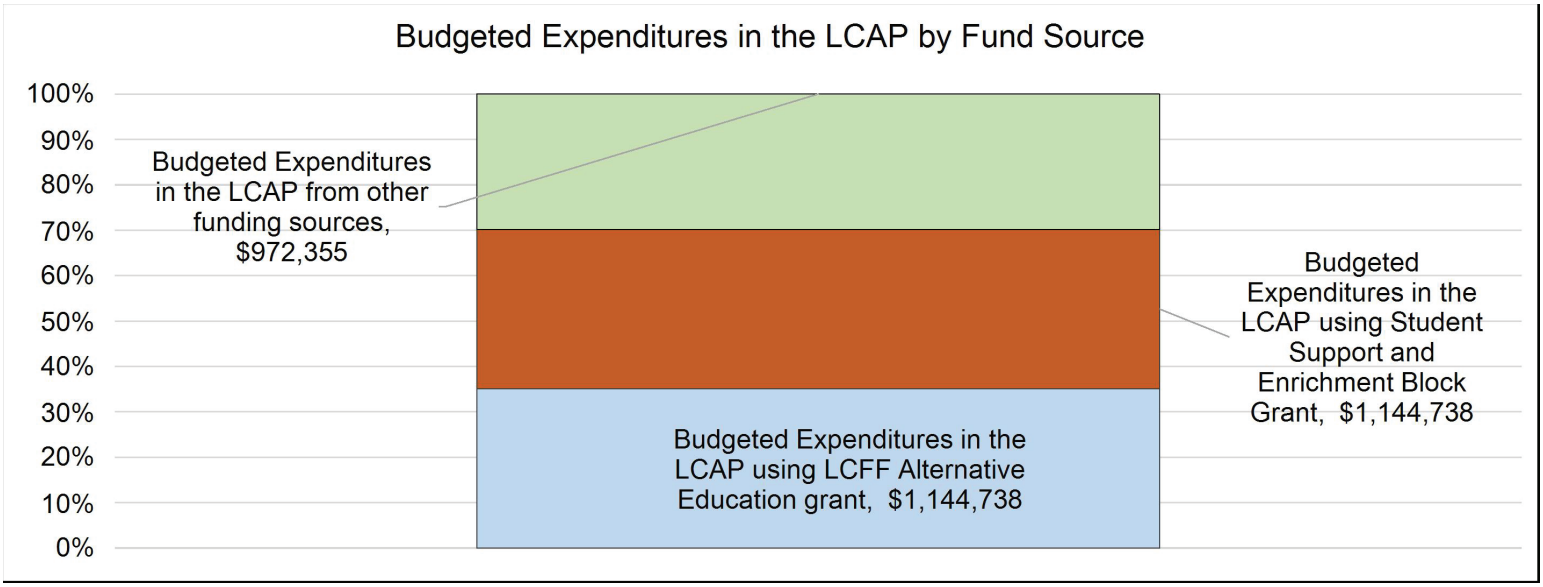
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



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

The text description of the above chart is as follows: Yolo County Office of Education plans to spend $ 36,554,772.69 for the 2025-26 school year. Of that amount, $ 1,144,738 is attributed to the Alternative Education Grant and $ 145,200 is attributed to the Student Support and Enrichment Block Grant. $33,292,941.69 of the General Fund Budgted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Approximately half of the general fund budgeted expenditures are for countywide special education services. The General Fund also supports school districts with financial, informational technology, student data, and other operational services. The General Fund supports facilities and maintenance.



This chart provides a quick summary of how much Yolo County Office of Education plans to spend for 2025-26 for planned actions and services in the LCAP.

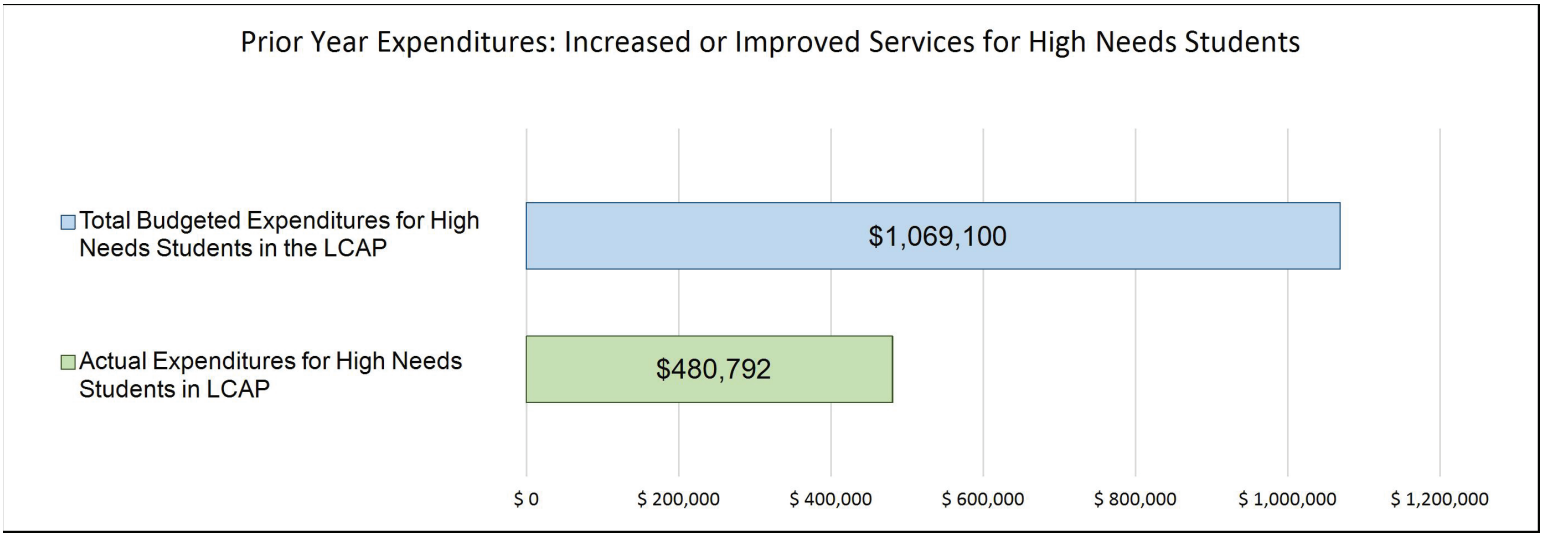
The text description of the above chart is as follows: Yolo County Office of Education plans to spend $3,261,831 on actions/services in the LCAP. Of those funds, $ 1,144,738 is attributed to the Alternative Education Grant and $ 1,144,738 is attributed to the Student Support and Enrichment Block Grant.

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

In 2025-26, Yolo County Office of Education is projecting it will receive 356,304 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 361,808 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Yolo County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what 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.

The text description of the above chart is as follows: In 2024-25, Yolo County Office of Education's LCAP budgeted 1,069,100 for planned actions to increase or improve services for high needs students. Yolo County Office of Education actually spent 480,792 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of 588,308 had the following impact on Yolo County Office of Education’s ability to increase or improve services for high needs students:

The amount required in 2024-25 to be spent for actions to increase or improve services for high-needs students in 2024-25 was $368,360. While YCOE was prepared to spend a much higher amount as needed, the amount spent was $480,792, which was $112,432 more than what was required.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yolo County Office of Education	Stan Mojsich Assistant Superintendent of Equity and Support and Support Services	stan.mojsich@ycoe.org 530.668.3711

Plan Summary [2025-26]

General Information

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

Cesar Chavez Community School (CCCS) operates under the direction of the Yolo County Office of Education (YCOE). Yolo County, a relatively rural area with a population of approximately 222,000, is located in the heart of Northern California's farming community, between the Central Valley and the Sacramento River Delta. Woodland, the county seat since 1862, lies roughly 20 miles west of California's state capital, Sacramento, and is home to the CCCS campus.
Yolo County includes the city of West Sacramento; Davis, home to the University of California, Davis; Winters, the smallest of the four incorporated cities in the southwest corner of the county; and several agricultural towns, including Esparto, Madison, Guinda, Knights Landing, Dunnigan, and Yolo.

School Overview
Established in 2015, CCCS earned accreditation from the Western Association of Schools and Colleges (WASC) in June 2017. Enrollment has fluctuated in recent years, partly due to the COVID-19 pandemic, but the school currently serves 55 students. Situated on a three-acre site, the campus consists of four buildings and offers a small learning environment, counseling services, and multiple opportunities to connect education with career pathways. CCCS is not a school of choice; students must be referred by their district of residence due to expulsion, behavioral issues, or truancy. In some cases, probation officers request student placements at CCCS when they determine it to be a more suitable educational setting than a student's neighborhood school or the district's alternative high school.

Programs Offered:

Core Program
The Core Program serves as CCCS's standard day program. Most referred students begin in this program, where they receive daily instruction from two core subject-area teachers in math, science, English Language Arts (ELA), and history/social studies. On Fridays, students participate in career and technical education (CTE) classes taught by a CTE-credentialed teacher and receive art instruction twice per week through a partnership with YoloArts. The art program is led by a CCCS teacher who is also a YoloArts teaching artist.

Yolo County Career Program (YCCP)
YCCP is a specialized program that integrates intensive CTE instruction with core academic subjects to promote work readiness. Originally designed for students on probation, the program is now open to any CCCS student who opts in and meets the participation expectations. YCCP is financially supported by Yolo County Probation and extends the school day from 8:30 AM to 4:00 PM, compared to the Core Program's schedule of 9:25 AM to 2:05 PM. The program includes an approved Entrepreneurship CTE Pathway with a focus on digital media. Yolo County Probation provides a stipend for students who meet attendance and progress benchmarks.

Chavez Extension Program (CEP)
Launched in 2022, CEP provides an independent study pathway for students over 18 who have not graduated within the standard four- or five-year timeline. Many CCCS students enroll with significant credit deficiencies, making additional time necessary to fulfill graduation requirements. While students were previously encouraged to transition to adult education programs, many struggled with the shift. CEP allows students between the ages of 18 and 22 to remain CCCS students, continuing their education through independent study with support from a CCCS teacher and paraeducator.

Significant Developments:
Declining Enrollment
The COVID-19 pandemic and other factors have led to a significant drop in CCCS enrollment. In response, the Yolo County Board of Education held a study session to analyze enrollment data and explore potential solutions. As a result of declining numbers, the West Sacramento satellite campus was closed, and staffing reductions included the loss of an assistant principal and a school counselor.

The self-study findings highlighted that students and staff particularly felt the absence of the school counselor, who had provided expertise in student transcripts, course credits, and postsecondary pathways. To address the enrollment decline, CCCS and YCOE leadership developed the Chavez Extension Program (CEP). Now in its third year, CEP has already produced multiple graduates.

Enrollment has shown signs of recovery; CCCS served 66 students at its peak in 2023-24. At the start of the 2024-25 school year, enrollment stood at 50, with additional referrals anticipated by the end of the first quarter.

Leadership Transitions:
CCCS has experienced frequent leadership changes, with four principals in the past four years. In the fall of 2022, a principal who had served for over five years transitioned to a central office position in late September. An internal staff member served as interim principal for the remainder of the 2022-23 school year. A new principal was hired for 2023-24 but resigned in the spring of 2024 upon completing his contract. The current principal assumed the role on July 1, 2024.

The leadership turnover has created challenges for staff and students, particularly regarding continuity in professional development and student behavior policies. Parents and community members have expressed concerns about the instability caused by frequent changes in leadership. However, they have also noted their appreciation for the teaching and support staff's stability, which has helped minimize disruption for students and families.

Full-Service Community School Initiative
In the 2021-22 school year, CCCS received a planning grant through the California Community Schools Partnership Program, followed by an implementation grant in 2023-24. Although CCCS already exhibited characteristics of a full-service community school, this funding has allowed for the redesign of support systems, better coordination of student services, and a renewed focus on student wellness, community engagement, and student agency. This initiative has driven the work of the Design Team, described in Chapter 2.

Diversity, Equity, and Inclusion
CCCS students are predominantly students of color, many of whom come from bilingual Spanish/English backgrounds. YCOE prioritizes hiring bilingual staff to facilitate communication with Spanish-speaking families, ensuring that written materials are translated and interpreters are available as needed. Teachers actively incorporate students' cultural identities into the curriculum, fostering connections between their education and their community while empowering them as agents of change. Efforts to increase dual enrollment in community college courses and organize field trips to local universities aim to expand students' postsecondary options. Over the past year, six students have completed Woodland Community College courses through dual enrollment. Classroom instruction emphasizes cognitively demanding activities that uphold high expectations and value students' diverse experiences and knowledge. The sense of community at CCCS is tangible, reflected in the C.A.R.E. logo painted by students and staff at the school entrance. This emblem represents the core values CCCS strives to instill:

Compassion
Awareness of ourselves and the world
Responsibility for ourselves and our community
Excellence in all endeavors
CCCS serves students with diverse personal and educational backgrounds, many of whom have faced significant challenges in traditional public schools. The school is committed to building strong relationships with students and families, identifying their strengths and needs, and providing academic support alongside resources for personal and professional growth. CCCS has been designated to receive Equity Multiplier Funding in recognition of these efforts.

Dan Jacobs School:
Dan Jacobs School, located within the Yolo County Juvenile Detention Center, is an accredited public high school that operates year-round. It provides core academic instruction and physical education to detained youth, ensuring that earned credits transfer to their home schools upon release.

CCCS and Dan Jacobs School staff work collaboratively with external agencies to support students' reentry into the community and continuation of their education. Dan Jacobs School received its initial accreditation in June 2017 and currently serves an average of four to six students daily.

Dan Jacobs School Demographics (April 2025):

Enrollment: 5
Socioeconomically Disadvantaged: 100%
English Learners: 33%
Foster Youth: 0%
Students with Disabilities: 33%

Reflections: Annual Performance

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

Yolo County Office of Education has no current LREBG funds to expend in the 2025-26 school year or beyond.

At CCCS, we remain committed to creating a learning environment that fosters student success, engagement, and personal growth. Over the past year, we have made significant progress on key initiatives while continuing to develop new opportunities to support our students and staff. Because we have made noticeable progress in working towards career and college readiness, the main pieces of our plan for goal 1-4 will stay consistent with slight changes to how we will implement going forward. At CCCS, we believe that a strong, supportive environment is essential for student success. Through meaningful relationships, community partnerships, and intentional programs, we are fostering a school culture where every student feels safe, valued, and empowered. Goal 2 implementation has been very successful as we have seen attendance improve to a historical high. At the time of this LCAP writing CCCS attendance stood at just over 72%. Which is the highest it has ever been. Moreover, we have seen a drastic decline in suspension incidents as the number to date compared to last year at this time decreased from 23 to 1. Therefore, we will continue with implementing the plans actions for goal 1-4 and concentrate on better implementation as opposed to adding additional actions to this goal.

We are actively enhancing our curriculum to ensure that all students see themselves reflected in their learning. Through culturally relevant lessons, we aim to create a more inclusive and meaningful educational experience. Schoolwide career development programs are helping students explore their future paths, while credit recovery opportunities provide additional support for those who need to get back on track academically. Beyond the classroom, we continue to emphasize experiential learning through hands-on projects and field trips, allowing students to connect their education to the real world. We are also implementing the Transition to Independence Process (TIP) Grant, which provides training and resources to help students develop independence and life skills. To further support diverse learning needs, we are engaged in Integrated English Language Development training and Universal Design for Learning (UDL) training, ensuring that all students, including English learners and those with unique learning styles, receive the support they need to thrive.

Major Accomplishments:
We are proud to share that CCCS has received a six-year accreditation from the Western Association of Schools and Colleges (WASC)—a testament to our commitment to academic excellence and student-centered learning. During the accreditation process, students expressed their appreciation for our small school environment, where they feel valued, supported, and connected. Parents shared similar sentiments,

noting that their children are more engaged, talk about their successes, and receive a level of personalized attention that surpasses their previous school experiences. Staff members continue to play a crucial role, proactively reaching out to students and maintaining an open-door policy for both academic and emotional support.

Looking ahead, we are committed to refining our strategies through staff collaboration, student feedback, and ongoing data analysis to ensure every action in our LCAP continues to drive equitable outcomes and student success.

When data is broken down percentages should be interpreted with caution because the number of students in any given grade in a single program could be very small, and one student could dramatically change the percentage.

Most data does not populate on the California School Dashboard for CCCS because of the small numbers of students in each subgroup. Since CAASPP testing is only done at the 11th grade level, CCCS may have very few students taking the test overall, so quantitative data like that displayed on the Dashboard is less useful than locally collected data.

A review of the 2024 California School Dashboard reflects:

* 19.5% of students had been suspended for at least one day which is an increase of 1.5%.
* The graduation rate was 40.9% which is an increase of 13.6%.
* English Language Arts: No student groups to report (data not displayed for privacy)
* Mathematics: No student groups to report (data not displayed for privacy)
* English Learner Students: No student groups to report (data not displayed for privacy)
* College/Career: No student groups to report (data not displayed for privacy)
* Chronic Absenteeism: No student groups to report (data not displayed for privacy)
* Enrollment: 55 (April 2025) (24 in person, 20 Independent Study, 7 YCCP, 9 Chavez Extension Program) and 6 students in Dan Jacobs
* Credit attainment avg Overall 56% (Core 47%, Independent Study 22%, YCCP 88%). These numbers are derived from credits earned out of available for the first three quarters of 2023-2024
* Number of graduates, mid-year and anticipated- Mid-year: 8 graduates, anticipated 12 graduates.

The Dashboard from 2023 did show that 19.5% of students had been suspended for at least one day which is an increase of 1.5%. This number was high compared to the state average of 3.5%, and the CCCS LCAP includes a goal focused specifically on reducing the suspension rate through restorative practices.

Also, the above data raises concerns about overall low credit attainment, especially given that most CCCS students are credit deficient and need to recover credits while continuing to make steady progress in their regular core coursework. There is also a need for systematic data collection and analysis focused on students' growth in math and literacy, both of which are identified as goals in the 2017 WASC Action Plan, Much has been done to improve curriculum and instruction in these areas, but grades and credit attainment data do not provide the information needed to determine the impact the improved curriculum and instructional practices are having on student skill attainment. Teachers use classroom assessments to arrive at grades and to inform their instruction and individual supports for students, but there is a need for school-level data to inform programmatic changes to curriculum and professional development. CCCS has renewed its agreement

with Renaissance and there is a plan to administer the Renaissance STAR test quarterly beginning in the 2024-25 school year. It is also interesting that very few students in the survey identified literacy as an obstacle to their success in school when previous schoolwide plans have identified it as an area of need, and teachers identify student reading levels as a concern. The perception data is positive and reflects that students and families feel well supported and that students feel safe and a sense of belonging at school. That data stands in contrast to attendance rates that are still quite low overall and a suspension rate above the state average.

However, this year, we are pleased with the positive outcomes we've seen in our students' progress. We have had only one suspension, reflecting our ongoing commitment to creating a safe, supportive, and restorative school environment. In addition, our students have earned an average of 28 credits for the fall semester, doubling the 14 credits earned during the same time last year. This significant increase in credit attainment is a testament to the hard work of our students, staff, and the effectiveness of the supports and systems we have put in place. We are encouraged by these results and remain committed to building on this momentum.

Preliminary Student Learner Needs

1. The data indicates that students need to increase their credit attainment in order to accelerate their progress toward graduation.
2. The data indicates that, while students and families report a positive, safe school environment, changes may be needed to promote positive engagement with school to avoid suspensions.
3. The data indicates significant disparities among programs in attendance, credit attainment, and grades. There may be a need to examine equity of access to the strategies and resources that are supporting student success in certain programs.

Local data reflects:

Chavez Student Voice Survey:
To ensure our school climate supports all students, CCCS administers a Student Voice Survey focused on sense of belonging. The survey measures how connected, safe, and supported students feel at school. Recent results show increased students reporting positive relationships with staff, a stronger sense of community, and feeling valued on campus. This data directly informs our LCAP goals around school climate and student engagement, helping us refine programs that build trust, inclusion, and belonging.

Data was deidentified upon collection
49% of students participated in the survey
The survey was administered in October 2024

The results of the Student Voice Survey highlight several strengths within our school community. One of the most encouraging findings is that 100% of students report having at least one adult on campus they can go to for help, with over half indicating they "strongly agree." This demonstrates a deep level of trust and strong relationships between students and staff—an essential foundation for a safe and supportive learning environment. Additionally, nearly 90% of students agree or strongly agree that they care about other students and want to see them succeed, reflecting a school culture rooted in empathy, connection, and mutual support. Finally, 96% of students report that they know their strengths, either "always" or "sometimes," suggesting high levels of self-awareness and personal reflection—critical components of social-emotional learning and overall student growth.

An area identified for growth is student empowerment and voice in school decision-making. While it is encouraging that 70% of students agree or strongly agree that they have the power to make a difference in how things are done at school, nearly 30% do not share that confidence, indicating they either disagree or strongly disagree. This points to a need for continued efforts to expand meaningful student leadership opportunities and create more inclusive structures that actively involve students in shaping their school experience.

Performance Fact:
This year, CCCS transitioned to awarding credits at the end of each semester rather than quarterly. As a result of this shift—and through strengthened in-person instruction and credit recovery support—students in our YCCP and Core programs showed significant improvement. On average, students earned 28 credits during the fall semester, a notable increase from the 14 credits earned during the prior fall semester. This growth reflects improved student engagement and the effectiveness of targeted academic supports.

Cesar Chavez Community School data does not populate on the California Dashboard in several categories because if there are less than eleven students the data is not displayed for privacy reasons. Dan Jacobs School has been identified as an Equity Multiplier School. As with Cesar Chavez Community School, data does not populate on the California Dashboard in several categories because if there are less than eleven students the data is not displayed for privacy reasons. For this reason, we will be utilizing local data in Goal 4.

Cesar Chavez serves the students of Yolo County from the five school districts within the county. Students who are expelled from Winters Joint Union School District, Washington Unified School District, Woodland Joint Unified School District, Davis Joint Unified School District, and Woodland Joint Unified School District are referred to Cesar Chavez under a Memorandum of Understanding that is renewed every three years. Students detained by law enforcement are served at our sister school Dan Jacobs, located within the Yolo County Juvenile Detention Facility. Our partner districts will also refer students to us who are struggling with attendance and or behavior problems. Many of our students have not succeeded in the traditional comprehensive environment, some for many years. At Cesar Chavez, we tailor a program that meets our students' academic, social-emotional, and behavioral needs. Our classrooms are staffed with fully credentialed teachers in their subject areas who present quality standards-based first instruction. The certificated staff prepares and delivers culturally relevant lessons intended to meet all students' needs and foster engagement in learning.

Many of our students come to us with credit deficiencies due to attendance and engagement issues. Cesar Chavez provides our students with a credit recovery program based on classes found on the Edgenuity platform. Students can work at their own pace to earn credits for classes that they are missing, and some utilize it to get ahead. An after-school program is offered twice per week and is staffed by a credentialed teacher. Credit recovery time is also scheduled when time permits during the school day. Cesar Chavez offers an independent study option for students who work or have other reasons that being on campus during a school day is not possible. Students in this program must come to class a minimum of once per week for at least an hour and complete assignments throughout the week.

The Yolo County Special Education in the 2024 Dashboard reflects the following subgroups performing in red:
* Student Group - English Leaners: Suspension Rate
* Student Group - Hispanic: Suspension Rate and chronic Absenteeism
* Student Group - White: Suspension: Rate

The students attending our Yolo County Special Education Programs have been referred by their district of residence because their needs exceeded the capacity of individual district programs. Thus, the needs of these students are severe and significant. CCCS has made notable progress in several key areas, including a significant increase in credit attainment, with students in YCCP and Core programs averaging 28 credits in the fall semester—double the number earned the previous year. Suspensions have dropped dramatically, with only one incident reported, reflecting the success of our restorative practices. Student perception data also shows strong relationships with staff and a positive sense of belonging. However, challenges remain in addressing overall credit deficiencies, increasing student empowerment in decision-making, and ensuring equitable access to supports across all programs. We are committed to using local data and refining our strategies to close these gaps and accelerate student progress.

Reflections: Technical Assistance

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

NA
Cesar Chavez is not eligible for differentiated assistance. However, much support is provided to the site from the YCOE central office as it is evident by the goals and actions.

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.

Cesar Chavez Community School is no longer 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.

NA as there are not new funds for the upcoming year.

Monitoring and Evaluating Effectiveness

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

Per above prompts this section is NA.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Community Partners	Law Enforcement Meetings (Yolo County Probation, Yolo County Public Defender, and Yolo County District Attorney): 7/15, 8/2; 8/26,10/10,1/14, 1/16, 1/28, 3/6. 3/24. Community-Based Organizations (Such as Communicare, Circles for Social Change, Coach Al): 8/14, 8/23, 9/12, 10/7,10/9, 10/11,10/29, 11/7, 11/21,12/5, 12/2, 12/12, 1/14, 1/17, 1/21, 1/27, 2/20, 3/4, 3/20, 3/24, 4/16, 4/29, 5/6, 5/7
School Site Council	The School Site Council consists of one community member, one certificated staff member, two classified staff members, two parents, and two students. Meetings are conducted monthly to review school business, budgetary decisions, academic needs, and concerns as well as reviewing school documents that go to the School Board 9/19, 10/17, 11/21, 12/12, 1/16, 2/20, 3/20, 4/17, 5/15
Full-Service Community School Design Team	Design Team meetings are held with the Design Team and Performance Facts to address student data, the needs of a full-service community school as well as future planning. The team consists of Performance Facts, school administration, school staff, parents, students, and community members: 8/3; 8/4; 8/30; 9/8; 10/9; 10/10; 10/19; 10/23; 11/8; 11/14; 12/14; 1/12; 1/17; 1/26; 2/7; 2/16 and 3/15.

Educational Partner(s)	Process for Engagement
Students	Focus Groups with Students: Students are allowed to provide feedback via Kelvin Pulse Surveys, surveys, and roundtable lunch discussions with the administration and school staff: 9/13; 9/25; 10/11; 10/28, 12/11; 1/14; 2/17, 2/21; 3/5; 3/21; 4/17; 5/1 and 5/15. Student survey data is collected and reviewed quarterly as part of our ongoing efforts to monitor school climate and student engagement. This data, gathered through locally administered surveys, is regularly analyzed to identify trends, celebrate strengths, and inform areas for growth. Results are shared with staff to guide programmatic decisions supporting student well-being and success. Site-based Student and Family Survey: 4/8 - 4/15. Cal Hope Student Survey: 4/14 - 4/18.
Families	Events have been scheduled specifically to encourage parents to visit the campus, get to know staff, and learn more about the program and upcoming events, Back to School Night, Open House/Art Show, parent education programs, graduation, and participation in student-based celebrations on campus. 10/29, 11/22, 12/13, 3/24, 4/15, 5/14, 5/31, 6/5
Staff	Staff meetings are conducted weekly on Wednesday afternoons. The first meeting of each month is set aside for staff collaboration by contract. The remaining meetings are utilized for professional development, academic discussion, student needs, and overall school business. Each school site selects a staff member to represent them in their bargaining units. Thus, at each staff meeting, there is a voice for bargaining units to represent their membership. The principal meets every Tuesday morning with all the para educators on staff to address questions, concerns, upcoming events, best practices, professional learning, specific student needs, supervision, etc.
Yolo County Office of Education (YCOE) Internal Support Meetings Prevention and Wellness	The principal and staff meet frequently with internal YCOE internal staff to plan student programs, address specific student needs,

Educational Partner(s)	Process for Engagement
College and Career Teaching and Learning Equity and Support	provide professional development and planning, grant writing support, provide Communities of Practice (CoP), support for transitional age youth, foster and homeless youth, etc. 8/5. 8/6, 8/21, 10/9, 10/16, 11/13, 12/11, 1/15, 1/22, 2/12, 2/19, 3/12, 3/19, 4/16, 4/23, 5/14, 5/21
Special Education and SELPA (Special Education Local Plan Area)	The principal and staff have met with the special education team, the Director of Special Education, and the SELPA staff regarding best practices for serving youth attending Cesar Chavez and Dan Jacobs; sharing tools and strategies to engage youth with an IEP (Individualized Educational Program) and discuss specific youth with an IEP. 8/8, 8/19, 9/18, 10/12, 11/18, 3/12

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

The following feedback was received which influenced the 2024 LCAP Goals and Actions.

* Students have expressed concerns about school lunches and the lack of available options and would like more activities on campus and access to sports programs.t
Our feedback team, which consists of a cross-section of Cesar Chavez partners including students, staff, parents/caregivers, community partners, school administrators, and Yolo County Office of Education staff, have met often to inform the work of the full-service community school as evidenced in Goal 2 Actions 8 and 9.

* Key action steps for the Graduate Profile:
* Healthy Mind and Body-Implementing a structured Physical Education class such as Goal 1 Action 9. Implementation of Child Family Team Meetings (C.F.T.'s).
* Critical Thinker and Problem Solver-Design and implementation of one project-based learning unit per quarter focused on real-world issues.
* Responsible and accountable- Create an Individual Learning Plan (ILP) Strike Team to develop systems and practices to implement a sustainable ILP process such Goal 3 Action 7.
* Civic Minded Leader- Implement U.C. Davis model Civic Engagement Curriculum with Ethnic Studies integration in partnership with community-based organizations or service providers. Schedule community-building activities i.e. Peak Adventures and Sports Days such Goal 3 Actions 3 and 8.
* Creative and Adaptive Learner-Develop student and staff capacity to create and review goals. Establishing a shared understanding of Growth Mindset (academic language, classroom activities, Coach Al sessions with students and staff) such as Goal 3 Action 8.

* College and Career Ready-Increase opportunities for concurrent enrollment at Woodland Community College (Early Childhood Education pathway, Health/Healthcare pathway) Goal Action 13. Development of a post-transition template, this is to include the Chavez Extension Program as well as Independent Study such as Goal 1 Action 3.

Cesar Chavez Community School and its partners have created a Portrait of a Cesar Chavez Graduate, which is prominent in Goal 2 Action 8, and the following is what that portrait consists of:

* A student who engages in a balanced and healthy lifestyle that promotes overall physical and mental well-being.
* A student who can make informed choices to promote healthy boundaries and relationships.
* A student who analyzes and evaluates information critically and competently, and thinks flexibly
* A student imagines and devises new and innovative ways to address problems.
* A student who recognizes and accepts feedback to develop and work on goals and take responsibility.
* A student identifies values, strengths, and areas of growth to develop successful routines.
* A student uses empathy and integrity to negotiate and advocate for social equity and connection
* A student who leads by example.
* A student who persists in the face of challenges.
* A student who has a growth mindset embraces opportunities for continuous improvement.
* A student who demonstrates mastery of key skills and knowledge for high school graduation and career readiness.
* A student who will use an established network and self-determination to access and navigate post-secondary education systems.
6, s
* The School Site Council has discussed student safety, reviewed student data, and discussed strategies to improve attendance and engagement (Incentives to boost attendance, project-based learning, and culturally relevant curriculum) as evidenced in Goal 2 Actions 1, 2, 3, and 4, and in Goal 1 Actions 5, 6, 7, and 8 and also Goal 3 Action 9.

* The staff has provided feedback in terms of the master schedule for 2024-2025, implementing the ILPs with fidelity, embracing project-based learning, and increasing student success utilizing the Edgenuity platform (building upon the after-school credit recovery program, creating credit recovery opportunities during the school day)

* Community Partners have provided feedback regarding improved communication with school staff, advanced planning, and a clear understanding of school procedures and policies.

* Partnership at Dan Jacobs primarily involves Yolo County Probation, Yolo Arts, Yolo District Attorney's Office, Yolo County Public Defender's Office, and Communicare health care. Throughout these discussions, the focus is on trauma-led decision-making, trauma-informed interactions with youth as well as providing youth activities to support their decision-making, addressing individual trauma, and preparing for day-to-day life outside of the facility.

* The parents have expressed an interest in more opportunities to engage with school staff, desire for parent education opportunities, and strategies to support them in getting their youth to school daily as well as on time and more expanded learning opportunities for youth to become college and career-ready.

The suspension rate and graduation rates have been identified as a qualifying criterion for Equity Multiplier funding. Engagement partners were included in the drafting of a fourth focus Goal 4, Actions 1, 2, 3, and 4, and aligned metrics that will address suspension rates, and identified barriers to student achievement by implementing restorative justice practices and proactive behavior intervention strategies, the aim will be to reduce suspension rates by 10% compared to the previous academic year, measured by June 2025, and to foster a more inclusive and supportive learning environment. This goal is required by CDE, but many actions to meet this goal are also referenced out in goals 1, 2 and 3.

The 2024 Dashboard indicates:
* 19.5% of students had been suspended for at least one day which is an increase of 1,5%.
* The graduation rate was 40.9% which is an increase of 13.6%.

Previous goals and actions provided an expanded explanation regarding the importance of mental health, providing a safe and welcoming campus and the impact of family engagement to lower suspension rates and increase graduation rates. Lowering suspension rates and increasing graduation rates has been identified as key areas of improvement that needs targeted support as is indicated in goal 4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engage all students in rigorous, community-connected curriculum and instruction with expanded and enriched learning experiences, including an integrated system of support that will enhance student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As has been the case for many schools post-pandemic, student and family needs and availability of funding and other resources have driven increased attention to student wellness, and with limited professional development time and staff and leadership capacity, it has been challenging to prevent support for curriculum and instruction from being crowded out. CCCS's current LCAP and SPSA reinforce the centrality of high-quality curriculum and instruction and direct time and resources to these areas, particularly with respect to the adoption and implementation of coherent core curriculum and materials and professional learning focused on language and literacy development.

At Cesar Chavez there is a need to provide a comprehensive curricular program that engages students in rigorous, community-connected learning activities that prepare them to pursue their personal, educational, and professional goals. However, CCCS has made substantial progress toward the WASC Action Plan goal of increasing students' college and career readiness. In the recently updated LCAP and SPSA, there is no stand-alone college and career readiness goal. The first two goals, listed above, support the larger outcome of college and career readiness. The Blueprint for Student Success, which began development in 2022 through a collaborative process presents the graduate profile and the action steps required to implement the community schools model at CCCS. College and Career Readiness is one of the components of the graduate profile. The development of the Individualized Learning Plan (ILP), , schoolwide CTE instruction for all students on campus, project-based learning in ELA, history, and science, a grade-level, standards-aligned math curriculum, increased participation in dual enrollment, expanded internship opportunities, job shadow opportunities, and the Presentation of Learning (POL), all support students' college and career readiness and ensure that students' experiences at CCCS prepare them to pursue their goals.

Most students at Cesar Chavez have not experienced success in traditional classroom settings, and many have gaps in their schooling. To re-engage students in school, curriculum, and instruction must connect content to students' lives and provide opportunities for students to participate in authentic inquiry, problem-solving, and community-engaged learning. We recognize students' right to access grade-level content but appreciate that students must see value and meaning in their learning.

According to the WASC Self-Study completed in the Fall of 2024 the following are listed as areas of growth that fit under the umbrella of this goal:

1. There is a need for formally adopted curriculum and materials in science, ELA, and social studies to support the teachers and ensure that grade-level content standards are consistently addressed. Including designated English language development curriculum that directly supports content curriculum and develops the language students need for their chosen career fields.
2. There is a need to evaluate the use of Edgenuity, create clear guidelines for the use of online curriculum, and consider alternatives to Edgenuity that might better address students' interests and learning needs.
3. Teachers need support in developing media literacy and data literacy skills through the use of technology and scaffolding these activities to support language and literacy development for students designated as English Learners
4. Students in independent study programs would benefit from increased access to authentic learning experiences that build on their interests and career goals
5. Teachers need support in fostering collaborative learning and small-group and pair discussions in the classroom as part of disciplinary learning.
6. Teachers need support in developing media literacy and data literacy skills through the use of technology and scaffolding these activities to support language and literacy development for students designated as English Learners
7. Students in independent study programs would benefit from increased access to authentic learning experiences that build on their interests and career goals
8. Teachers need support in fostering collaborative learning and small-group and pair discussions in the classroom as part of disciplinary learning.
9. There is a need for professional development and systems and structures to support collaborative analysis of student assessment data and data-informed instructional decision-making.
10. The ILP needs to be fully implemented, so students' progress toward their goals is reviewed on a regular basis and students are able to revise their goals and plans as needed.
11. There is a need to clarify grading criteria and course and unit learning outcomes schoolwide so students, parents, and partners understand what student grades mean and grades can serve as a valuable source of data to inform programmatic and instructional decisions.
12. The Renaissance STAR test needs to be regularly administered, and teachers need support in reviewing and analyzing the data to inform instruction.
13. There is a need to strengthen Tier 1 classroom instruction with UDL and language and literacy scaffolding and to systematize and formalize the multi-tiered system of supports.
14. There is a need to seek ways to ensure that students in IS and CEP have access to enrichment opportunities and authentic learning experiences.
15. There is a need to create a clearly articulated, coherent approach to student behavior that aligns to a restorative philosophy, trauma-informed practice, and provides for interventions and support.

The identified metrics and actions indicated for this goal will help the students, staff, and families monitor the implementation and progress of the goal. Specifically, this goal focuses on ensuring that all students are provided a rigorous, community-connected learning environment as measured by Priority 4: Pupil Achievement and the progress that students identified as unduplicated are making each school year.

The goals and actions laid out in the LCAP, SPSA, and Blueprint for Student Success all aim to create an environment that fosters the conditions for student engagement. When students are engaged, they attend school, interact positively with others, and work towards their goals. Following are examples of actions that, taken together, create an environment that fosters engagement:
Building project-based learning (examples include the podcast project listed above, a zine project, a mural project, and Paxton-Patterson science labs, all discussed in Chapter 3),
Setting clear college and career readiness benchmarks and celebrating achievement of those benchmarks through the POLs and Work Readiness Certificate.
Instituting the Individual Learning Plan (ILP) to ensure that all students are supported in pursuing their individual goals.
Providing staff with professional development in restorative circles through a partnership with the Yolo Conflict Resolution Center.
Planning and hosting events and activities to engage families and students together, including Open House and Student Art Show and Family Art Night, both supported by a partnership with YoloArts.
Staffing classrooms with paraeducators to provide academic support.
Providing robust mental health support on campus through a partnership with CommuniCare+OLE
Additional staffing including a Youth Development Specialist, who works with the CCR department to facilitate college and career readiness opportunities and enrichment activities for students at CCCS, and a Youth Advocate who connects with families, provides transportation for students, and serves as additional support on campus.
Partnering with community based organizations to facilitate student engagement in the community and civic activism.

This summary captures the essence of the goal's three-year development and the significant need to create a curricular program that engages youth that necessitates such a goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Teachers in the LEA are appropriately assigned and fully	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the	80% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area for		Maintain percentage of teachers in the LEA who are appropriately assigned and fully	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	credentialed in the subject area and for the pupils they are teaching.	pupils they are teaching.	the pupils they are teaching.		credentialed in the subject area for the pupils they are teaching at 100%.	
1.2	Priority 1: Basic Pupils in the school district have sufficient access to the standards- aligned instructional materials.	100% of students in Cesar Chavez Community School 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. Textbooks for Cesar Chavez Community School and Dan Jacobs School are correlated to the California State Content Standards.	100% of students in Cesar Chavez Community School 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. Textbooks for Cesar Chavez Community School and Dan Jacobs School are correlated to the California State Content Standards.		100% of pupils have sufficient access to the standards-aligned instructional materials.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Priority 1: Basic School facilities are maintained in good repair.	Cesar Chavez: YCOE conducted a FIT survey in January 2023 and noted that the campus looks well maintained and will need paint before the next school year. Overall, the facility rating was GOOD. Dan Jacobs: Yolo County Office of Education Support Operations Services is not responsible for the maintenance of the facility; however, YCOE does conduct the FIT report. The report was conducted in January 2023 with an overall rating of FAIR.	Cesar Chavez: YCOE conducted a FIT survey in December 2024 and noted that the campus looks well maintained and will need paint before the next school year. Overall, the facility rating was GOOD. Dan Jacobs: Yolo County Office of Education Support Operations Services is not responsible for the maintenance of the facility; however, YCOE does conduct the FIT report. The report was conducted in December 2024 with an overall rating of FAIR.		100% of Facilities receive a "Good Status" on their FIT review.	Maintained Fair Status
1.4	Priority 2: State Standards The implementation of state board adopted	100% of students in our Cesar Chavez Community School and Dan Jacobs School	100% of students in our Cesar Chavez Community School		Maintain 100% of students have access to state board adopted	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	academic content and performance standards for all students.	programs have access to state board adopted academic content and performance standards.	and Dan Jacobs School programs have access to state board adopted academic content and performance standards.		academic content and performance standards through Edgenuity.	
1.5	Priority 2: State Standards 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.	100% of all English Learners have access to core academic content and ELD supports.	100% of all English Learners have access to core academic content and ELD supports.		100% of all English Learners have access to core academic content and ELD supports.	Maintained 100%
1.6	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).	CAASPP Testing results for Cesar Chavez Community School and Dan Jacobs for ELA, Mathematics and Science: In order to protect student privacy, data is suppressed because 10 or fewer students tested. The percentage of Court and Community	CAASPP Testing results for Cesar Chavez Community School and Dan Jacobs for ELA, Mathematics and Science have not been completed this year and will be updated as soon as possible. Also, in order to protect student privacy, data is		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. The percentage of Court and	Increased 5% on STAR Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School students who score at or above grade level on the STAR Renaissance Testing in ELA and Math is 0% because the test was not given during the 2023-2024 school year.	suppressed because 10 or fewer students tested. The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA and Math is 5%		Community School students who score at or above grade level on the STAR Renaissance Testing in ELA and Math is will increase by 10%.	
1.7	Priority 4: Pupil Achievement The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.	0% of students have completed a UC A-G sequence of courses. 100% of students have access to UC A- G approved coursework through Edgenuity.	0% of students have completed a UC A-G sequence of courses. 100% of students have access to UC A- G approved coursework through Edgenuity.		There will be an increase in the percent of students have completed a UC A-G sequence of courses. 100% of students have access to UC A- G approved coursework through Edgenuity.	Maintained 0%
1.8	Priority 4: Pupil Achievement The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical	76% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study.	55% of students have completed courses that satisfy requirements for career technical educations		100% of students have completed courses that satisfy the requirements for career technical education	Decreased 21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.		sequences or programs of study. The percentage is 90% when excluding students outside the YCCP program, which may not have been included last year in the data percentages, which is the reason for the for the drop in baseline.		sequences or programs of study.	
1.9	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 (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.	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 education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	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 education sequences or programs of study that align with SBE- approved career technical education standards and		There will be an increase in the percent of students that 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 education sequences or programs of study that align with SBE- approved	Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			frameworks.		career technical education standards and frameworks.	
1.10	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 and STAR Testing.	ELPAC Testing results for Cesar Chavez Community School and Dan Jacobs showed 0 % reclassified The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA is 0% because the test was not given during the 2023-2024 school year.	ELPAC Testing results for Cesar Chavez Community School and Dan Jacobs show 0% reclassified The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA is 0%		10% of English Learners will be redesignated each year. The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA will increase by 10%.	Maintained 0%
1.11	Priority 4: Pupil Achievement The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	0% of students have passed an advanced placement exam with a score of "3" or higher.	0% of students have passed an advanced placement exam with a score of "3" or higher.		There will be an increase in the percentage of students have passed an advanced placement exam with a score of "3" or higher.	Maintained 0%
1.12	Priority 4: Pupil Achievement	0% of students are prepared as reported on the Dashboard. In	0% of students are prepared as reported on the		25% are prepared and 50% are approaching	Increased 5% on STAR test

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	order to protect student privacy, data is suppressed because 10 or fewer students tested. The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA is 0% because the test was not given during the 2023-2024 school year.	Dashboard. Data to be updated once new dashboard information is available. In order to protect student privacy, data is suppressed because 10 or fewer students tested. The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA is 5%		prepared for college and/or career. The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA will increase by 10%.	
1.13	Priority 7: Course Access 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.	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	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		100% of students have access to similar types of courses offered at a comprehensive high school.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		course offerings are supplemented by Edgenuity, ensuring that 100% of students have access to similar types of courses offered at a comprehensive high school.	Arts, Math, History/Social Sciences, and Science. Traditional course offerings are supplemented by Edgenuity, ensuring that 100% of students have access to similar types of courses offered at a comprehensive high school.			
1.14	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.		100% of programs and services are provided to low-income, English earners, and foster youth pupils.	Maintained 100%
1.15	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.		100% of programs and services are provided to students with disabilities	Maintained 100%
1.16	Priority 8: Pupil Outcomes Addresses pupil outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted	32% of students earned an average of 9 or more credits per quarter	52% of students Core and YCCP students earned an average of 9 or more credits for quarter 2		100% of students will earn 9 or more credits per quarter	Increased by 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	course of study for grades 7 to 12.					

Goal Analysis [2024-25]

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

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

At CCCS, we remain committed to creating a learning environment that fosters student success, engagement, and personal growth. Over the past year, we have made significant progress on key initiatives while continuing to develop new opportunities to support our students and staff. Because we have made noticeable progress in working towards career and college readiness, the main pieces of our plan for goal 1 will stay consistent with slight changes to how we will implement going forward. Through meaningful relationships, community partnerships, and intentional programs, we are fostering a school culture where every student feels safe, valued, and empowered. Goal 1 implementation has been very successful as we have seen attendance improve to a historical high. At the time of this LCAP writing CCCS attendance stood at just over 72%. Which is the highest it has ever been. Moreover, we have seen a drastic decline in suspension incidents as the number to date compared to last year at this time decreased from 24 to 2. Therefore, we will continue with implementing the plans actions for goal 1, and concentrate on better implementation as opposed to adding additional actions to this goal.

We are actively enhancing our curriculum to ensure that all students see themselves reflected in their learning. Through culturally relevant lessons, we aim to create a more inclusive and meaningful educational experience. Schoolwide career development programs are helping students explore their future paths, while credit recovery opportunities provide additional support for those who need to get back on track academically.

Beyond the classroom, we continue to emphasize experiential learning through hands-on projects and field trips, allowing students to connect their education to the real world. We are also implementing the Transition to Independence Process (TIP) Grant, which provides training and resources to help students develop independence and life skills. To further support diverse learning needs, we are engaged in Integrated English Language Development training and Universal Design for Learning (UDL) training, ensuring that all students, including English learners and those with unique learning styles, receive the support they need to thrive.

Major Accomplishments:
We are proud to share that CCCS has received a six-year accreditation from the Western Association of Schools and Colleges (WASC)—a testament to our commitment to academic excellence and student-centered learning. During the accreditation process, students expressed their appreciation for our small school environment, where they feel valued, supported, and connected. Parents shared similar sentiments, noting that their children are more engaged, talk about their successes, and receive a level of personalized attention that surpasses their

previous school experiences. Staff members continue to play a crucial role, proactively reaching out to students and maintaining an open-door policy for both academic and emotional support.

Other key accomplishments include our partnership with Yolo Arts, bringing creative opportunities to our students, and the integration of new technology to enhance digital learning. Our Curriculum Strike Team has been hard at work refining course materials, while a self-audit of grading and credit systems has helped us improve academic consistency. Additionally, nine students are currently participating in dual enrollment courses, allowing them to earn college credits while still in high school. To further strengthen student support, we have added a Full-Service Community School position, ensuring that students and families have access to vital resources. We have also acquired a new van, increasing transportation access for students attending programs and activities. As we continue to build on this momentum, we are currently identifying summer professional development and training opportunities for teachers to ensure they have the tools and knowledge to provide the highest quality education for our students. These ongoing efforts reflect our unwavering commitment to student success and well-being. We are grateful for the continued support of our families, staff, and community as we work together to create a positive and impactful educational experience at CCCS.

Planned vs. Actual Implementation Adjustments:
Planned: Hire a part-time teacher for Independent Studies and the Chavez Extension Programs.
Actual: A full-time teacher was hired to better meet student needs.

Planned: Regular Curriculum Strike Team meetings to revise core curricula.
Actual: Scheduling constraints limited meetings, but three sessions were held to revise core subjects, including English Language Arts and Social Science.

Planned: Complete job description for a key role in alignment with program needs.
Actual: Development is still in progress due to budgetary constraints.

Planned: Full participation in professional development for Universal Design for Learning and Integrated English Language Development.
Actual: These trainings are held once a month with the entire CCCS Staff.

Planned: Immediate recruitment for paraeducator positions.
Actual: Delays left some positions unfilled temporarily, but these were later addressed.

Throughout the implementation of Goal 1, we experienced both successes and challenges. Several professional learning strands (Actions 1.5–1.7) and a curriculum revision project (Action 1.8) were implemented, but used in house staff to fulfill needs therefore professional development in key areas saw $0 expenditures, resulting in material differences between budgeted and actual expenditures but not with implementation. Also, the Data Analyst position (Action 1.4) was not filled, and only 22% of the curriculum revision budget was spent.

On the other hand, many initiatives proceeded successfully. Actions like Chavez Extension (1.3), credit recovery and acceleration (1.14), and CTE Pathways (1.13) were implemented as planned, while Career Exploration (1.10) exceeded its budget slightly, reflecting high student interest. The Full-Service Community School position (1.19) launched with strong early impact, although actual spending was 40% below plan due to initial onboarding delays.

Despite early-year material shipment delays, our educators adapted well to maintain instructional continuity. Assessment efforts and instructional data collection progressed with two full rounds of ELA and math testing. Teachers are continuing to integrate English Language Development practices into daily instruction, with ongoing training and coaching support.

Modifications and Adjustments:
Our workforce development partnerships have expanded through Harbor Freight and other partners. Although initial industry outreach took longer than planned, Career Day participation was ultimately successful. Student enrollment in dual enrollment classes is growing, and efforts to increase participation are ongoing through targeted outreach and collaboration with the College and Career Readiness Team.

Technology upgrades supported by the TIP Grant included new student laptops, iPads for both students and staff, and updated teacher workstations. While technology access has improved, additional training is planned to support effective integration into instruction. Facility improvements such as a security camera system and basketball court resurfacing were completed successfully. Summer school planning is currently underway, and we're seeing strong early interest from students and families.

Overall, CCCS made steady progress in achieving the goals set under Goal 1, addressing implementation barriers with flexibility and renewed focus. As we continue into the next cycle, our attention will remain on refining instructional supports, professional development, and student readiness pathways to ensure all learners are prepared for lifelong success.

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

Several planned actions under Goal 1 experienced significant under-expenditures, which materially impacted the estimated percentage of improved services. Notably, Actions 1.5, 1.6, and 1.7—all professional development strands focused on access to rigorous instruction and engaging diverse learners—were implemented, with $0 in actual expenditures versus a combined planned total of $20,000. Action 1.4, a planned Data Analyst position, also saw no expenditures against a $105,000 allocation. The curriculum revision work under Action 1.8 was implemented at just $16,568 of the $75,000 budget, a 78% variance because of an over estimation of material costs. Additionally, Action 1.19, the Full-Service Community School (FSCS) Coordinator, came in 40% below budget due to hiring delays. Other actions, such as CTE Pathways (1.13), credit recovery (1.14), and the Chavez Extension Program (1.3), were implemented close to budget, and the career exploration program (1.10) slightly exceeded its target. Although, the material differences noted above suggest a lower-than-anticipated delivery of services aligned to this goal, CCCS was able to have success in this area as Dual Enrolled students set a record for fall enrollment with a total of 6 compared to two in the Fall the previous year. Also, credit attainment drastically increased. Therefore, there wasn't the same investment in personnel or materials as expected, the services envisioned in this goal have been actively implemented.

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

CCCS demonstrated strong effectiveness in key areas such as staffing, resource acquisition, and student support services, ensuring that learning environments were well-equipped and adequately staffed. The successful hiring of a full-time teacher for the Independent Studies and Chavez Extension Programs allowed for greater student engagement, exceeding the initial plan. Paraeducator positions, though delayed in recruitment, were ultimately filled, restoring critical student support. Professional development initiatives provided valuable training in Universal Design for Learning and Integrated English Language Development, though scheduling conflicts occasionally impacted participation. Additionally, assessment data collection proceeded as planned, with actionable insights informing instruction, though further staff training was necessary to enhance data utilization. Facility and technology upgrades, including new security cameras, renovated sports facilities, and updated student and teacher devices, significantly improved campus infrastructure, though maximizing the benefits of new technology required additional training. Despite these successes, certain areas faced challenges that impacted overall efficiency. Initial delays in material shipments required teachers to adjust instructional plans, causing minor disruptions in early-year lessons. The development of a new job description remained incomplete due to budgetary constraints, delaying alignment with program needs. The Curriculum Strike Team faced scheduling limitations, reducing the number of planned meetings and affecting the frequency of curriculum revisions. Similarly, embedding Integrated English Language Development strategies into daily instruction proved challenging for some teachers, necessitating additional support. Career and college readiness efforts faced fluctuating student participation, requiring targeted outreach to increase engagement. Although Career Day planning initially struggled with industry partner recruitment, strong participation was ultimately secured. Finally, while dual enrollment and credit recovery initiatives continued to expand, enrollment numbers did not meet initial projections, leading to ongoing efforts to boost student involvement. These challenges highlight areas for refinement to ensure future efficiency and effectiveness.

In support of Goal 1, which focuses on ensuring that students at Cesar Chavez Community School have access to high-quality instruction, well-prepared staff, and supportive learning environments, the Yolo County Office of Education implemented a wide range of actions across staffing, instruction, student engagement, and college/career readiness. Each of these actions was strategically aligned with established metrics to ensure progress is measurable and outcomes are transparent. A central focus of implementation was on staffing and operational infrastructure. This included maintaining full staffing levels (Action 1.1), onboarding paraeducators (Action 1.2), updating job descriptions to better reflect evolving program needs (Action 1.4), and completing a mid-year staffing expansion (Action 1.19). These actions directly supported the metric on appropriately assigned and credentialed teachers (Metric 1.1) and ensured all students had access to standards-aligned instructional materials (Metric 1.2). Per Metric 1.2 100% of students in Cesar Chavez Community School and Dan Jacobs School programs have access to instructional materials in the areas of Language Arts.
Math, History/Social Sciences, and Science.

Professional learning and instructional quality were also prioritized through monthly staff development sessions (Action 1.5), the collection and use of ELA and math assessment data (Action 1.6), and the integration of English Language Development strategies across content areas (Action 1.7). These efforts supported improved instructional practice and aligned with Metric 1.5. Per metric 100% of all English Learners have access to core academic content and ELD supports and all the trainings were completed.

In the area of curriculum and program development, the Chavez Extension and Independent Study programs (Action 1.3), curriculum revision efforts (Action 1.8), and credit recovery acceleration via Edgenuity (Action 1.14) were key undertakings. These actions aligned to Metric 1.10, which tracks completion of Individualized Learning Plan (ILP) milestones, Metric 1.13, and Metric 1.16, which monitors students earning 9 or

more credits per quarter. Per metric 1:16 students earned an average of 28 semester credits for the fall of 2024 exceeding the 9 credit average last year. Per Metric 1.13 100% 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 course offerings are supplemented by Edgenuity, ensuring that 100% of students have access to similar types of courses offered at a comprehensive high school

Student engagement and well-being were strengthened through initiatives like student-led physical education (Action 1.9), summer school planning (Action 1.15), and the provision of comprehensive special education services (Action 1.17). These efforts tied into Goal 4's summer program metrics and facility inspection results (via FIT survey), which capture student experience and safety. While not all metrics are captured quantitatively in Goal 1, these actions support qualitative gains in connectedness and support services. Per Metric 1.3 YCOE conducted a FIT survey in December 2024 and noted that the campus looks well maintained and will need paint before the next school year. Overall, the facility rating was GOOD.

To advance college and career readiness, a cluster of actions—including Career Day planning (Action 1.10), workforce partnerships such as the Harbor Freight Fellowship (Action 1.11), targeted planning with the College and Career Readiness Team (Actions 1.12 and 1.13)—contributed to measurable outcomes tracked by Metrics 1.8, 1.10, 1.13, and 1.16. Per Metric 1.8 55% of students have completed courses that satisfy requirements for career technical educations sequences or programs of study. The percentage is 90% when excluding students outside the YCCP program, which may not have been included last year in the data percentages, which is the reason for the for the drop in baseline.

Lastly, actions supporting the educational environment, such as implementing significant technology upgrades (Action 1.16) and campus facility improvements (Action 1.18), contributed to an improved instructional infrastructure. Per Metric 1.3 YCOE conducted a FIT survey in December 2024 and noted that the campus looks well maintained and will need paint before the next school year. Overall, the facility rating was GOOD.

Below is a description of the effectiveness and ineffectiveness of each specific actions in making progress toward Goal 1:

1.1 Staffing and Materials: Cesar Chavez is fully staffed, and all necessary materials have been acquired to support both students and staff effectively. This aligns with our initial plan; however, unexpected delays in material shipments early in the year required adjustments to instructional planning.

1.2 Paraeducator Support: Currently, four paraeducators are in place, providing comprehensive support for students across all areas. Initially, recruitment challenges led to a temporary gap in support, but these positions have now been successfully filled.

1.3 Independent Studies and Extension Programs: A dedicated full-time teacher is supporting both the Independent Studies and Chavez Extension Programs. The initial plan considered a part-time position, but increasing student needs warranted full-time support, a positive adjustment to better serve students.

1.4 Job Description Development: A job description is currently being prepared to align with program needs and expectations. The process has taken longer than anticipated due to budgetary considerations.

1.5 Professional Development: Monthly training sessions on Universal Design for Learning and Integrated English Language Development are being conducted for staff. Staff engagement has been strong, though scheduling conflicts have occasionally affected participation rates.

1.6 Assessment Data Collection: Two rounds of math and English Language Arts (ELA) assessment data have been collected and analyzed to inform instructional decisions. While this aligns with our plan, additional data training for staff was necessary to maximize the effective use of assessment results.

1.7 Integrated English Language Development: (ELD)The ELD framework is being implemented to enhance language acquisition strategies across content areas. While implementation is ongoing, some teachers have required additional support in embedding IELD into daily instruction.

1.8 Curriculum Revisions: The Curriculum Strike Team has convened three times to revise the English Language Arts, Social Science, and Online Curriculum. Originally, we aimed for quarterly meetings, but scheduling constraints limited the frequency of sessions.

1.9 Student-Led Physical Education: A student-led Physical Education class has been developed and is actively being implemented. The program has seen strong engagement, although additional guidance from staff was required in the early stages to ensure proper structure.

1.10 Career Day Planning: Planning for Career Day is underway with support from the College and Career Readiness Team. Initial outreach to industry partners took longer than expected, but we have since secured strong participation.

1.11 Harbor Freight Fellowship: Fellowship meetings with Harbor Freight have taken place, supporting workforce development initiatives. Engagement has been positive, and additional partnerships are being explored.

1.12 College and Career Readiness Planning: Ongoing planning sessions are being conducted with the College and Career Readiness Team to enhance student opportunities. Initial participation levels were lower than anticipated but have since increased through targeted outreach.

1.13 College and Career Readiness Enrollment: Regular meetings continue with the College and Career Readiness Team, and nine students are currently enrolled at WCC. Originally, we projected a higher enrollment, and efforts are being made to increase student participation.

1.14 Credit Recovery and Acceleration: Students are utilizing Edgenuity for credit recovery and acceleration. Additionally, Subject.com is being explored as a potential alternative, with a pilot program currently in progress. Early feedback has been positive, and expansion may be considered.

1.15 Summer School Planning: Summer school will be offered at the conclusion of the 2024-25 school year to support student learning and credit recovery. Planning is on track, and initial interest from students and families has been strong.

1.16 Technology Upgrades: New technology has been procured through the Transition to Independence Grant, including new computers for all students, iPads for students and staff, and updated computers for teachers. Implementation has been smooth, though additional training for staff is needed to maximize effectiveness.

1.17 Special Education Services: A full-time Special Education teacher is in place, and annual Individualized Education Program (IEP) meetings are being conducted as scheduled. No significant deviations from the plan have occurred, and services are being delivered effectively.

1.18 Facility Upgrades: Chavez underwent significant upgrades over the summer, including the installation of a new camera system and the renovation of the basketball court. The basketball court project faced minor delays due to contractor availability but was completed successfully.

1.19 New Staffing Update: A new hire was onboarded and began their role on January 6, 2024. The hiring process was efficient, and the new staff member has integrated well into the team.

Overall, while most actions have been implemented as planned, some adjustments were necessary due to staffing challenges, scheduling constraints, and the need for additional training. Successes include strong staff engagement in professional development, effective curriculum revisions, and well-received facility upgrades. Moving forward, we will continue to address participation gaps and refine implementation strategies to ensure the success of all initiatives.

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

Under the leadership of a first-year principal, Cesar Chavez Community School has focused on continuing successful initiatives while thoughtfully evaluating and refining existing programs. These efforts are rooted in a deep commitment to ensuring that all students—especially those who have historically faced barriers—receive the consistent support, high-quality instruction, and meaningful opportunities they need to thrive. Key areas such as staffing, student support, and professional development have remained strong, with the hiring of a full-time teacher for the Independent Studies and Extension Programs and restored paraeducator support contributing to increased student engagement. Ongoing professional development in Universal Design for Learning and Integrated ELD has built on prior efforts, with the principal assessing implementation needs and identifying opportunities for additional staff support. Assessment data collection continues to inform instruction, while program adjustments—such as curriculum revisions and college and career readiness outreach—are being made based on participation trends and staff feedback. This first year has been grounded in maintaining stability, using data to guide improvement, and setting the stage for long-term success through collaboration and reflection.

Action-Level Adjustments:

Action 1.4 (Data Analyst): This position was not filled in 2024–25 despite being budgeted at $105,000. For the 2025–26 plan, the district will restructure this role into a program manager with data responsibilities which will integrate with the CARE Team, with reduced scope focused on assessment data review and progress monitoring rather than systems development.

Actions 1.5–1.7 (Strands One, Two, Three Professional Learning): These actions were covered by other funding in house. Based on staff feedback, CCCS will consolidate these strands into a single streamlined PD plan that focuses on engagement, assessment practices, and culturally responsive pedagogy, delivered through consistent sessions during staff minimum days.

Action 1.8 (Curriculum Revision for ELA and Social Science): With only 22% of the budget expended, this action will be re-scoped to include a curriculum audit and pacing guide development, with educator working groups revisiting scope and sequence collaboratively rather than full program replacement.

Action 1.19 (FSCS Coordinator): This position was launched but spent 40% less than budgeted due to a late start. For 2025–26, the role will be expanded to include service as a liaison for out-of-school programming.

Action 1.14 (Credit Recovery and Acceleration): Slightly exceeded its planned expenditure, signaling strong student demand. CCCS will expand this action to include weekend and intersession credit opportunities and build in Subject.com as an alternative platform alongside Edgenuity.

Action 1.13 (CTE Pathways): Engagement in workforce development increased, but employer outreach took longer than expected. For the coming year, CCCS will create an employer advisory group to improve alignment between student interests and available industry opportunities.

Action 1.20 (Yolo Arts): This action was added to capture the arts program and support happening on campus and was missing from prior plans.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	"Base" Program Expenditures	Expenditures include but are not limited to staffing, supplies, services, and other expenditures as defined in the definition of a base program. (Board Resolution #19-20/01)	$839,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Paraeducator Services	Provide a paraeducator in every classroom (including CTE) to support academic, behavioral, and social-emotional success through an enhanced focus on individualized student attention and a tiered MTSS structure.	$144,048.00	No
1.3	Independent Studies / Chavez Extension Program	Support students in working independently to meet academic goals. Provide individualized instruction. The Independent Study Program allows for flexibility when individual circumstances prevent regular school attendance. Support for independent study students, who are unduplicated students, is critical to facilitate learning and keep them on track for credit achievement and graduation. Provide 1.0 FTE classroom teacher to provide instruction to students enrolled in the Chavez Extension Program. This program serves students ages 18-21 who are not prepared for an adult education type of program, and need additional time to acquire their high school diploma and meet the requirements to enroll. Chavez will be able to ensure a continuity of this service beyond a student's four years of high school thereby supporting students requiring more time to graduate.	$140,000.00	No
1.4	Data Analyst Program Manager	Provides Data Analyst to support program staff in understanding, informing, and reporting on data related to instruction and program effectiveness.	$120,000.00	No
1.5	Professional Learning: Access to rigorous learning Strand One	Provide ongoing professional learning for the development, implementation, and continuous improvement of the core curriculum and instructional practices that align with curricular goals and ensure access to rigorous learning. Planned professional learning includes the following, but not limited to: * Professional learning for teachers to support high-quality math instruction and effective implementation of the new mathematics framework.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Ongoing support for teachers in designing high-quality collaborative activities and ensuring that all students can meaningfully engage * Professional learning to support high-quality service-learning activities for students nearing graduation, to provide access to the State Seal of Civic Engagement * Universal Design for Learning (UDL) training and practice support to ensure all students can access rigorous curriculum and demonstrate learning.		
1.6	Professional Learning: Assessment Practices Strand Two	Provide ongoing professional learning for the development, implementation, and continuous improvement to support sound assessment practices, such as: * Best practices utilizing STAR Renaissance quarterly assessments to monitor student learning and progress. * Best practices for reviewing CAASPP Testing and interim assessments as one measure to gauge student learning when data is limited given the small number of students tested. * Best practices to write local formative assessments to guide instruction. * Best practices for the use of data protocols to guide instruction, measure student progress, and gauge student learning. * Increase awareness and understanding of programs such as: *Grading for Equity * Assessment For and Of Learning	$5,000.00	Yes
1.7	Professional Learning: Engaging Diverse Learners Strand Three	Develop staff capacity to provide appropriate support for students to access the curriculum through ongoing professional learning in areas to include the following: * Universal Design for Learning (UDL) training and practice support to ensure all students can access rigorous curriculum and demonstrate learning.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Engaging students in developing their Individual Learning Plan (ILP) to support their individual learning needs. * Integrated English Language Development (ELD)		
1.8	Revise the English Language Arts (ELA) and Social Studies (SS) curriculum.	The English Language Arts and Social Studies curriculums need to be revised to facilitate culturally responsive pedagogy, community connectedness, civic engagement, and the development of literacies. This will be accomplished by the following activities: * Replace English 9 and 10 with a two-year Ethnic Studies course that includes community-based projects and inquiry activities, opportunities for small-scale service-learning and work-based on experiences, and study of art in various media as it relates to the themes of the course * Replace US History and World History with a two-year course integrating world and US history, organized around larger themes and * Develop a portfolio model for English 11 and 12 that provides opportunities for longer-term service-learning and work-based experiences, including inquiry and reflection activities, and leads to the attainment of the State Seal of Civic Engagement for students who choose to pursue it.	$25,000.00	Yes
1.9	Implement a structured Physical Education Class	Research, write and implement a structured Physical Education class that incorporates the California State Physical Education Standards.	$5,000.00	Yes
1.10	Career Development Exploration	Provide opportunities along the full Career Development continuum to expand their Self Awareness, Career Awareness, and Career Exploration to prepare for post-secondary options based on their interests. These may include a career development and exploration course for all students.	$79,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Apprenticeships	Create navigation materials showcasing pathways to apprenticeships using tools such as the Gladeo platform. Support students in matriculating into apprenticeships.	$0.00	No
1.12	Youth college and / or career goal setting	Create a Post-Secondary Transition Template to ensure that students can identify next steps toward their college and career goals upon graduation.	$13,000.00	No
1.13	Career Technical Education (CTE) Pathway	Provide access to at least one CTE program that meets the elements of a high-quality pathway, as defined by the CDE "Ten Minimum Eligibility Standards", such as Entrepreneurship or Early Childhood Education.	$106,920.00	Yes
1.14	Credit Recovery and Credit Acceleration	Provide a variety of opportunities for students to earn and/or recover credit to obtain their High School Diploma such as community college courses, online learning platforms and extended day programs.	$30,000.00	Yes
1.15	Summer School - Extended School Year (ESY)	Provide Summer School at Cesar Chavez Community School with a focus on providing Career Technical Education opportunities and credit recovery. ESY for students enrolled in a YCOE Special Education Program is provided for 20 school days for 4 hours daily based off of IEP Team recommendations.	$25,000.00	No
1.16	Educational Technology	Provide funding for core technology upgrades and ensure support for currently deployed staff and student devices.	$40,000.00	No
1.17	Special Education targeted support	The California 2024 Dashboard for Yolo County Special Education shows two targeted academic areas of English Language Arts and Mathematics have moved from red to orange with an an increase of 100 pts in ELA and 95 pts in Math. In addition, chronic absenteeism declined by 4.1% but the suspension rate is still high at 11.5%		No

Action #	Title	Description	Total Funds	Contributing
		These areas will be addressed by: * Staff training for new adopted materials as districts change their adoptions * Targeted intervention programs, such as SIPPS, I-Ready, and Unique Learning Systems (ULS) * UDL Strategies - training and implementation * SELPA provided Professional Development: Tier 2 interventions, screeners, and UDL To increase the percentage of students meeting their IEP goals by 10% annually, we will consider the following strategies: * Regular Progress Monitoring * Data-Driven Instruction * Professional Development (as referenced above) * Collaboration * Parental Involvement * Goal Setting and Review * Resource Allocation * Inclusive Practices (as referenced above? By implementing these strategies, schools can create a supportive and effective learning environment that helps with IEPs achieve their goals and improve their academic outcomes annually.		
1.18	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.	$427,000.00	No
1.19	Full-Service Community School Coordinator	To support the school site's Community Schools initiative, the Community School Coordinator will work with the school's leadership team (including community and family	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
		members, students, school staff, administrators and educators) to develop a school plan, based on the extensive needs and assets assessment and school, district, and local community data. Position initiates, facilitates and coordinates programs and strategies that are aligned with that plan. Position develops, promotes and furthers the wisest use of community resources to create optimal positive impact by enhancing community and individual assets, meeting critical human service needs, and promoting long-term community solutions.		
1.20	Yolo Arts	This program offers students an opportunity to build technical artistic skills while nurturing their personal voice through creative expression. Every participating school site benefits from structured art instruction, which includes four weeks of two-dimensional art, four weeks of three-dimensional art, and poetry development instruction (specifically provided for Horizon students). This structured approach ensures broad exposure to diverse art forms and supports students' development in both skill and self-expression.	$10,000.00	No
1.21				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide an integrated system of support that addresses a culture of belonging, safety, and care. This includes coordination of countrywide services for expelled youth and foster youth that builds cross-district collaboration and information sharing to ensure continuity of services.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure coherence and alignment of all integrated supports through a whole child lens. Given that the majority of students attending Cesar Chavez Community School are considered unduplicated, several on-site and community-based services require alignment and coordination to avoid duplication of services as well to ensure that all students receive the services they need. Presently, there are multiple agencies serving our youth either on-site or through community programs, thus the necessity for coordination and collaboration. The metrics and identified actions will support in providing an integrated system of support for youth as well as create a culture of belonging, safety and care.

At the core, YCOE and CCCS staff and leadership believe that cognitively challenging, community-connected, culturally responsive curriculum and instruction, in an environment that fosters a sense of safety and belonging and healthy identity development, bolstered by an integrated system of supports that fosters well-being of students and families, constitutes high-quality education that allows students to thrive into adulthood, whatever their post-secondary goals may be.

The intentional aligning of the WASC Action Plan with the LCAP/SPSA has been extremely helpful in ensuring that the Action Plan is regularly revisited and that the actions are supported with staffing and other resources. For CCCS, the California Community Schools Partnership Program Grant and subsequent development of the Blueprint for Student Success; YCOE's Roadmap to the Future Initiative with its focus on whole child education and community partnerships; and the Transition to Independence (TIP) grant, which will fund intensive training for staff beginning in the 2024-25 school year all add layers to the work laid out in the Action Plan, but the work is all in alignment. At the core, YCOE and CCCS staff and leadership believe that cognitively challenging, community-connected, culturally responsive curriculum and instruction, in an environment that fosters a sense of safety and belonging and healthy identity development, bolstered by an integrated

system of supports that fosters well-being of students and families, constitutes high-quality education that allows students to thrive into adulthood.

While seeking feedback from our community partners, we heard that community partners have provided feedback regarding improved communication with school staff, advanced planning, and a clear understanding of school procedures and policies.

The staff at Cesar Chavez Community School have focused on developing a culture of belonging, safety, and care and understand the importance of continuing to focus on these essential elements of a strong school climate and culture.

Based on our October 2024 local site survey of students, the data reflects that:
*100% of students feel that there is at least one adult at their school they can reach out to for help
*89% of students agree or strongly agree that they care about other students and want to see them succeed
*96% of students report that they know their personal strengths
*70% of students feel they have the power to make a difference in how things are done at school
*80% of students enjoy learning new things in more than half or all of their classes
*85% of students express confidence that they can complete difficult schoolwork if they don't give up
*76% of students feel they have regular opportunities to express their opinions and preferences in class

Given that the California Dashboard which utilizes CAASPP (California Assessment of Student Performance and Progress) data does not tell our story because data is suppressed because ten or fewer students tested, we have utilized outside resources to develop this goal.

KidsData for Children's Emotional Health in California reports:
* 43% of female students in grades 7,9 and 11 have depression-related feelings
* 24% of male students in grades 7,9 and 11 have depression-related feelings
* 67.3% of students identifying as Gay, Lesbian, or Bisexual have depression-related feelings
(https://www.kidsdata.org/export/pdf?cat=68)

In a UCLA Health and Behavior, 45% of California youth between ages 12 and 17 report having struggled with mental health issues, with nearly a third of them experiencing serious psychological distress that could interfere with their academic and social functioning. (https://healthpolicy.ucla.edu/newsroom/blog/nearly-half-california-adolescents-report-mental-health-difficulties).

California ranks 33rd in child well-being, according to the 2022 KIDS COUNT Data Book, a 50-state report of recent household data developed by the Annie E. Casey Foundation analyzing how children and families are faring. The annual report focuses this year on youth mental health, concurring with a recent assessment by the U.S. Surgeon General that the country is facing a youth "mental health crisis." California kids experienced the second largest increase in depression and anxiety among all states, with 7.0% of children ages 3–17 diagnosed with depression or anxiety in 2016, increasing to 11.9% in 2020. In comparison, youth with depression or anxiety rose by 26% nationwide between 2016 and 2020.
(https://www.childrennow.org/news/2022-kids-count-data-book/)

For foster youth, up to 80% of children in foster care have significant mental health issues, compared to approximately 18-22% of the general

population. Factors contributing to the mental and behavioral health of children and youth in foster care includes the history of complex trauma, frequently changing situations and transitions, broken family relationships, inconsistent and inadequate access to mental health services and the over-prescription of psychotropic medications.
(https://www.calbhbc.org/fosteryouth.html)

This summary captures the essence of the goal's development, community involvement, school environment, and the mental health context that necessitates such a goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5: Pupil Engagement School attendance rates	Cesar Chavez: 62.29% Dan Jacobs: 98.26%	Cesar Chavez: 76.47% Dan Jacobs: 95.29%		Cesar Chavez: 75% Dan Jacobs: 95%	Cesar Chavez Increase 14.18% Dan Jacobs Decrease 2.97%
2.2	Priority 5: Pupil Engagement Chronic absenteeism rates	2022-23 Chronic Absenteeism was not calculated on the dashboard for Cesar Chavez High School	2023-24 Chronic Absenteeism was not calculated on the dashboard for Cesar Chavez High School		NA	NA
2.3	Priority 5: Pupil Engagement Middle school dropout rates	The Middle School dropout rate is 0% since there are no middle schoolers	The Middle School dropout rate is 0% since there are no middle schoolers		The Middle School dropout rate is 0%.	Maintained 0%
2.4	Priority 5: Pupil Engagement High school Pupil Engagement High school dropout rates	2022-23 Four-year adjusted cohort rate indicates 2 students identified as a dropout.	In the 2024-25 school year, four-year adjusted cohort rate indicates 0 students identified as a dropout.		High School dropout rate will indicate less than 2 students will have been a dropout.	Decrease of two students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Priority 5: Pupil Engagement High school graduation rates	2022-23 Graduation Rate: 27.3 %	2023-24 Graduation Rate: 40.9%		Graduation rate: 85%	Increase 13.6%
2.6	Priority 6: School climate Pupil suspension rates	The Suspension Rate for 2022-23 for Cesar Chavez Community School was 18.1%.	The Suspension Rate for 2023-24 for Cesar Chavez Community School was 19.5%.		Suspension rate of less than 5%	Increase 1.4%
2.7	Priority 6: School climate Pupil expulsion rates	The Expulsion Rate for 2022-23 for Cesar Chavez Community School was 0%.	The Expulsion Rate for 2022-23 for Cesar Chavez Community School was 0%.		Maintain expulsion rate at 0%	Maintained 0%
2.8	Priority 6: School climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 2024-2025 Amended Metric: Discontinue use of the California Healthy Kids Survey due to the instability of court school student enrollments - use Student Voice survey instead for Year 1 outcomes.	50% Response rate in students completing the California Healthy Kids Survey (CHKS).	54% of students took our Student Voice Survey.		85% Response rate in students completing the school climate survey	Increase of 4%
2.9	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		100% of districts have adopted and are	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Expelled Youth Plan.		implementing the Expelled Youth Plan.	
2.10	Priority 10. Coordination of Services for Foster Youth Working with the county child welfare agency to minimize changes in school placement	Currently, we are using Foster Focus as a data collection tool to monitor and notify of school changes for foster youth. Weekly meetings with Child Welfare to discuss and contribute to placement decisions. The 2021-22 Stability Rate for Foster Youth was 50.7% compared to 88.9% for all students in the county and 89.8% for all students in the state. Yolo County is lower than the statewide foster youth rate of 65.0%. This is a drop from the previous year when the stability rate for foster youth in Yolo County was 72.5%.	Stability Rate for Foster Youth for 2022-23 is 63.5% compared to 88.9% for all students in the county and 89.8% for all students in the state. CCCS served one foster student this year. No newer data is available.		At least 80 percent of youth in Foster care will maintain school placement throughout the school year (e.g. school stability).	Increased 12.8%
2.11	Priority 10. Coordination of Services for Foster Youth Providing education-related information to the county child welfare agency to assist in the delivery of services to foster	The FYSCP continues to attend 90% of Multi-Disciplinary Team (MDT) meetings serving as educational representatives for all Yolo County foster youth.	The FYSCP continues to attend 90% of Multi-Disciplinary Team (MDT) meetings serving as educational		The FYSCP continues to attend 90% of Multi-Disciplinary Team (MDT) meetings serving as educational representatives for all	Maintained 90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	children, including educational status and progress information that is required to be included in court reports.		representatives for all Yolo County foster youth.		Yolo County foster youth.	
2.12	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	FYSCP continues to support districts and child welfare to ensure that education records are requested and received within 48 hours.	FYSCP continues to support districts and child welfare to ensure that education records are requested and received within 48 hours.		Response time to request for information is less than 48 hours.	Maintained Services
2.13	Priority 10. Coordination of Services for Foster Youth Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport	The FYSCP continues to collaborate with Yolo County Health and Human Services to comply with deliverables outlined in partnership MOUs. Title IV E partnership is functioning and provides revenue for services rendered. Health and education records are transferred within 2 days of notice.	The FYSCP continues to collaborate with Yolo County Health and Human Services to comply with deliverables outlined in partnership MOUs. Title IV E partnership is functioning and provides revenue for services rendered. Health and education records are transferred within 2		All data sharing agreements are in place and student records are transferred within two school days.	Maintained Services

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			days of notice.			
2.14	Staff Trained in Trauma-Informed Practices	The Baseline was zero because we have not previously tracked this data or do not have records of that.	25% of staff have currently been trained		100% of staff will be trained	Increased by 25 %

Goal Analysis [2024-25]

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

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

At CCCS, we believe that a strong, supportive environment is essential for student success. Through meaningful relationships, community partnerships, and intentional programs, we are fostering a school culture where every student feels safe, valued, and empowered. Goal 2 implementation has been very successful as we have seen attendance improve to a historical high. At the time of this LCAP writing CCCS attendance stood at just over 72%. Which is the highest it has ever been. Moreover, we have seen a drastic decline in suspension incidents as the number to date compared to last year at this time decreased from 23 to 1. Therefore, we will continue with implementing the plans actions for goal 2, and concentrate on better implementation as opposed to adding additional actions to this goal.

Ongoing Efforts to Strengthen Our School Community:
Creating a safe and welcoming environment remains at the heart of our work. We continue to implement community-building activities that encourage connection, belonging, and positive interactions among students and staff. Our collaboration with MINDSET Academy provides students with valuable tools for personal growth, resilience, and emotional well-being.

To ensure students receive the individualized support they need, our Coordination of Services Team (CARE Team) meetings bring together staff and partners to identify and address student needs holistically. Through home visits and direct parent/caregiver contact, we are strengthening our connection with families, fostering trust, and ensuring open lines of communication between school and home. We recognize the importance of collaboration with external organizations that share our mission. Our partnerships with Probation, Prevention & Wellness, and Circles for Social Change provide students with mentorship, behavioral support, and wellness resources. Our Restorative Justice program continues to play a critical role in resolving conflicts, repairing relationships, and reinforcing accountability in a supportive way.

Our commitment to student voice and well-being is clearly reflected in the results of our Sense of Belonging Survey, where students shared powerful insights about their experiences at CCCS:

100% of students reported that there is at least one adult on campus they can turn to for help.

100% of students feel accepted for who they are.

93% of students shared that they feel cared for and treated with kindness by adults on campus.

These results highlight the strong, supportive relationships that form the foundation of our school community.

Beyond the school walls, we are expanding internship and job placement opportunities, helping students gain real-world experience and build pathways toward future careers. Our partnership with Miracle University further enhances access to post-secondary education and training.

Looking Ahead:
As we continue to build a positive and inclusive school culture, we are developing a Student Voice Ambassador Program, which will give students a platform to share their perspectives and help shape school initiatives. Additionally, we are in the process of creating a Positive Behavior Interventions and Support (PBIS) Reward System, reinforcing positive choices and fostering a culture of encouragement and success. At CCCS, we are committed to nurturing a school community where every student feels seen, heard, and supported. Through these ongoing efforts and new initiatives, we are creating an environment where students can thrive both academically and personally. We deeply appreciate the support of our families, staff, and community partners in making this vision a reality.

Status of Implementation and Summary of Progress:
Expanding upon the efforts described above, CCCS has placed a strong emphasis on fostering community engagement and strengthening student support services. While multiple community-building events were held and collaborations were strengthened, several implementation variances occurred.

Most notably, Action 2.9 (Transition to Independence Process, TIP) was under-spent, with $212,434 spent out of the $750,000 budget—a 72% difference—due to start-up and coordination delays. However, the main reason for the under spending was the fact that this amount was initially mandated to be completely spent down in one year, but newer information after LCAP approval allowed the grant to be spent in multiple years. This allowed CCCS to leverage other funding and resources to deliver the services intended, while maintain a healthy amount of funds to be used the following year ensuring sustainment and consolidation of services for the students. This action remains a key area of focus moving forward. Action 2.8 (Full-Service Community School Lens) was also implemented below budget at 62%, while Actions 2.2 (SEL Professional Learning) and 2.4 (Foster Youth Supports) had variances around 25%, reflecting adjustments in delivery pace and demand.

On the other hand, we expanded efforts where student needs increased. For instance, Action 2.1 (Safe and Supportive Environment) exceeded its $5,000 budget by over 300%, reflecting broader implementation of wellness and student support activities. Similarly, Action 2.5 (Foster Youth Coordination) rose 59% over its planned $61,000 to meet the growing needs of this vulnerable population. These reallocations were intentional and responsive, supporting students more intensively where needed most.

Throughout the year, CCCS also maintained its commitment to expelled youth and special education services, with all IEP meetings conducted and the push-in model supported by targeted schedule changes. Weekly coordination with external partners such as

Communicare and Probation helping us deliver wraparound services more effectively. Trauma-informed practices were expanded through peer trainers, building internal capacity for long-term implementation.

Challenges and Adjustments:
Some obstacles required flexibility and re-prioritization. While professional development was impactful, balancing PD schedules with staff availability was challenging. Variability in family engagement highlighted a need for improved outreach strategies. Despite these hurdles, CCCS demonstrated adaptability by expanding the foster youth program and increasing mentorship supports where needed.

Looking Forward:
We are committed to refining these programs, strengthening coordination, and increasing consistency across student support systems. The groundwork laid in 2024–25 has positioned us for even deeper implementation of community-based and student-centered practices in 2025–26.

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

Goal 2 also showed several material differences between planned and actual expenditures. Action 2.9, implementation of the Transition to Independence Process (TIP) model, was budgeted at $750,000 but only expended $212,434—representing a 72% shortfall, which was due to the amount being allowed to be carried over to the next year and allowing us to use other funds to complete these services and allow us to use them for next year, meaning the funds will be spent during the duration of this plan. Actions 2.1 and 2.5 both exceeded their planned budgets, indicating expanded implementation of school safety supports and foster youth coordination services, respectively. Action 2.1 saw a 309% increase over its planned $5,000 budget, while Action 2.5 rose 59% over the $61,000 originally allocated. Other items, including Foster Youth Supports (2.4) and full-service community school integration (2.8), came in 25–38% under budget. These fluctuations highlight inconsistent implementation across actions.

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

Cesar Chavez Community School (CCCS) has effectively strengthened community engagement, student support services, and trauma-informed practices over the past year. Multiple community-building events successfully connected families with the school, although participation rates varied, highlighting the need for more targeted outreach. The integration of social-emotional support, including daily teacher check-ins and a partnership with Circles for Social Change, has been impactful, though staff have requested additional resources to deepen their effectiveness. Weekly coordination meetings among student support service providers, such as Communicare and the College & Career Readiness Team, have enhanced interagency collaboration and streamlined student access to necessary resources. Similarly, the Prevention and Wellness Team expanded its foster youth support efforts by increasing meeting frequency, leading to more responsive interventions. The updated county-approved expelled youth support plan has ensured educational opportunities for all expelled students, meeting CCCS's goals. Special education services continue to be delivered effectively through scheduled IEP meetings and a push-in

support model, though adjustments were required to ensure equitable assistance across all students. Weekly meetings with community and County Office partners who support our students and families have been established. This is our CARE Team. While these initiatives have yielded positive results, some challenges remain in implementation and consistency. Efforts to create an integrated approach for student support services are ongoing, with continued collaboration needed to ensure alignment across teams. Staff participation in trauma-informed practices training has been strong, and select individuals have been identified as trainers to sustain long-term implementation; however, ensuring consistent application of these strategies remains a focus. The expansion of foster and expelled youth support services required unexpected increases in resources, but these additional supports have contributed to improved student outcomes. Though progress has been made in community outreach, some families remain less engaged, prompting a need for more strategic communication methods. Overall, CCCS has made notable strides in student support and community involvement, with targeted improvements planned to enhance effectiveness and sustainability moving forward.

Goal 2 actions were grouped around coordination of support systems and progress is evident across multiple metrics:

One major area of focus was community and family engagement, where CCCS held multiple community-building events and worked to increase outreach and participation (Action 2.1). A second area centered on social-emotional development and trauma-informed practice. Teachers implemented daily check-ins and partnered with Circles for Social Change (Action 2.2), while select staff underwent training to become in-house trauma-informed practice (TIP) trainers (Action 2.9). These initiatives contributed directly to student wellness and were captured in Metric 2.10, which measures student engagement in mental health and wellness programming—an area that saw an 8% increase in participation. The school also strengthened interagency coordination and student support systems. Weekly collaborative meetings (Action 2.3) with Communicare, the College & Career Readiness Team, and Probation helped streamline referrals and access to services. For foster youth specifically, the Prevention and Wellness Team increased its support meetings from bi-weekly to weekly (Actions 2.4 and 2.5), enhancing intervention timeliness and responsiveness. Through its partnership with county school districts, CCCS ensured that all expelled youth had equitable access to educational services (Action 2.6), fulfilling compliance requirements. Meanwhile, special education services continued to be implemented with fidelity, with IEPs held on schedule and equitable support delivered via a push-in model (Action 2.7). To drive greater consistency across all support systems, CCCS initiated an integrated planning process to align these services (Action 2.8). This action, although still in development, underscores the school's long-term vision of building a cohesive student support model. Lastly, metrics used to assess Goal 2 actions included ILP milestone completion (Metric 2.4) and participation in wellness programs and community circles These actions are very integrated together and connect with multiple metrics including:

Metric 2.1 increase in attendance by 14%, Metrics 2.3-2.4 with zero dropouts, Metric 2.5% increase in grad rate, Metric 2.7 0 expulsions, Metric 2.8 increase in 4 % of students participating in survey, and Metric 2.14 increase in 25% of staff attending trauma informed practices. Additionally, Metrics 2.9 -2.13 all maintained services serving priorities 9 and 10.

This integrated model demonstrated early effectiveness across behavioral and wellness indicators for high-need subgroups. Below is a description of each specific action in terms of its effectiveness or ineffectiveness in making progress toward Goal 2:

2.1 Community Engagement: Community-building activities and family outreach efforts have been successful, with multiple events held throughout the year. However, participation rates have varied, requiring increased efforts in outreach and communication.

2.2 Social-Emotional Support for Students: Teachers are implementing daily check-ins to support students' emotional growth. Additionally, we have partnered with Circles for Social Change to enhance community-building strategies. While implementation is on track, staff have requested additional resources to maximize the impact of these practices.

2.3 Student Support Services Coordination: Weekly meetings with service providers, including Communicare, Probation, the College & Career Readiness Team, and the Prevention and Wellness Team, are ongoing. These meetings have strengthened interagency collaboration and improved student access to services

2.4 & 2.5 Foster Youth Support: The Prevention and Wellness Team continues to hold weekly meetings focused on supporting foster youth. Although these sessions were initially planned as bi-weekly, the increased need for intervention necessitated more frequent meetings, which have had a positive impact.

2.6 Expelled Youth Support: Our partnership with county school districts has been maintained, and an updated plan was board-approved in June 2024. All expelled youth within Yolo County have been provided the opportunity to attend Cesar Chavez Community School, fulfilling our intended goals.

2.7 Special Education Services: IEPs continue to be held as scheduled, with additional supports identified for students requiring extra assistance. The push-in model for the Special Education teacher has been implemented, though adjustments in scheduling were necessary to ensure equitable support.

2.8 Integration of Support Services: Efforts to develop a cohesive plan for integrating these supports and practices are ongoing. Ensuring consistency across all student services remains a challenge, requiring continued collaboration among teams.

2.9 Trauma-Informed Practices Training: Staff have attended multiple training sessions and will continue professional development throughout the academic year. Additionally, select staff members have been identified to become TIP trainers, strengthening our internal capacity for trauma-informed instruction.

While most actions have been implemented as planned, some adjustments were necessary due to staffing challenges, scheduling constraints, and the need for additional training. Successes include increased community engagement, strengthened support services, and effective professional development initiatives. Moving forward, we will continue refining implementation strategies to ensure consistency and maximize the impact of these initiatives.

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

As part of ongoing reflection and under the leadership of a first-year principal, CCCS has made several adjustments to strengthen the implementation of Goal 2. These changes were driven by our commitment to creating a safe, supportive, and inclusive school environment where all students can thrive—especially those facing the greatest challenges. Based on identified needs and staff feedback, we increased the frequency of foster youth support meetings from bi-weekly to weekly, expanded trauma-informed practices by identifying internal trainers,

and began developing a more cohesive system to integrate student services across teams. Additionally, to address variability in family engagement, we are enhancing outreach strategies and communication methods to ensure broader participation and stronger school-home partnerships. New initiatives for the coming year include launching a Student Voice Ambassador Program and implementing a PBIS reward system to further cultivate a positive, student-centered school culture. These shifts reflect our belief that listening to students, families, and staff—and responding with intentional, equity-driven action—is essential to meeting the needs of our community.

Action-Level Adjustments:

Action 2.1 (Safe and Supportive Environment): This action exceeded its original $5,000 budget by over 300%, indicating strong demand for engagement activities and positive school climate strategies. For 2025–26, CCCS will formally expand this action's scope to include ongoing family engagement events, site beautification efforts, and student-led wellness initiatives, with a revised budget that reflects actual need and use.

Action 2.2 (SEL/Strand Four Professional Development): Staff feedback noted that while training was well received, more frequent opportunities are needed. The action will include ongoing trauma-informed professional development calendar, including peer-led sessions and follow-up coaching. This is designed to sustain implementation and build internal expertise.

Action 2.9 (TIP Model Implementation): This action was significantly under-implemented last year (72% below budget). CCCS will adjust its rollout approach for 2025–26 by focusing on phased implementation at key sites and assigning an internal coordinator to oversee training logistics and integration with the CARE Team.

Metrics and Target Outcome Changes:

Metric 2.2 (Students Accessing Support Services): Originally a single data point, this metric will be disaggregated in 2025–26 to monitor support services by subgroup (foster youth, EL, homeless, low-income), improving the ability to target interventions..

Metric 2.8 (Healthy Kids Survey) Cesar Chavez has gone to using another survey outside of the Healthy Kids Survey) to monitor school climate for better formative analysis.

Metric 2.14 (Staff Trained in Trauma-Informed Practices): Rather than tracking whether staff attended one PD, the new metric will capture ongoing participation and completion of tiered trainings, with a goal of 100% completion of Tier 1 and at least 50% participation in Tier 2 follow-up sessions

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide students a safe and supportive environment	Provide access to a safe and supportive environment that includes universal and supplemental supports, such as: Universal Supports: * Provide nutritious alternatives throughout the day to meet basic needs. * PD for teachers on EL/LTEL needs * Schedule options to allow flexibility in student placement, alternate student clusters and be able to design specific schedules to address individual learning and social-emotional needs. * High staff-to-student ratio to provide supplemental support and increased adult supervision and support. * Utilize Wellness Centers for social-emotional support. * Develop a shared understanding of a growth mindset so students believe their most basic abilities can be developed through dedication and perseverance. This view creates a love of learning and resilience is essential for great accomplishment. * Provide opportunity to determine resolutions collaboratively in place of class or school suspensions, and loss of learning opportunities. Supplemental and Intensive Supports: * Sensory Rooms are provided in our special education classrooms as appropriate and utilized per a student's IEP. * Behavior Intervention Plans (BIP) - assessments used to develop BIP provided for our special education students as appropriate and utilized per a student's IEP. * Language acquisition supports * Individual and group counseling (IEP driven) provided for our special education students as appropriate and utilized per a student's IEP. * Zones of Regulation curriculum provided in our special education classrooms as appropriate and utilized per a student's IEP. * School Connect is provided in our special education classrooms as appropriate and utilized per a student's IEP. * Second Step curriculum provided in our special education classrooms as appropriate and utilized per a student's IEP. * Specific IEP Goals related to behavior and SEL support provided for our special education classrooms as appropriate and utilized per a student's IEP.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Counseling is provided on-site for all students based on individual site determination.		
2.2	Professional Learning: Social Emotional Learning Strand Four	On-going professional learning to build out an Integrated System of support by: * Developing, implementing, and continuously improving Social and Emotional Learning, inclusive behavior practices, and wellness such as: * Training and best practices to implement Restorative Practices such as affective statements, community-building circles, small impromptu conferencing, and setting classroom agreements or norms. Restorative practices allow students to share their feelings and work together to resolve conflicts. They also can use the skills to brainstorm solutions to problems, celebrate successes, and build community. * Through an increased sense of well-being, these practices can reduce class or school suspensions and loss of learning opportunities. * Staff will utilize an explicit Social and Emotional curriculum throughout all programs which will provide a process through which individuals learn and apply a set of social, emotional, and related skills, attitudes, behaviors, and values that help direct students. This includes thoughts, feelings, and actions in ways that enable them to succeed in school. * Healing-Centered / trauma-informed training * Second Step, School Connect and Zones of Regulation (see Action 2.1) * Non-violent crisis intervention training	$5,000.00	Yes
2.3	Cross-Agency Collaboration	Support diverse learners through partnerships with outside agencies for mental health support, youth development, social justice, and civic engagement.	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Foster Youth Supports	Provide services to foster youth to support their educational rights, ensure they can access school by removing barriers, and connecting students to the independent living program to support a positive transition to adulthood. (included in this would be efficient and expeditious transfer of health and education records and working with county child welfare agency to minimize changes in school placement). School stability is a critical factor for youth in foster care, as it significantly impacts their academic achievement, emotional well-being, and long-term outcomes. Yolo County Office of Education works closely with County Child Welfare to minimize changes in school placements. All five of our LEAs and Yolo County Office of Education are using Foster Focus as a data collection tool to monitor and notify of school changes for foster youth. Yolo County Office of There are weekly meetings with Child Welfare regarding placement determinations. The 2021-22 Stability Rate for Foster Youth remained stable at 50.7% compared to 66.3% for all students statewide.	$27,000.00	No
2.5	Foster Youth Coordinating Program	The Foster Youth Services Coordinating Program will oversee countywide Foster Youth policies, agreements, and data-sharing. (included in this would be 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, and 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). Our Foster Youth Outreach Coordinator serves as a liaison between juvenile court and our school districts to coordinate necessary educational services. The Outreach Coordinator also ensures the expeditious transfer of health and education records between LEAs if needed.	$97,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	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. All expelled youth within Yolo County are provided the opportunity to attend Cesar Chavez Community School.	$0.00	No
2.7	Special Education Targeted Support	The California 2023 Dashboard for Yolo County Special Education identified Suspension with a red indicator. The 2024 dashboard has suspension rates in the red category. Student School climate/student suspension will be addressed by: * Ensuring that IEPs are held to address concerning behaviors * Ensuring academic needs are met. * BIP (Behavior Intervention Plans) are implemented * Utilize PBIS (Positive Behavior Intervention Strategies and other evidence-based practices. * Manifestation meetings and IEPs for students who reached 10 days of suspension are held * Point and Level Behavior Management Systems to reinforce positive behaviors * UDL (Universal Design for Learning) * Counseling through IEPs * Behavior intervention services through IEPs * Restorative practices * Evidence-based interventions for non-verbal students Special Education students must attend school on a regular in order to receive the social emotional and academic supports needed. Student attendance is monitored by the office as staff as well as the assigned case manager.	$0.00	No
2.8	Aligning supports and practices through a full-service community school lens	Conduct a comprehensive review of existing support systems and practices to identify areas for alignment with the school's mission and goals. Develop a plan to integrate these supports and practices cohesively, ensuring consistency and effectiveness across all aspects of the school's operations.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		* Full-Service Community School planning and implementation (Design Team), which includes * MTSS (Multi-Tiered System of Support) which is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavioral needs from a strengths-based perspective. * Blueprint for Student Success * Graduate profile * Individual Learning Plans (ILPs)		
2.9	Transition to Independence Process (TIP) Model	The TIP Model provides for intensive training and consultation for implementation; supports the school site to build capacity for sustainability; supports the school site to collaborate with models of care to create local youth and young adult empowerment; provides tailored technical assistance on models, policy, and evaluation issues; and finally, recommends that the school site become a Certified TIP Model Site or a Certified TIP-Informed Site. Youth and young adults are guided in setting and achieving their own short-term and long-term goals across relevant Transition Domains: employment/career, educational opportunities, living situation, personal effectiveness/well-being, and community-life functioning.	$538,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide opportunities for student and family engagement encouraging collaborative leadership with shared power and voice from a whole family perspective.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal has been developed to strengthen engagement with students, families, and staff that support collaborative leadership and empower shared voices.

A review of the 2024 California School Dashboard reflects:

* 19.5% of students had been suspended for at least one day which is an increase of 1.5%.
* The graduation rate was 40.9% which is an increase of 13.6% but is still much lower than desired.
* Attendance has been improving and has reached its highest average recorded at 72% at the end of April. However, attendance is still a barrier to student success and the staff are working to improve this.

The 2023 California Dashboard data for Academic Engagement indicates:
* No data is presented for Chronic Absenteeism because data is not displayed for privacy because less than 11 students were reported.
* 27.3% of students graduated which was a 19.4% decline

In the 2022-23 school year, the chronic absenteeism rate for Cesar Chavez was 95.7% (Ed-Data).
The cumulative attendance percentage for Cesar Chavez was 62.29% and 98.26 for Dan Jacobs (Aeries)

This goal was developed in response to ongoing challenges and opportunities identified through both local and state data, as well as direct input from students, families, and staff. A review of the California School Dashboard and internal attendance data shows areas of growth—such as a 13.6% increase in graduation rates and improved average attendance (now at 72%)—but also highlights persistent barriers like

chronic absenteeism and historically low graduation outcomes. Additionally, 2023-24 site data shows that only 40% of families participated in engagement events, signaling a need to deepen family-school partnerships.

To address this, and with the support of our new Full-Service Community School Coordinator, we have significantly expanded our focus on family engagement. We now host monthly family events, including a well-attended community resource fair that brings in local partners such as Head Start, workforce development organizations, and family mental health providers. These events have created a welcoming space for families to connect with the school and access critical resources beyond the classroom. Participation has increased notably this year, with more family engagement than in years past, reinforcing the value of consistent, inclusive outreach.

We have also administered a family survey to gather more detailed feedback about their experiences and needs. While this data has not yet been fully analyzed, it will be used to shape our ongoing strategies and ensure that our actions remain aligned with the voices of our families. This goal reflects our commitment to building authentic, collaborative relationships that empower shared leadership and elevate student success from a whole-family perspective.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3: Parental Involvement and Family Engagement The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	100% of families had an input conversation with a staff member. We hold individualized orientation meetings with students and families prior to enrollment, and we hold Child and Family Team Meetings for students as needed. Our Youth Advocate is in regular communication with families, reminding them of events and checking on students who have been absent.	100% of families had an input conversation with a staff member. We hold individualized orientation meetings with students and families prior to enrollment, and we hold Child and Family Team Meetings for students as needed. Our Youth Advocate is in regular communication		95% of families will have an input conversation with a staff member	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			with families, reminding them of events and checking on students who have been absent.			
3.2	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	Overall, 40% of parents participated in quarterly family engagement events.	We have had over 50% family participation at our monthly family events and on our survey.		95% of families will participate in a quarterly engagement event.	Increased 10%
3.3	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.	100% of parents of students with disabilities receive promotional materials.		Maintain 100% of parents of students with disabilities will receive promotional materials.	Maintained 100%
3.4	Individual Learning Plan Completion %	The Baseline was 0% as this is newly implemented	10% of students have completed an ILP		100% of students will have completed an ILP	Increased 10%

Goal Analysis [2024-25]

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

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

At CCCS, we recognize that strong family-school partnerships are essential for student success. We are dedicated to fostering open communication, meaningful engagement opportunities, and collaborative decision-making with our families. Through ongoing initiatives, completed milestones, and exciting new developments, we continue to build a school community where families feel connected and valued. Goal 3 implementation has been very successful as we have seen attendance improve to a historical high. At the time of this LCAP writing CCCS attendance stood at just over 72%. Which is the highest it has ever been. Moreover, we have seen a drastic decline in suspension incidents as the number to date compared to last year at this time decreased from 23 to 1. Therefore, we will continue with implementing the plans actions for goal 3, and concentrate on better implementation as opposed to adding additional actions to this goal.

Ongoing Efforts to Engage and Support Families:
We are actively working to enhance family engagement by improving our ability to track participation and involvement. By collecting family email addresses, we can ensure that all families receive important updates and invitations to school events. Our commitment to constant communication keeps parents informed about student progress, school initiatives, and opportunities to get involved. Families also have a voice in shaping our school through the School Site Council, where they can collaborate with staff and students to support decision-making and school improvement efforts. Additionally, we continue to strengthen our connection with families through home visits and direct parent contact, ensuring that every student's support system extends beyond the classroom.

Recent Accomplishments:
We are proud to have successfully launched a Full-Service Community School position, which has expanded access to vital resources and support for our families. Our Fall Family Night on October 29 was a major success, featuring a student showcase and a resource fair where families celebrated student achievements and connected with local service providers. We also created meaningful opportunities for student leadership and civic engagement—three CCCS students attended the Youth Empowerment Summit at UC Davis, where they explored advocacy, leadership, and the power of student voice. Additionally, our Chavez Awards Night brought families together for a special evening honoring academic success, with over 100 attendees—one of the largest turnouts for a CCCS family event outside of graduation.

Exciting Plans for the Future:
Looking ahead, we are developing several new initiatives to deepen family engagement and strengthen communication. We are in the process of launching the Aeries Parent Portal, which will provide families with easy access to student grades, attendance, and school updates. We are also planning interactive community events such as Art Night and Data Dives with Stakeholders, where families can engage with school data and discuss ways to enhance student success. Additionally, we are introducing Monthly Family Meetings to foster ongoing dialogue between parents, students, and staff. As we celebrate our students' achievements, we hosted our Cesar Chavez Award Night on Monday, March 24, an event that recognized students for their leadership, resilience, and contributions to the school community. At CCCS, we are committed to ensuring that families are informed, involved, and empowered. Through these ongoing and upcoming efforts, we continue to strengthen our school community and provide meaningful opportunities for families to be active partners in their child's education.

Status of Implementation and Summary of Progress:
Cesar Chavez Community School (CCCS) has made meaningful progress in strengthening family engagement, student support services, and mentorship initiatives, though some adjustments have been necessary along the way. Our efforts to improve family communication have exceeded expectations, resulting in increased demand for more frequent School Site Council meetings. While these additional meetings have elevated family voice in decision-making, maintaining consistent participation remains a challenge we continue to address. In response to family feedback, we have implemented Parent Square, an online platform that allows us to communicate with families in a more streamlined and equitable way. This tool provides automatic translation, enables us to send flyers and updates, and helps ensure families stay informed and connected to school events and initiatives.

Overall, Goal 3 actions were implemented with positive momentum, though some material differences between planned and actual expenditures emerged. Action 3.1 (Family Engagement) expended only 26% of its budget, largely due to the challenges of sustaining long-term engagement efforts and redundancy of services with other actions. Action 3.7 (Individual Learning Plans) was not implemented, highlighting the need to build additional guidance and support structures for goal-setting with students. In contrast, Action 3.9 (Attendance and Behavior Incentives) exceeded its budget by 74%, demonstrating strong student response to these recognition efforts.

The hiring of a Youth Development Specialist (3.4) was slightly delayed but successfully launched on October 14, with staff and students responding positively to mentorship and behavioral supports. The Youth Advocate (3.5) continued to lead effective home visits and personalized outreach, contributing to improved attendance rates. Mentorship partnerships with MINDSET Academy and Circles for Social Change have added significant value, though logistical barriers like scheduling conflicts occasionally impacted consistency.

Transportation access remains a key barrier, as demand for bus and gas cards has exceeded current resources. PBIS strategies such as lunch celebrations and community-building activities contributed to a more positive school culture, while weekly coordination with external partners strengthened overall student supports.

Looking Forward:
Moving forward, CCCS will focus on expanding family engagement strategies, increasing transportation resources, and strengthening mentorship structures. Efforts such as the Aeries Parent Portal and Monthly Family Meetings are designed to deepen communication and collaboration. By building on the progress made and refining areas that need support, CCCS remains committed to ensuring every student and family feels welcomed, connected, and supported in our school community.

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

There were a mix of under- and over-implementations under Goal 3. The largest variance occurred in Action 3.1, Family Engagement, which saw a 74% reduction from its $25,000 budget, because some of this pieces to this action were implemented in other areas of this LCAP. Also, action 3.7, Individual Learning Plans (ILPs), which was not implemented at all despite being budgeted at $5,000. In contrast, Action 3.9, attendance and behavior incentives, exceeded its planned budget by 74%, indicating a strategic shift toward behavioral supports. The Youth Development Program Specialist (3.4) and Youth Advocate (3.5) roles were mostly implemented as planned, with minor variances below

10%. While student mentoring (3.8) was fully executed, the overall pattern of expenditures reflects uneven progress toward fully engaging families and communities, resulting in an estimated percentage of improved services that likely falls below the planned levels.

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

Cesar Chavez Community School (CCCS) has effectively enhanced family engagement, student support services, and mentorship initiatives, although logistical challenges remain. Family communication has been consistent, with newsletters, phone calls, and additional School Site Council meetings providing strong engagement opportunities. However, participation rates have fluctuated, requiring continuous outreach efforts. Weekly coordination meetings with student service providers have improved collaboration, though scheduling conflicts occasionally hinder full participation. The hiring of a Youth Development Specialist has significantly benefited student engagement, but initial delays in recruitment temporarily postponed direct support services. Additionally, the successful launch of the program on October 14 ensured that staff and students could fully access planned resources, though transportation barriers have posed an ongoing challenge. Home visits and attendance interventions have improved student participation, but the demand for transportation support, including bus and gas cards, has exceeded available resources. Mentorship and behavioral support initiatives have also been successfully integrated, with staff mentoring students daily and partnerships with MINDSET Academy and Circles for Social Change providing additional reinforcement. However, logistical challenges in scheduling mentorship sessions have limited their reach. The implementation of Individual Learning Plans (ILPs) has increased student engagement in goal-setting, though some students require more guidance in developing meaningful academic and career objectives. The use of Positive Behavioral Interventions and Supports (PBIS), including lunch celebrations and family engagement activities, has contributed to an improved school climate. However, sustained family involvement remains a challenge, necessitating continued efforts to strengthen participation. Overall, CCCS has made notable progress in meeting the goals of student engagement, academic support, and behavioral interventions, though additional refinements are needed to enhance accessibility, mentorship coordination, and transportation resources.

A cornerstone of this goal was Family Communication and Engagement (Action 3.1), where staff maintained regular contact with families through newsletters, calls, and expanded community meetings. Though monthly meetings were planned, increased demand led to more frequent sessions to elevate parent voice. This effort is measured through Metric 3.2, which captures parent participation rates and informs refinements to outreach strategies. CCCS also strengthened its student support infrastructure through sustained weekly coordination with service providers like Communicare and Probation (Action 3.2). These collaborative meetings, while occasionally challenged by scheduling, played a vital role in improving student access to services and ensured that supports were responsive and comprehensive. The hiring of a Youth Development Specialist (Action 3.3) and launch of services (Action 3.4) marked a significant investment in student mentoring and intervention, positively impacting students' day-to-day engagement. These actions helped boost connectedness as reflected in Metric 4.4, which uses student and teacher surveys to assess school climate and sense of belonging. Efforts to address attendance barriers included home visits and transportation support by the Youth Advocate (Action 3.5) and provision of gas and bus cards to families (Action 3.6). These actions directly support Metric 4.2, which monitors school attendance and chronic absenteeism rates. While attendance rates at CCCS improved by 14%, ongoing resource needs for transportation persist. To foster academic ownership, students participated in Individual Learning Plans (ILPs) on a quarterly basis (Action 3.7). While engagement improved, some students required scaffolding to set meaningful academic and career goals. ILPs were linked to Metric 3.1, which tracks ILP completion rates and quality, and tied to broader engagement and readiness outcomes. Mentorship efforts (Action 3.8) were enriched through partnerships with MINDSET Academy and Circles for Social Change. Despite logistical hurdles in session scheduling, these initiatives advanced CCCS's commitment to positive adult-student relationships, a factor shown to correlate with increased graduation rates and reduced discipline referrals—outcomes tracked by Metric 4.3

(graduation) and Goal 4 metrics related to school climate and suspension. Finally, through Positive Behavior Interventions and Supports (PBIS) (Action 3.9), CCCS reinforced a culture of recognition and family involvement. Incentives like lunch celebrations and family-inclusive events contributed to a supportive school climate. These strategies are assessed through Metric 4.4, which includes student perception data on engagement and safety, showing 100% of students now identify at least one trusted adult on campus.

These actions and metrics are very integrated together and each metric touches upon each action in this goal. Overall, metrics 3.1 and 3.3 saw our team 100% maintain services, while we saw a 10% increase in metrics 3.2 and 3.4. The actions in this goal also transcend past the metrics in Goal 3 and also impact Goals 1, 2, and 4.

The implementation of multiple engagement-oriented actions supported improved family participation and mentorship. Together, these actions established a foundation for deepening two-way communication and student/family agency. Below is a description of each specific action in its effectiveness or ineffectiveness in making progress toward Goal 3:

3.1 Family Communication & Engagement: We have maintained constant communication with families through various channels, including newsletters, phone calls, and community meetings. The School Site Council has been actively engaged in addressing parent concerns. Initially, we aimed for monthly meetings, but due to increased demand, we have held additional sessions to ensure family voices are heard.

3.2 Student Support Services Coordination: Weekly meetings continue with service providers that support students, including Communicare, Probation, the College & Career Readiness Team, and the Prevention and Wellness Team. These meetings have enhanced collaboration and streamlined service delivery, though scheduling conflicts occasionally limit full participation from all partners.

3.3 Hiring of Youth Development Specialist: A Youth Development Specialist has been hired to support student engagement and well-being. This role has been instrumental in providing mentorship and intervention services, though initial delays in recruitment postponed the start of direct student support.

3.4 Program Implementation Start Date: The program officially started on October 14, aligning with our planned timeline. Staff and students have responded positively to the additional support services.

3.5 Attendance Support & Home Visits: The Youth Advocate has been providing transportation support for students and conducting home visits alongside the principal to address attendance concerns. While these efforts have significantly improved attendance rates, transportation availability remains a challenge, requiring additional resources.

3.6 Transportation & Financial Support for Students: In addition to transportation services provided by the Youth Advocate, students and families in need have received bus cards and gas cards. This has helped alleviate transportation barriers, though demand occasionally exceeds available resources.

3.7 Individual Learning Plans: Students are completing Individual Learning Plans (ILPs) on a quarterly basis. Staff have observed increased student engagement in goal setting; however, many students require additional guidance in developing meaningful academic and career objectives.

3.8 Mentorship & Community Partnerships: Daily staff mentoring has been implemented, with additional support from partnerships with MINDSET Academy and Circles for Social Change. While the partnerships have been beneficial, logistical coordination of mentorship sessions has been an ongoing challenge.

3.9 Positive Behavior Interventions & Family Engagement: Positive Intervention Behavior and Supports (PBIS) strategies have been integrated into the school culture, including lunch celebrations and family engagement activities. These initiatives have improved school climate, but ongoing efforts are needed to sustain long-term participation from families.

Overall, the implementation of Goal 3 has been successful, with strong engagement from students, staff, and families. While certain logistical and resource-based challenges have emerged, our team remains committed to refining strategies and ensuring continued progress. Future efforts will focus on strengthening mentorship programs, expanding transportation support, and increasing family participation in school activities.

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

Following a review of prior implementation and outcomes, CCCS has made several refinements to Goal 3 actions and targets to better support student engagement, family partnerships, and mentorship systems.

Action-Level Adjustments:

Action 3.1 (Family Engagement): Although communication with families has been consistent, the action was underutilized with only 26% of the budget spent. For 2025–26, CCCS will implement a refined tiered outreach strategy—offering more personalized communications and small-group family sessions. Additionally, Monthly Family Meetings will become a formal part of this action to deepen two-way dialogue and increase family voice in school decisions.

Action 3.7 (Individual Learning Plans): This action was not implemented despite being budgeted at $5,000. In response, CCCS is increasing professional development for staff on ILP implementation and piloting structured time during the school day for ILP development and review. The focus will be on quarterly check-ins with targeted support for students who need help identifying meaningful academic and career goals.

Action 3.9 (Incentives for Attendance and Behavior): This action exceeded its budget by 74%, underscoring the effectiveness of student recognition strategies. For 2025–26, CCCS will expand the program with clearly defined incentive structures linked to positive behavior and attendance benchmarks. Funding will be increased accordingly to support wider participation.

Action 3.5 (Youth Advocate) and 3.4 (Youth Development Specialist): Both roles proved highly effective in supporting attendance, engagement, and student well-being. The Youth Advocate's home visits and transportation support were crucial. For the coming year, CCCS will maintain these roles and introduce cross-site collaboration structures to share strategies and track outcomes more consistently.

Action 3.6 (Student Transportation): The van continues to address access issues; however, demand for gas and bus cards has often exceeded availability. The 2025–26 plan includes increased funding for transportation supports and integration of transportation planning into attendance intervention strategies.

Metrics and Target Outcome Refinements:

Metric 3.2 (Parental Participation): New tracking tools will be used to segment participation by subgroup and personalize outreach to low-participation families.

Metric 3.4 (ILP Completion): Added a new metric for Individual learning Plans to better monitor progress. A new tracking metric will be added to measure ILP participation rates by quarter. Success will be defined not only by completion but by quality—measured through student reflection submissions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement	Staff will collaborate with families to engage in feedback on the effectiveness of programs through surveys, interviews, translation services, meetings, and ongoing engagement opportunities. This feedback will enable the assessment of successes and needs. In addition, Parents/Guardians will be encouraged to participate in the School Site Council. Chavez staff will conduct monthly award huddles with families being invited to increase student recognition opportunities.	$7,000.00	No
3.2	Community Engagement and	Provide ongoing communication to better serve our youth. Community engagement allows for collaboration with community members and businesses on the effectiveness and needed improvements of our	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Cross-Agency Collaboration	education processes and support systems. Through these partnerships, we can provide additional learning opportunities.		
3.3	Civic Engagement	To develop student voice and agency, students will participate in leadership opportunities in collaboration with local community-based organizations focused on identity and civic engagement. Civic engagement allows students to work together or alone in political and non-political actions to protect public values or make a change in the community. The goal of civic engagement is to address public concerns and promote the quality of the community.	$24,000.00	No
3.4	Youth Development Program Specialist	The Youth Development Program Specialist will establish a system that prepares a young person to meet the challenges of adolescence and adulthood and achieve his or her full potential. Youth development is promoted through activities and experiences that help youth develop social, ethical, emotional, physical, and cognitive competencies.	$140,000.00	Yes
3.5	Youth Advocate	The Youth Advocate position will work with youth, families, and staff to engage youth in school and pro-social behaviors. In addition, this position supports students who need assistance in home-to-school transportation.	$67,708.00	Yes
3.6	Student Transportation	Utilize the passenger van to transport students to school and/or school-related events.	$6,000.00	No
3.7	Individual Learning Plans (ILPs)	Engage in ongoing implementation, development, and professional learning to sustain an ILP process for each student, including students enrolled in the Chavez Extension Program.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Mentoring	Students will be provided the opportunity to meet with a mentor regularly and focus on developing a specific skill, exploring future work or study opportunities, or talking about things that are important to them. Mentoring aims to build confidence and relationships, develop resilience, and character, or raise aspirations rather than to develop specific academic skills or knowledge. Special Education Students: * For students on an IEP who meet specific criteria, they may be eligible to participate in the Workability Program.	$30,000.00	Yes
3.9	Incentive to Improve Student Attendance and Behavior	Students will have the opportunity to earn incentives through a specific behavior and attendance acknowledge system by increasing individual attendance and fostering a school climate and culture.	$12,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	This goal is designed to create an identity-safe and supportive school environment to reduce the suspension rate. By implementing restorative justice practices and proactive behavior intervention strategies, the aim will be to reduce suspension rates by 10% compared to the previous academic year, measured by June 2026, to foster a more inclusive and supportive learning environment.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The suspension rate has been identified as a qualifying criterion for Equity Multiplier funding. This goal is required by CDE as Dan Jacobs Detention Facility and Cesar Chavez Court and Community Schools are an equity multiplier school , but many actions to meet this goal are also referenced out in goals 1, 2 and 3. The suspension rate and graduation rates have been identified as a qualifying criterion for Equity Multiplier funding. Engagement partners were included in the drafting of a fourth focus Goal 4, Actions 1, 2, 3, and 4, and aligned metrics that will address suspension rates, and
identified barriers to student achievement by implementing restorative justice practices and proactive behavior intervention strategies. As has been mentioned the suspension rate for Cesar Chavez in the 2024/25 school year is vastly decreased from a total of 22 suspension incidents to date last year at this time compared to only one currently.

A review of the 2024 California School Dashboard does not show any student groups in the red other than Hispanics and socially-economically disadvantaged students for suspension rates. Further dashboard reflection is as follows:

* 19.5% of students had been suspended for at least one day which is an increase of 1,5%.
* The graduation rate was 40.9% which is an increase of 13.6%.

Previous goals and actions provided an expanded explanation regarding the importance of mental health, providing a safe and welcoming campus and the impact of family engagement.

Cesar Chavez Community School (CCCS) developed this goal in direct response to ongoing challenges related to student behavior, equity, and school climate. The most recent California School Dashboard data showed that 19.5% of students were suspended for at least one day, a figure significantly higher than the state average of 3.5% and a 1.5% increase from the previous year. Although more recent site-level data indicates a dramatic decrease in suspensions—with only one suspension reported during the 2023–24 school year—this progress must be

sustained and built upon. Given that CCCS serves students who often arrive with prior trauma, behavioral challenges, and unmet social-emotional needs, it is critical that the school maintain structures that promote accountability while fostering connection, trust, and growth.

The LEA also recognizes that students are more likely to thrive academically and socially in environments where they feel safe, respected, and seen. Data from the Student Voice Survey reflects positive school climate indicators: 100% of students report having at least one adult they can go to for support, and 93% say they are treated with kindness and care. These are encouraging signs that the foundational relationships are in place, and now must be leveraged to reduce punitive discipline practices. Additionally, the adoption of restorative practices, including reflection-based conversations, peer mediation, and repair circles, aligns with CCCS's commitment to culturally responsive education and to promoting equitable outcomes for historically marginalized student groups.

This goal also complements CCCS's broader mission of empowering students and families through inclusive, community-driven practices. By reducing suspensions through proactive behavior interventions and restorative justice strategies, the school can shift from reactive discipline to preventative support. This not only keeps students engaged in learning but also promotes a more identity-safe environment—one in which all students feel valued and have the opportunity to grow socially and emotionally. The measurable target of reducing suspension rates by 10% from the previous year gives the school a clear benchmark to work toward, and progress will be monitored closely through ongoing data analysis and stakeholder feedback. Ultimately, this goal reflects CCCS's belief that meaningful relationships and inclusive practices are the foundation for lasting student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local Metric: Summer School Enrollment and Attendance	25% of students needing credit recovery enrolled in summer school in 2023	29% of students needing credit recovery enrolled in summer school in 2023		75% of students needing credit recovery will enroll in summer school 2026.	Increased by 4%
4.2	Priority 5: Pupil Engagement School attendance rates	Cesar Chavez 62.29% Dan Jacobs:98.26	Cesar Chavez 76.47% Dan Jacobs 95.29%		Chronic Absenteeism rate of less than 70%	Cesar Chavez Increase 14.18% Dan Jacobs Decrease 2.97%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Priority 5: Pupil Engagement High school graduation rates	2022-23 Graduation rate: 27.3%	2023-24 Graduation Rate: 40.9%		Graduation rate: 80%	Increase 13.6%
4.4	Priority 6: School climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 2024-2025 Amended Metric: Discontinue use of the California Healthy Kids Survey due to the instability of court school student enrollments - use Student Voice survey instead for Year 1 outcomes.	Kelvin Data Student survey indicated 76% had favorable safety and connectivity at school. teachers data indicated 80% indicated safety and connectivity.	Survey results show strong school climate indicators, with 93% of students reported feeling safe at school most or all the time.		Student survey will indicate 90% favorable responses. Teachers data will indicate 90% as well.	Increased Positive responses 17%
4.5	Local Metric: Home Visits	79% of students received a home visit this school year.	63% of students received a home visit this school year.		100% of students receive home visits on a rotating basis and based on need.	Decrease of 16%
4.6	Suspension Rates for EL, Hispanics, and Socio-Economically Disadvantaged	In the 2023-24 school year there were a total of 24 suspension incidents. The incident totals breakdown as follows: EL = 2	In the 2024-25 school year there were a total of 2 suspension incidents. The incident totals			Decreased by 22 total suspension incidents. The incident totals breakdown as follows:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanics =17 Socio-Economically Disadvantaged = 24	breakdown as follows: EL = 1 Hispanics =1 Socio-Economically Disadvantaged = 2			EL = Decreased by 1 Hispanics = Decreased by 16 Socio-Economically Disadvantaged = Decreased by 22

Goal Analysis [2024-25]

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

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

At the heart of our commitment to fostering a thriving educational environment, we are actively engaging in a variety of community-building activities that promote student well-being and success. These ongoing initiatives include daily student check-ins, which allow us to stay connected with each student and provide individualized support when needed. In partnership with MINDSET Academy, we are creating a collaborative space for students to develop essential life skills and grow in their academic journeys.

Our CARE Team meetings play a crucial role in addressing student needs, with an unwavering focus on creating a supportive atmosphere where each student's voice is heard. We are also committed to setting high expectations for all students, ensuring that they have the tools, guidance, and encouragement necessary to achieve their full potential. This is further supported by our social and emotional learning programs, which aim to equip students with the skills to manage their emotions, build positive relationships, and make responsible decisions. Through our Circles for Social Change partnership, we are bringing together students and staff to engage in meaningful discussions, promoting social awareness and inclusivity. Additionally, our Positive Behavior Intervention and Supports (PBIS) framework reinforces positive behaviors, ensuring a safe and respectful school environment.

Looking ahead, we are excited to develop new initiatives that will further strengthen our school community. Among these is the Peer Restorative Justice Mediation program, designed to empower students to resolve conflicts in a restorative manner. We are also in the process of implementing tobacco, drugs, and alcohol cessation classes to support students in making healthy choices. Lastly, we are working on a Positive Behavior Interventions and Support Reward System to further incentivize and celebrate positive student behavior, reinforcing the importance of good actions both in and out of the classroom. These efforts, both ongoing and in development, reflect our dedication to creating a nurturing, supportive, and high-achieving environment for all students.

Goal 4 implementation has been very successful as we have seen attendance improve to a historical high. At the time of this LCAP writing CCCS attendance stood at just over 72%. Which is the highest it has ever been. Moreover, we have seen a drastic decline in suspension

incidents as the number to date compared to last year at this time decreased from 23 to 1. Therefore, we will continue with implementing the plans actions for goal 4, and concentrate on better implementation as opposed to adding additional actions to this goal. However, a larger amount of funds will be utilized to invest in these actions to ensure adequate and successful implementation.

Implementation Summary:
In 2023–24, CCCS made substantial progress in implementing Goal 4, which centers on building a safe, supportive, and inclusive school climate. Key initiatives included daily student check-ins, consistent CARE Team meetings, and the expansion of wellness and restorative programs. Partnerships with organizations such as MINDSET Academy and Circles for Social Change helped create spaces for mentorship, social-emotional development, and meaningful dialogue around identity and inclusivity. This multi-tiered support system contributed to a historic drop in suspension incidents—from 23 the previous year to just 1—and record-high student attendance at 72%. The Positive Behavior Intervention and Supports (PBIS) framework further reinforced expectations for a respectful school environment, and the groundwork was laid for new restorative justice efforts such as peer mediation and substance use education.

Despite these successes, the implementation process encountered several challenges that led to substantive differences between planned actions and actual execution. For example, Action 4.2 (Anti-Bias Training) was under-implemented, with only 2% of its allocated budget spent due to delays and transitions in site leadership. In contrast, Actions 4.3 (Suspension Reduction Alternatives) and 4.4 (Gang Violence Prevention) were over-implemented, exceeding their budgets by 155% and nearly 500% respectively—evidence of an adaptive, student-centered approach in response to urgent behavior support needs. The school climate and belonging survey, intended to guide professional development and programming, was developed but not fully rolled out. While initial feedback informed next steps, the lack of timely data limited its immediate application.

However, several challenges emerged during implementation, creating material differences between some planned actions and actual expenditures. Most notably, Action 4.2 (Anti-Bias Training) was under-implemented, with only 2% of its $37,500 budget spent due to training delays and leadership transitions. Conversely, student behavior support efforts expanded significantly. Actions 4.3 (Suspension Reduction Alternatives) and 4.4 (Gang Violence Prevention) exceeded their budgets by 155% and nearly 500%, respectively, indicating a responsive shift to meet urgent student behavior needs.

A student survey to assess school climate and belonging was developed but delayed in rollout, limiting its immediate use in adjusting professional development. Preliminary feedback has still helped guide next steps. Staff training began at Santa Anita but was delayed at CCCS due to scheduling constraints. Plans are now in place to standardize a training calendar to ensure equitable access to professional learning for all staff.

The integration of Restorative Practices and intervention programs has been a major success, fostering conflict resolution and stronger peer relationships. While some initial hesitation was observed, consistent modeling and professional development have led to increased acceptance. The Brief Intervention program for substance use was also successfully implemented, and partnerships with MINDSET Academy and Circles for Social Change have supported student mentoring, though ongoing logistical challenges occasionally impacted engagement consistency.

Looking Forward:

Looking ahead, CCCS is committed to strengthening implementation through more structured planning and deeper investment in staff training and student-centered systems. Finalizing a clear training calendar will ensure more equitable access to professional learning, including anti-bias and restorative practices. The continuation and expansion of successful programs, such as daily check-ins, social-emotional learning, and behavior intervention efforts, remain a priority. CCCS recognizes that leadership stability, community partnerships, and student feedback are essential to creating a trauma-informed, restorative culture—and will prioritize those elements in the year to come. The implementation of Goal 4 has made significant strides in fostering a positive school climate and increasing student support. At CCCS, this progress has been reflected in community partnerships, restorative practices, and wellness initiatives that support students in meaningful ways.

The concern about suspension rates converges with the findings that 1) there is a need for an integrated system of supports that includes approaches to behavior that align with restorative approaches, and 2) the turnover in leadership has hindered progress toward the development of such a system. In 2022-23, the staff began professional development focused on restorative practices as part of an effort to build an integrated system of supports and a clear and coherent approach to student behavior that aligned with a restorative and trauma-informed philosophy. That work was interrupted in 2023-24 when other demands on site leadership and staff took precedence, but the 2024-25 school year is already seeing success.

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

Goal 4 exhibited significant variances across all key actions. Action 4.2, Anti-Bias Training, had a 98% variance with only $766 spent out of a $37,500 allocation, because the activity was postponed in order to establish better coherence around this initiative. On the other hand, both Actions 4.3 and 4.4 significantly exceeded their budgets. Suspension reduction efforts under Action 4.3 increased by 155%, while gang violence prevention (Action 4.4) rose nearly 500% over its $5,000 plan, reflecting a likely reallocation of resources toward urgent behavioral and safety interventions. This re-prioritization may have supported some key outcomes, but the overall deviation from planned equity training signals a partial shift in strategy that may affect goal alignment and proportionality calculations.

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

Efforts to create a welcoming environment for students at Cesar Chavez Community School (CCCS) have been largely successful, though some delays impacted the timeline for full implementation. The student survey designed to assess students' sense of belonging was postponed, delaying the integration of its findings into staff training. Despite this, preliminary feedback has helped identify key areas for improvement, guiding professional development priorities. Similarly, while staff training on student support strategies was initiated at Santa Anita last year, scheduling conflicts delayed the rollout for non-administrative staff at CCCS. Plans are now in place to establish a consistent

training calendar, ensuring all staff receive necessary professional development. Restorative Practices and intervention programs have been integrated into daily campus culture, fostering conflict resolution and stronger student relationships. While some initial resistance was encountered, ongoing professional development and staff modeling have increased overall effectiveness. The Brief Intervention program for substance use has been successfully implemented, providing targeted support for students in need. Additionally, partnerships with MINDSET Academy and Circles for Social Change have provided valuable mentorship opportunities, though logistical challenges, such as scheduling conflicts, have limited participation. Moving forward, efforts will focus on optimizing mentorship scheduling and aligning professional development initiatives with staff availability to enhance overall effectiveness.

This Equity Multiplier Focus Goal showed compelling evidence of action effectiveness on key discipline and engagement metrics:

Action 4.1 (Student Engagement, home visits) helped increase attendance to 72%, a record high, supporting Metric 4.2.

Action 4.2 (Anti-Bias Training) was under-implemented but identified for strategic expansion in 2025–26, supporting metric 4.4

Action 4.3 (Restorative Alternatives to Suspension) and 4.4 (Gang Prevention) led to a dramatic reduction in suspensions, from 23 incidents to just 1, directly impacting Metric 4.1 (suspension rate which as indicated suspension incidents have dropped from 24 total incidents last year to only two this year).

Action 4.4 (Home Visits) and 4.6 (PBIS Rewards) further strengthened inclusive practices and are aligned to Metric 4.5.

These combined actions contributed to significant gains in engagement, climate, and behavior outcomes for CCCS's most at-risk subgroups. Below is a description of each specific action in its effectiveness or ineffectiveness in making progress toward Goal 4:

4.1 Creating a Welcoming Environment & Student Feedback: Efforts to create a welcoming environment for students have been a central focus. A student survey was developed to assess students' sense of belonging, with the intent of using the data to inform staff professional development. While the survey was initially scheduled for early implementation, delays in data collection pushed back the timeline for analyzing results and adjusting staff training accordingly. Despite this, preliminary feedback has been valuable in identifying key areas for improvement.

4.2 Staff Training on Student Support Strategies: YCOE staff at Santa Anita began training last year, but scheduling conflicts have delayed the establishment of a consistent training schedule for Cesar Chavez non-administrative staff. This has resulted in a slower-than-anticipated rollout of professional development related to student support strategies. Efforts are underway to finalize a training calendar to ensure all staff have access to necessary resources.

4.3 Implementation of Restorative Practices & Intervention Programs: Restorative Practices have been embedded into daily campus culture, with a focus on conflict resolution and building positive relationships. Additionally, the Brief Intervention program for tobacco, alcohol, and drug use has been implemented, providing targeted support for students in need. While initial adoption of Restorative Practices was met with some resistance, ongoing professional development and staff modeling have increased buy-in and effectiveness.

4.4 Mentorship & Community Partnerships: Our partnerships with MINDSET Academy and Circles for Social Change continue to provide mentorship opportunities for students. While these partnerships have been beneficial, logistical challenges, such as scheduling conflicts and student availability, have made consistent engagement a challenge. Efforts are being made to better align mentorship sessions with students' academic and extracurricular commitments.

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

As a result of implementation reflections and feedback gathered during the 2024–25 cycle, Cesar Chavez Community School (CCCS) is making several strategic changes to Goal 4 to better meet student needs and align actions with emerging priorities.

Refinements to Specific Actions:

Action 4.1 (Welcoming Environment and Engagement): Although previously categorized under another goal, this action is also explicitly tied to Goal 4 due to its focus on increasing student connection and engagement through attendance incentives, orientation support, and home visits. Target outcomes for school attendance rates and home visit frequency have been revised based on prior participation and logistical capacity. CCCS aims to provide rotating weekly home visits based on student need, rather than a fixed 100% coverage model.

Action 4.2 (Anti-Bias Training): This action was significantly under-implemented in the previous year, with only 2% of the budget spent due to scheduling delays and leadership transitions. In response, the 2025–26 plan includes the development of a standardized, site-wide training calendar and identification of internal trainees and a consistent trainer to ensure all staff can access and participate in equity-centered professional learning. The scope of the training will be broadened and better integrated with student voice data from climate surveys.

Action 4.3 (Suspension Reduction Alternatives): Originally focused on using TUPE programs as alternatives to suspension, this action was expanded during the year due to rising behavioral support needs. The program’s budget increased by 155%, reflecting its growing importance. For 2025–26, CCCS will formalize these expanded efforts and better document case management outcomes to monitor effectiveness and reduce suspensions for tobacco- and drug-related infractions.

Action 4.4 (Gang Violence Prevention): With a 500% expenditure increase, this action evolved into a broader behavior intervention strategy through deeper community partnerships. For the coming year, the LEA will more clearly define partnership outcomes and coordinate efforts with site-based PBIS teams and restorative practices staff to avoid duplication and ensure targeted impact.

Adjustments to Metrics and Targets: Last year's 4.4 and .45 were merged because they were duplicates. Therefore this year there are only five metrics for Goal 4 instead of six.

Metric 4.2 (Attendance Rates): Targeted improvements in chronic absenteeism will remain a focus. Due to improved data from the CARE Team and youth advocates, new subgroups will be tracked more closely, including foster youth and students returning from placement.

Metric 4.4 (School Climate and Connectivity): The CHKS survey was not completed as planned in 2023–24. For 2025–26, CCCS will shift to administering the Kelvin survey tool twice annually to ensure reliable student feedback. The updated metric goal is a 90% favorable response rate from both students and staff regarding safety and belonging. Last year this metric was 4.4 and 4.5, and they were duplicates of one another these metrics were merged as one.

Metric 4.5 (Home Visits): The ambitious 100% target for weekly home visits will be revised to a tiered model based on student attendance, engagement, and need. This will improve feasibility and allow for deeper, more personalized family outreach.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Engagement	Staff will create a welcoming environment for all students and families. Through a combination of home visits, new student orientation meetings, positive attendance incentives, and individual attendance goals embedded in student ILPs, the aim will be to increase overall student engagement and attendance rates by 15% compared to the previous academic year, measured by June 2025.	$60,000.00	No
4.2	Anti-Bias Training	All staff members will participate in comprehensive training sessions focused on the essential elements of an anti-bias approach, including recognizing unconscious biases, fostering inclusive environments, and implementing equitable practices, to promote cultural competence and diversity awareness within our school community.	$50,000.00	No
4.3	Suspension reduction/alternatives	Utilize Tobacco Usage Prevention Education (TUPE) program as an alternative to suspension for tobacco related offenses.	$7,655.00	No
4.4	Violence Prevention	Provide Anti-Gang and anti violence student engagement sessions with Community Partners.	$50,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$356,304	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.073%	0.000%	$0.00	5.073%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Professional Learning: Access to rigorous learning Strand One **Need:** This action targets unduplicated students which is most of the students. However, all students will benefit because there is a need to provide ongoing professional learning for the development, implementation, and continuous improvement of the core	This action will address the need by providing professional learning includes the following, but not limited to: * Professional learning for teachers to support high-quality math instruction and effective implementation of the new mathematics framework. * Ongoing support for teachers in designing high-quality collaborative activities and ensuring that all students can meaningfully engage	Metric 1.1 Metric 1.4 Metric 1.6 Local data: The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA and Math.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	curriculum and instructional practices that align with curricular goals and ensure access to rigorous learning. Students who enter our court and community school programs, especially those who are low-income, have not experienced success in traditional classroom settings and many have gaps in their schooling. These students need highly effective educators who are trained to address their various academic and social-emotional needs and meet them at the level in which they enter our programs. A review of the 2024 California School Dashboard reflects: * 19.5% of students had been suspended for at least one day which is an increase of 1.5%. * The graduation rate was 40.9% which is an increase of 13.6% but is still much lower than desired. * Attendance has been improving and has reached its highest average recorded at 72% at the end of April. However, attendance is still a barrier to student success and the staff are working to improve this. **Scope:** LEA-wide	* Professional learning to support high-quality service-learning activities for students nearing graduation, to provide access to the State Seal of Civic Engagement * Universal Design for Learning (UDL) training and practice support to ensure all students can access rigorous curriculum and demonstrate learning. While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all Alternative Education students.	
1.6	**Action:** Professional Learning: Assessment Practices Strand Two	This action will address the need by providing professional development focusing on the following:	Metric 1.6 Local data:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: This action targets unduplicated students which is most of the students. However, all students will benefit because there is a need to provide ongoing professional learning for the development, implementation, and continuous improvement to support sound assessment practices. Students who enter our court and community school programs, especially those who are low-income, have not experienced success in traditional classroom settings and many have gaps in their schooling. These students need highly effective educators who are trained to address their various academic and social-emotional needs and meet them at the level in which they enter our programs. A review of the 2024 California School Dashboard reflects: * 19.5% of students had been suspended for at least one day which is an increase of 1.5%. * The graduation rate was 40.9% which is an increase of 13.6% but is still much lower than desired. * Attendance has been improving and has reached its highest average recorded at 72% at the end of April. However, attendance is still a barrier to student success and the staff are working to improve this.	* Best practices utilizing STAR Renaissance quarterly assessments to monitor student learning and progress. * Best practices for reviewing CAASPP Testing and interim assessments as one measure to gauge student learning when data is limited given the small number of students tested. * Best practices to write local formative assessments to guide instruction. * Best practices for the use of data protocols to guide instruction, measure student progress, and gauge student learning. * Increase awareness and understanding of programs such as: *Grading for Equity * Assessment For and Of Learning While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all Alternative Education students.	The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA and Math.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.7	**Action:** Professional Learning: Engaging Diverse Learners Strand Three **Need:** This action targets unduplicated students which is most of the students. However, all students will benefit because there is a need to develop staff capacity to provide appropriate support for students to access the curriculum through ongoing professional learning. Students who enter our court and community school programs, especially those who are low-income, have not experienced success in traditional classroom settings and many have gaps in their schooling. These students need highly effective educators who are trained to address their various academic and social-emotional needs and meet them at the level in which they enter our programs. A review of the 2024 California School Dashboard reflects: * 19.5% of students had been suspended for at least one day which is an increase of 1.5%. * The graduation rate was 40.9% which is an increase of 13.6% but is still much lower than desired. * Attendance has been improving and has reached its highest average recorded at 72% at the end of April. However, attendance is	This action will address the need through ongoing professional learning in areas including the following: * Universal Design for Learning (UDL) training and practice support to ensure all students can access rigorous curriculum and demonstrate learning. * Engaging students in developing their Individual Learning Plan (ILP) to support their individual learning needs. * Integrated English Language Development (ELD) * Small group instruction * Individualized modifications and accommodations (per IEP) * One-on-one support (per IEP) While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all Alternative Education students.	Metric 1.5 Metric 1.6 Metric 1.10 Local data: The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA and Math.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	still a barrier to student success and the staff are working to improve this. **Scope:** LEA-wide		
1.8	**Action:** Revise the English Language Arts (ELA) and Social Studies (SS) curriculum. **Need:** This action targets unduplicated students which is most of the students. However, all students will benefit because the English Language Arts and Social Studies curriculums need to be revised to facilitate culturally responsive pedagogy, community connectedness, civic engagement, and the development of literacies. Students who enter our court and community school programs, especially those who are low-income, have not experienced success in traditional classroom settings and many have gaps in their schooling. These students need highly effective educators who are trained to address their various academic and social-emotional needs and meet them at the level in which they enter our programs. A review of the 2024 California School Dashboard reflects: * 19.5% of students had been suspended for at least one day which is an increase of 1.5%.	This action will address the need by the following activities: * Replace English 9 and 10 with a two-year Ethnic Studies course that includes community-based projects and inquiry activities, opportunities for small-scale service-learning and work-based experiences, and study of art in various media as it relates to the themes of the course * Replace US History and World History with a two-year course integrating world and US history, organized around larger themes and * Develop a portfolio model for English 11 and 12 that provides opportunities for longer-term service-learning and work-based experiences, including inquiry and reflection activities, and leads to the attainment of the State Seal of Civic Engagement for students who choose to pursue it. While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all Alternative Education students.	Metric 1.4 Metric 1.6 Metric 1.7 Local data: The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* The graduation rate was 40.9% which is an increase of 13.6% but is still much lower than desired. * Attendance has been improving and has reached its highest average recorded at 72% at the end of April. However, attendance is still a barrier to student success and the staff are working to improve this. **Scope:** LEA-wide		
1.9	**Action:** Implement a structured Physical Education Class **Need:** This action targets unduplicated students which is most of the students. However, all students will benefit because there has been an ongoing need to create a structured physical education class for all youth. Students who enter our court and community school programs, especially those who are low-income, have not experienced success in traditional classroom settings and many have gaps in their schooling. These students need highly effective educators who are trained to address their various academic and social-emotional needs and meet them at the level in which they enter our programs.	This action will address the need by having staff will research, write and implement a structured Physical Education class that incorporates the California State Physical Education Standards. While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all Alternative Education students.	Metric 1.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.13	**Action:** Career Technical Education (CTE) Pathway **Need:** This action targets unduplicated students which is most of the students. However, all students will benefit because all youth need increased opportunities to provide at least one CTE program that meets the elements of a high-quality pathway, as defined by the CDE "Ten Minimum Eligibility Standards", such as Entrepreneurship or Early Childhood Education. Students who enter our court and community school programs, especially those who are low-income, have not experienced success in traditional classroom settings and many have gaps in their schooling. These students need highly effective educators who are trained to address their various academic and social-emotional needs and meet them at the level in which they enter our programs. 76.47% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study. **Scope:** LEA-wide	This action addressed the need by providing all students with the opportunity to participate in a CTE Pathway. While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all Alternative Education students.	Metric 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.14	**Action:** Credit Recovery and Credit Acceleration **Need:** This action targets unduplicated students which is most of the students. However, all students will benefit because there is a need to provide a variety of opportunities for students to earn and/or recover credit to obtain their High School Diploma such as community college courses, online learning platforms and extended day programs. Students who enter our court and community school programs, especially those who are low-income, have not experienced success in traditional classroom settings and many have gaps in their schooling. These students need highly effective educators who are trained to address their various academic and social-emotional needs and meet them at the level in which they enter our programs. A review of the 2024 California School Dashboard reflects: * 19.5% of students had been suspended for at least one day which is an increase of 1.5%. * The graduation rate was 40.9% which is an increase of 13.6% but is still much lower than desired. * Attendance has been improving and has reached its highest average recorded at 72% at the end of April. However, attendance is still a barrier to student success and the staff are working to improve this.	This action will address the need by increasing students opportunities to increase their credits. While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all Alternative Education students.	Metric 1.6 Metric 1.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	**Action:** Provide students a safe and supportive environment **Need:** This action targets unduplicated students which is most of the students. However, all students will benefit because there is a need to provide access to a safe and supportive environment that includes universal and supplemental supports. This action targets unduplicated students which is most of the students. However, all students will benefit because there is a need to provide ongoing professional learning for the development, implementation, and continuous improvement of the core curriculum and instructional practices that align with curricular goals and ensure access to rigorous learning. Students who enter our court and community school programs, especially those who are low-income, have not experienced success in traditional classroom settings and many have gaps in their schooling. At least 29% of our current students are in need of support as their language fluency is not English only. These students need highly effective educators who are trained to address their various academic and social-emotional needs and meet them at the level in which they enter our programs.	This action will address the need by providing: Universal Supports: * Provide nutritious alternatives throughout the day to meet basic needs. * Schedule options to allow flexibility in student placement, alternate student clusters and be able to design specific schedules to address individual learning and social-emotional needs. * High staff-to-student ratio to provide supplemental support and increased adult supervision and support. * Utilize Wellness Centers for social-emotional support. * Develop a shared understanding of a growth mindset so students believe their most basic abilities can be developed through dedication and perseverance. This view creates a love of learning and resilience is essential for great accomplishment. * Provide opportunity to determine resolutions collaboratively in place of class or school suspensions, and loss of learning opportunities. Supplemental and Intensive Supports: * Sensory Rooms are provided in our special education classrooms as appropriate and utilized per a student's IEP. * Behavior Intervention Plans (BIP) - assessments used to develop BIP provided for our special education students as appropriate and utilized	Metric 2.1 Metric 2.3 Metric 2.6 Metric 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A review of the 2024 California School Dashboard reflects: * 19.5% of students had been suspended for at least one day which is an increase of 1.5%. * The graduation rate was 40.9% which is an increase of 13.6% but is still much lower than desired. * Attendance has been improving and has reached its highest average recorded at 72% at the end of April. However, attendance is still a barrier to student success and the staff are working to improve this. **Scope:** LEA-wide	per a student's IEP. * Individual and group counseling (IEP driven) provided for our special education students as appropriate and utilized per a student's IEP. * Zones of Regulation curriculum provided in our special education classrooms as appropriate and utilized per a student's IEP. * School Connect is provided in our special education classrooms as appropriate and utilized per a student's IEP. * Second Step curriculum provided in our special education classrooms as appropriate and utilized per a student's IEP. * Specific IEP Goals related to behavior and SEL support provided for our special education classrooms as appropriate and utilized per a student's IEP. * Counseling is provided on-site for all students based on individual site determination. While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all Alternative Education students.	
2.2	**Action:** Professional Learning: Social Emotional Learning Strand Four **Need:** This action targets unduplicated students which is most of the students. However, all	This action addresses the need providing by: * Developing, implementing, and continuously improving Social and Emotional Learning, inclusive behavior practices, and wellness such as:	Metric 2.2 Metric 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students will benefit because there is a need to provide on-going professional learning to build out an Integrated System of support. Students who enter our court and community school programs, especially those who are low-income, have not experienced success in traditional classroom settings and many have gaps in their schooling. These students need highly effective educators who are trained to address their various academic and social-emotional needs and meet them at the level in which they enter our programs. A review of the 2024 California School Dashboard reflects: * 19.5% of students had been suspended for at least one day which is an increase of 1.5%. * The graduation rate was 40.9% which is an increase of 13.6% but is still much lower than desired. * Attendance has been improving and has reached its highest average recorded at 72% at the end of April. However, attendance is still a barrier to student success and the staff are working to improve this. **Scope:** LEA-wide	* Training and best practices to implement Restorative Practices such as affective statements, community-building circles, small impromptu conferencing, and setting classroom agreements or norms. Restorative practices allow students to share their feelings and work together to resolve conflicts. They also can use the skills to brainstorm solutions to problems, celebrate successes, and build community. * Through an increased sense of well-being, these practices can reduce class or school suspensions and loss of learning opportunities. * Staff will utilize an explicit Social and Emotional curriculum throughout all programs which will provide a process through which individuals learn and apply a set of social, emotional, and related skills, attitudes, behaviors, and values that help direct students. This includes thoughts, feelings, and actions in ways that enable them to succeed in school. * Trauma-Informed Care * Healing-Centered / trauma-informed training ... * Second Step, School Connect and Zones of Regulation (see Action 2.1) * Non-violent crisis intervention training While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all Alternative Education students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	**Action:** Aligning supports and practices through a full-service community school lens **Need:** This action targets unduplicated students which is most of the students. However, all students will benefit because there is a need to develop a plan to integrate these supports and practices cohesively, ensuring consistency and effectiveness across all aspects of the school's operations. A review of the 2024 California School Dashboard reflects: * 19.5% of students had been suspended for at least one day which is an increase of 1.5%. * The graduation rate was 40.9% which is an increase of 13.6% but is still much lower than desired. * Attendance has been improving and has reached its highest average recorded at 72% at the end of April. However, attendance is still a barrier to student success and the staff are working to improve this. **Scope:**	This action will address the need by developing a plan that will incorporate the following: * Full-Service Community School planning and implementation (Design Team), which includes * MTSS (Multi-Tiered System of Support) which is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavioral needs from a strengths-based perspective. * Blueprint for Student Success * Graduate profile * Individual Learning Plans (ILPs) While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all Alternative Education students.	Metric 2.1 Metric 2.3 Metric 2.6 Metric 2.8
2.9	**Action:** Transition to Independence Process (TIP) Model **Need:**	The Transition to Independence Process (TIP) Model is an evidence-supported practice for youth and young adults with emotional/behavioral difficulties (EBD) based on numerous published studies demonstrating improvements in real-life functioning and outcomes.	Metric 2.1 Metric 2.3 Metric 2.6 Metric 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This action targets unduplicated students which is most of the students. However, all students will benefit because there is a need to collaborate with models of care to create local youth and young adult empowerment. Young people's decisions, choices, and associated experiences set a foundation for their transition to future adult roles in the domains of employment, education, living situation, and community-life functioning. The 2023 Dashboard indicates: * 18.1% of students had been suspended for at least one day which is a decline of 7.9%. * The graduation rate was 27.3% which is a decline of 19.4%. **Scope:**	The Certified TIP Model™ Consultants focus on providing our organization and collaborative with the training, strategies, and tools for implementation and sustainability of the TIP Model™ to improve the progress and outcomes of youth and young adults (14-29 years of age) with EBD and the responsiveness of the transition system to their families. The Transition to Independence Process (TIP) Model was developed for working with youth and young adults (14-29 years old) with emotional/behavioral difficulties (EBD) to: a) engage them in their own future planning process; b) provide them with developmentally-appropriate, non-stigmatizing, culturally-competent, trauma-informed, and appealing services and supports; c) involve the young people, their families, and other informal key players, as relevant, in a process that prepares and facilitates their movement toward greater self-sufficiency and successful achievement of their goals. Youth and young adults are guided in setting and achieving their own short-term and long-term goals across relevant Transition Domains, such as: employment/career, educational opportunities, living situation, personal effectiveness/wellbeing, and community-life functioning. The TIP Model™ is operationalized through seven Guidelines and their associated Core Practices that drive the work with young people to improve their outcomes and provide a transition system that is responsive to them and their families.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all Alternative Education students.	
3.4	**Action:** Youth Development Program Specialist **Need:** Districtwide student engagement and school climate data from the California School Dashboard indicate that low-income students and foster youth experience higher chronic absenteeism and report lower levels of school connectedness. Educational partners, including student focus groups and parent advisory committees, identified a need for more structured social-emotional supports and relationship-building opportunities during and beyond the school day. A review of the 2024 California School Dashboard reflects: * 19.5% of students had been suspended for at least one day which is an increase of 1.5%. * The graduation rate was 40.9% which is an increase of 13.6% but is still much lower than desired. * Attendance has been improving and has reached its highest average recorded at 72% at the end of April. However, attendance is	The Youth Development Program Specialist will lead a system of supports and activities designed to foster the social, ethical, emotional, physical, and cognitive development of students. This work will target low-income students, foster youth, and English learners, with a focus on promoting resilience, leadership, and access to developmental opportunities both in and out of school. Services include mentoring, culturally relevant student leadership programs, and coordination of wellness-focused school initiatives.	2.1 2.4 2.5 2.6 2.7 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	still a barrier to student success and the staff are working to improve this. **Scope:** LEA-wide Schoolwide		
3.5	**Action:** Youth Advocate **Need:** Dashboard data and school-level attendance records reveal that foster youth, English learners, and low-income students are overrepresented in chronic absenteeism and have lower participation in student support services. Families report barriers accessing counseling, school interventions, and community resources. A review of the 2024 California School Dashboard reflects: * 19.5% of students had been suspended for at least one day which is an increase of 1.5%. * The graduation rate was 40.9% which is an increase of 13.6% but is still much lower than desired. * Attendance has been improving and has reached its highest average recorded at 72% at the end of April. However, attendance is still a barrier to student success and the staff are working to improve this.	Youth Advocates will focus on case management and advocacy for unduplicated pupils. They will: Provide individual check-ins and goal-setting for chronically absent or disengaged students, Help families access mental health services, tutoring, and transportation, and Connect students to mentorship programs, extracurriculars, and culturally responsive resources. These supports are targeted at students identified through MTSS, SSTs, or attendance interventions, the majority of whom are from unduplicated subgroups.	2.1 2.4 2.5 2.6 2.7 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.7	**Action:** Individual Learning Plans (ILPs) **Need:** This action targets unduplicated students which is most of the students. However, all students will benefit because there is a need to engage all students in the ongoing implementation, development, and professional learning to sustain an ILP (Individual Learning Plan) process. Students who enter our court and community school programs, especially those who are low-income, have not experienced success in traditional classroom settings and many have gaps in their schooling. These students need highly effective educators who are trained to address their various academic and social-emotional needs and meet them at the level in which they enter our programs. A review of the 2024 California School Dashboard reflects: * 19.5% of students had been suspended for at least one day which is an increase of 1.5%. * The graduation rate was 40.9% which is an increase of 13.6% but is still much lower than desired. * Attendance has been improving and has reached its highest average recorded at 72%	This action will address the need by engaging all students in an active ILP process. While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all Alternative Education students.	Metric 2.1 Metric 2.5 Metric 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	at the end of April. However, attendance is still a barrier to student success and the staff are working to improve this. In the 2022-23 school year, the chronic absenteeism rate for Cesar Chavez was 95.7% (Ed-Data). The cumulative attendance percentage for Cesar Chavez was 62.29% and 98.26 for Dan Jacobs (Aeries) in the 2023-24 LCAP: * Overall, 40% of parents participated in quarterly family engagement events. (Site Administration Data) **Scope:** LEA-wide		
3.8	**Action:** Mentoring **Need:** This action targets unduplicated students which is most of the students. However, all students will benefit because there is a need to provide students the opportunity to meet with a mentor. Students who enter our court and community school programs, especially those who are low-income, have not experienced success in traditional classroom settings and many have gaps in their schooling. These students need highly effective educators who are trained to	This action will address the need by providing the opportunity to meet with a mentor regularly and focus on developing a specific skill, exploring future work or study opportunities, or talking about things that are important to them. Mentoring aims to build confidence and relationships, develop resilience, and character, or raise aspirations rather than to develop specific academic skills or knowledge. While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these	Metric 2.1 Metric 2.5 Metric 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	address their various academic and social-emotional needs and meet them at the level in which they enter our programs. A review of the 2024 California School Dashboard reflects: * 19.5% of students had been suspended for at least one day which is an increase of 1.5%. * The graduation rate was 40.9% which is an increase of 13.6% but is still much lower than desired. * Attendance has been improving and has reached its highest average recorded at 72% at the end of April. However, attendance is still a barrier to student success and the staff are working to improve this. In the 2022-23 school year, the chronic absenteeism rate for Cesar Chavez was 95.7% (Ed-Data). The cumulative attendance percentage for Cesar Chavez was 62.29% and 98.26 for Dan Jacobs (Aeries) in the 2023-24 LCAP: * Overall, 40% of parents participated in quarterly family engagement events. (Site Administration Data) **Scope:** LEA-wide	actions will be provided to all Alternative Education students.	

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$7,023,556	$356,304	5.073%	0.000%	5.073%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,866,638.00	$713,145.00	$538,000.00	$144,048.00	$3,261,831.00	$1,785,676.00	$1,476,155.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	"Base" Program Expenditures	All	No			All Schools		$839,000.00	$0.00	$839,000.00	$0.00	$0.00	$0.00	$839,000.00	
1	1.2	Paraeducator Services	All	No			All Schools		$144,048.00	$0.00		$0.00	$0.00	$144,048.00	$144,048.00	
1	1.3	Independent Studies / Chavez Extension Program	All	No			All Schools		$0.00	$140,000.00	$140,000.00				$140,000.00	
1	1.4	Data Analyst Program Manager	All	No					$120,000.00	$0.00		$120,000.00			$120,000.00	
1	1.5	Professional Learning: Access to rigorous learning Strand One	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
1	1.6	Professional Learning: Assessment Practices Strand Two	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
1	1.7	Professional Learning: Engaging Diverse Learners Strand Three	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
1	1.8	Revise the English Language Arts (ELA) and Social Studies (SS) curriculum.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	
1	1.9	Implement a structured Physical Education Class	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
1	1.10	Career Development Exploration	All	No				2024-2027	$79,000.00	$0.00	$26,330.00	$52,670.00	$0.00	$0.00	$79,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Apprenticeships	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.12	Youth college and / or career goal setting	All	No			All Schools		$0.00	$13,000.00	$0.00	$13,000.00	$0.00	$0.00	$13,000.00	
1	1.13	Career Technical Education (CTE) Pathway	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$106,920.00	$0.00	$89,100.00	$17,820.00	$0.00	$0.00	$106,920.00	
1	1.14	Credit Recovery and Credit Acceleration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	
1	1.15	Summer School - Extended School Year (ESY)	All Students with Disabilities	No			All Schools		$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	
1	1.16	Educational Technology	All	No			All Schools		$0.00	$40,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	
1	1.17	Special Education targeted support	Students with Disabilities	No			All Schools									
1	1.18	Program Facilities, Technology Support and Indirect Costs	All	No			All Schools		$0.00	$427,000.00	$427,000.00	$0.00	$0.00	$0.00	$427,000.00	
1	1.19	Full-Service Community School Coordinator	All	No			All Schools		$60,000.00	$0.00		$60,000.00	$0.00	$0.00	$60,000.00	
1	1.20	Yolo Arts	All	No			All Schools Specific Schools: Cesar Chavez		$0.00	$10,000.00		$10,000.00			$10,000.00	
2	2.1	Provide students a safe and supportive environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.2	Professional Learning: Social Emotional Learning Strand Four	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.3	Cross-Agency Collaboration	All Students with Disabilities	No			All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Foster Youth Supports	All Students with Disabilities	No			All Schools		$27,000.00	$0.00		$27,000.00			$27,000.00	
2	2.5	Foster Youth Coordinating Program	All	No			All Schools		$97,000.00	$0.00		$97,000.00			$97,000.00	
2	2.6	Countywide Coordination of Education for Expelled Youth	All	No					$0.00	$0.00	$0.00				$0.00	
2	2.7	Special Education Targeted Support	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.8	Aligning supports and practices through a full-service community school lens	All	No			All Schools Specific Schools: Cesar Chavez		$0.00	$30,000.00		$30,000.00			$30,000.00	
2	2.9	Transition to Independence Process (TIP) Model	All	No			All Schools Specific Schools: Specific School		$100,000.00	$438,000.00			$538,000.00		$538,000.00	
3	3.1	Family Engagement	All	No			All Schools		$0.00	$7,000.00		$7,000.00			$7,000.00	
3	3.2	Community Engagement and Cross-Agency Collaboration	All	No			All Schools		$0.00	$5,000.00		$5,000.00			$5,000.00	
3	3.3	Civic Engagement	All	No			All Schools		$0.00	$24,000.00		$24,000.00			$24,000.00	
3	3.4	Youth Development Program Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cesar Chavez and Dan Jacobs		$140,000.00	$0.00	$70,000.00	$70,000.00			$140,000.00	
3	3.5	Youth Advocate	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cesar Chavez		$67,708.00	$0.00	$67,708.00				$67,708.00	
3	3.6	Student Transportation	All Students with	No			All Schools		$0.00	$6,000.00	$6,000.00				$6,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disabilities				Specific Schools: Cesar Chavez									
3	3.7	Individual Learning Plans (ILPs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$5,000.00	$0.00	$5,000.00				$5,000.00	
3	3.8	Mentoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.9	Incentive to Improve Student Attendance and Behavior	All	No			All Schools		$0.00	$12,000.00		$12,000.00			$12,000.00	
4	4.1	Student Engagement	All	No			All Schools Specific Schools: Cesar Chavez		$0.00	$60,000.00		$60,000.00			$60,000.00	
4	4.2	Anti-Bias Training	All	No			All Schools		$0.00	$50,000.00		$50,000.00			$50,000.00	
4	4.3	Suspension reduction/alternatives	All	No					$0.00	$7,655.00		$7,655.00			$7,655.00	
4	4.4	Violence Prevention	All	No					$0.00	$50,000.00		$50,000.00			$50,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$7,023,556	$356,304	5.073%	0.000%	5.073%	$361,808.00	0.000%	5.151 %	**Total:**	$361,808.00
								LEA-wide Total:	$294,100.00
								Limited Total:	$0.00
								Schoolwide Total:	$137,708.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Professional Learning: Access to rigorous learning Strand One	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.6	Professional Learning: Assessment Practices Strand Two	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
1	1.7	Professional Learning: Engaging Diverse Learners Strand Three	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
1	1.8	Revise the English Language Arts (ELA) and Social Studies (SS) curriculum.	Yes	LEA-wide	English Learners Foster Youth Low Income		$25,000.00	
1	1.9	Implement a structured Physical Education Class	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
1	1.13	Career Technical Education (CTE) Pathway	Yes	LEA-wide	English Learners Foster Youth Low Income		$89,100.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.14	Credit Recovery and Credit Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income		$30,000.00	
2	2.1	Provide students a safe and supportive environment	Yes	LEA-wide	English Learners Foster Youth Low Income		$20,000.00	
2	2.2	Professional Learning: Social Emotional Learning Strand Four	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
3	3.4	Youth Development Program Specialist	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cesar Chavez and Dan Jacobs	$70,000.00	
3	3.5	Youth Advocate	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cesar Chavez	$67,708.00	
3	3.7	Individual Learning Plans (ILPs)	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
3	3.8	Mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income		$30,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,398,956.00	$2,593,717.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	"Base" Program Expenditures	No	$839,000.00	830,351
1	**1.2**	Paraeducator Services	No	$144,048.00	132,936
1	**1.3**	Independent Studies / Chavez Extension Program	No	$135,000.00	134,749
1	**1.4**	Data Analyst	No	$105,000.00	0.00
1	**1.5**	Professional Learning: Access to rigorous learning Strand One	Yes	$5,000.00	0
1	**1.6**	Professional Learning: Assessment Practices Strand Two	Yes	$5,000.00	0
1	**1.7**	Professional Learning: Engaging Diverse Learners Strand Three	Yes	$10,000.00	0
1	**1.8**	Revise the English Language Arts (ELA) and Social Studies (SS) curriculum.	Yes	$75,000.00	16,568
1	**1.9**	Implement a structured Physical Education Class	Yes	$5,000.00	5,368
1	**1.10**	Career Development Exploration	No	$71,280.00	78,966
1	**1.11**	Apprenticeships	No	$0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Youth college and / or career goal setting	No	$0.00	13,131
1	1.13	Career Technical Education (CTE) Pathway	Yes	$106,920.00	99,589
1	1.14	Credit Recovery and Credit Acceleration	Yes	$35,000.00	38,875
1	1.15	Summer School - Extended School Year (ESY)	No	$25,000.00	13,500
1	1.16	Educational Technology	No	$40,000.00	34,751
1	1.17	Special Education targeted support	No	0	0
1	1.18	Program Facilities, Technology Support and Indirect Costs	No	$425,000.00	427,632
1	1.19	Full-Service Community School Coordinator	No	$105,000.00	63,359
2	2.1	Provide students a safe and supportive environment	Yes	$5,000.00	20,473
2	2.2	Professional Learning: Social Emotional Learning Strand Four	Yes	$5,000.00	3,759
2	2.3	Cross-Agency Collaboration	No	$1,500.00	0
2	2.4	Foster Youth Supports	No	$35,000.00	26,168
2	2.5	Foster Youth Coordinating Program	No	$61,000.00	97,095

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Countywide Coordination of Education for Expelled Youth	No	$0.00	0.00
2	2.7	Special Education Targeted Support	No	$0.00	0.00
2	2.8	Aligning supports and practices through a full-service community school lens	Yes	$50,000.00	30,899
2	2.9	Transition to Independence Process (TIP) Model	Yes	$750,000.00	212,434
3	3.1	Family Engagement	No	$25,000.00	6,391
3	3.2	Community Engagement and Cross-Agency Collaboration	No	$5,000.00	5,354
3	3.3	Civic Engagement	No	$30,000.00	23,100
3	3.4	Youth Development Program Specialist	No	$140,000.00	132,305
3	3.5	Youth Advocate	No	$67,708.00	61,561
3	3.6	Student Transportation	No	$5,000.00	3,912
3	3.7	Individual Learning Plans (ILPs)	Yes	$5,000.00	0
3	3.8	Mentoring	Yes	$30,000.00	30,000
3	3.9	Incentive to Improve Student Attendance and Behavior	No	$7,000.00	12,170
4	4.1	Student Engagement	Yes	$0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Anti-Bias Training	No	$37,500.00	766
4	4.3	Suspension reduction/alternatives	No	$3,000.00	7,655
4	4.4	Gang Violence Prevention	No	$5,000.00	29,900

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$368,360	$1,069,100.00	$480,792.00	$588,308.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Professional Learning: Access to rigorous learning Strand One	Yes	$5,000.00	0		
1	1.6	Professional Learning: Assessment Practices Strand Two	Yes	$5,000.00	0		
1	1.7	Professional Learning: Engaging Diverse Learners Strand Three	Yes	$10,000.00	0		
1	1.8	Revise the English Language Arts (ELA) and Social Studies (SS) curriculum.	Yes	$75,000.00	16,568		
1	1.9	Implement a structured Physical Education Class	Yes	$5,000.00	5,638		
1	1.13	Career Technical Education (CTE) Pathway	Yes	$89,100.00	106,920		
1	1.14	Credit Recovery and Credit Acceleration	Yes	$35,000.00	35,000		
2	2.1	Provide students a safe and supportive environment	Yes	$5,000.00	20,473		
2	2.2	Professional Learning: Social Emotional Learning Strand Four	Yes	$5,000.00	3,759		
2	2.8	Aligning supports and practices through a full-service community school lens	Yes	$50,000.00	50,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	Transition to Independence Process (TIP) Model	Yes	$750,000.00	212,434		
3	3.7	Individual Learning Plans (ILPs)	Yes	$5,000.00	0		
3	3.8	Mentoring	Yes	$30,000.00	30,000		
4	4.1	Student Engagement	Yes	$0.00	0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$6,935,985	$368,360	0%	5.311%	$480,792.00	0.000%	6.932%	$0.00	0.000%