



## LCFF Budget Overview for Parents

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

CDS Code: 57105790000000

School Year: 2024-25

LEA contact information:

Stan Mojsich

Assistant Superintendent of Equity and Support Services

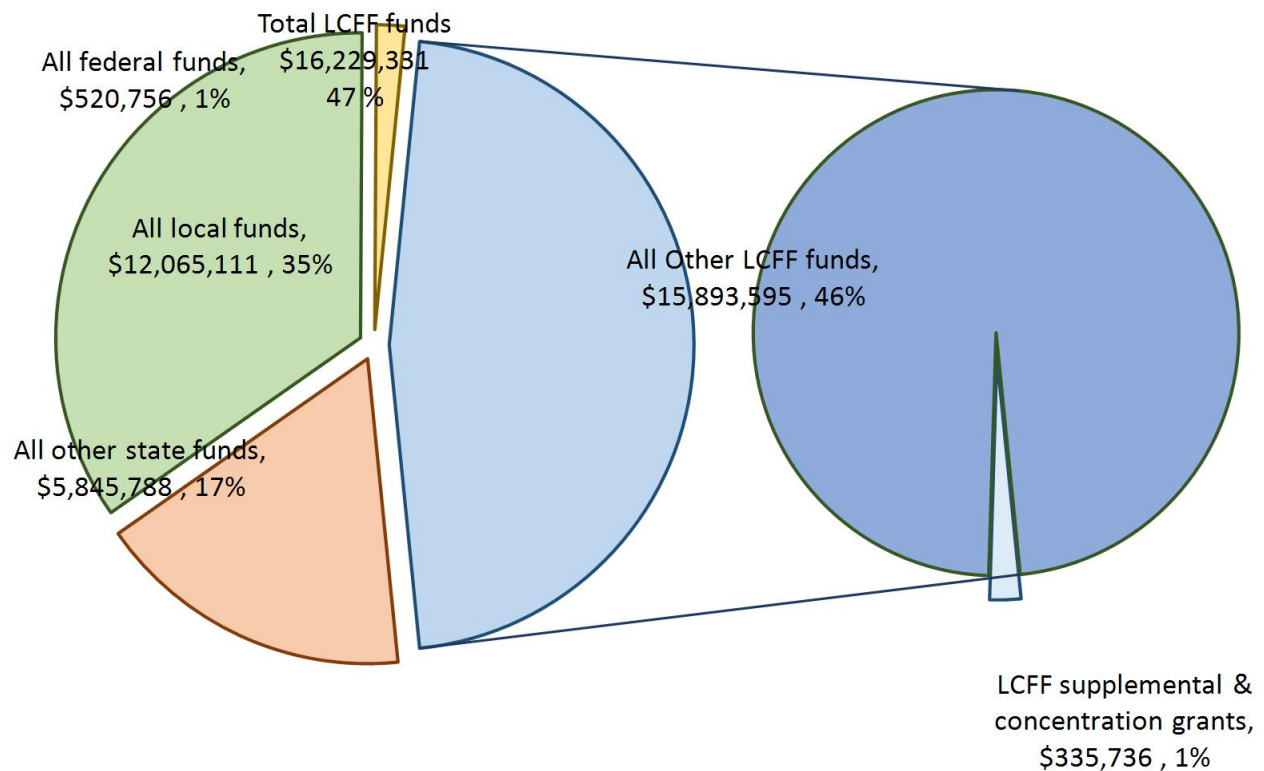
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source



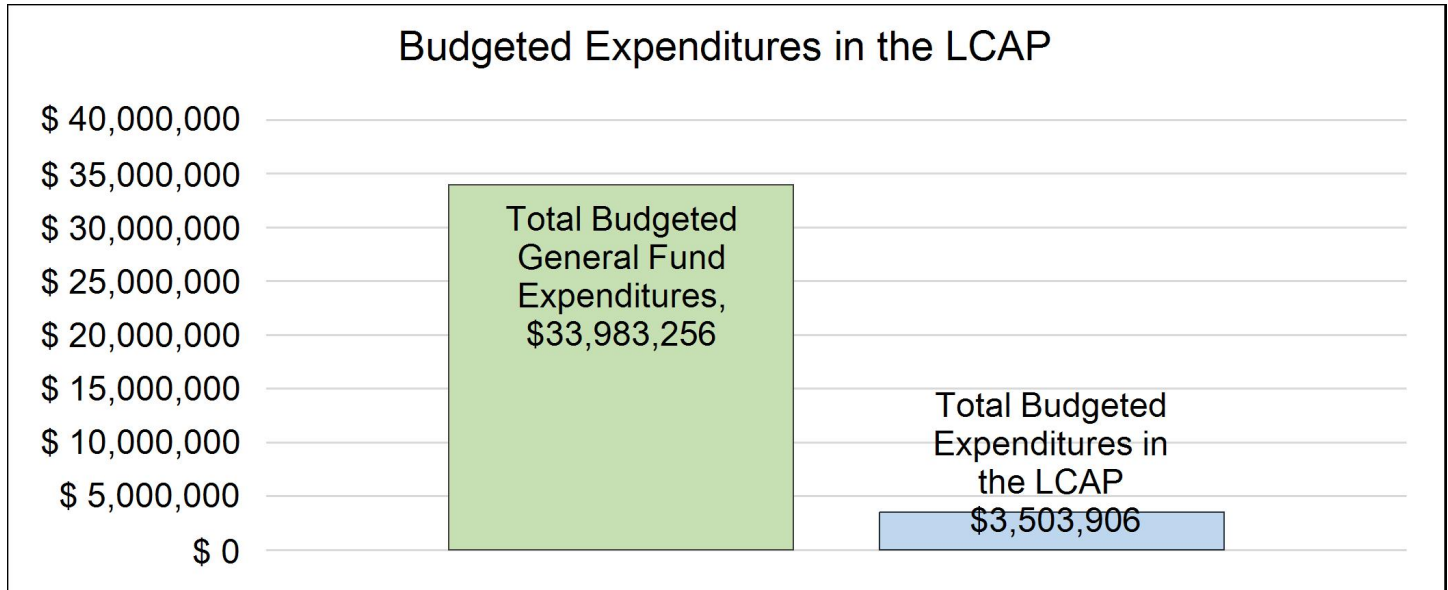
This chart shows the total general purpose revenue Yolo County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yolo County Office of Education is \$34,660,986, of which \$16,229,331 is Local Control Funding Formula (LCFF), \$5,845,788 is

other state funds, \$12,065,111 is local funds, and \$520,756 is federal funds. Of the \$16,229,331 in LCFF Funds, \$335,736 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Yolo County Office of Education plans to spend for 2024-25. 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 \$33,983,256 for the 2024-25 school year. Of that amount, \$3,503,906 is tied to actions/services in the LCAP and \$30,479,350 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

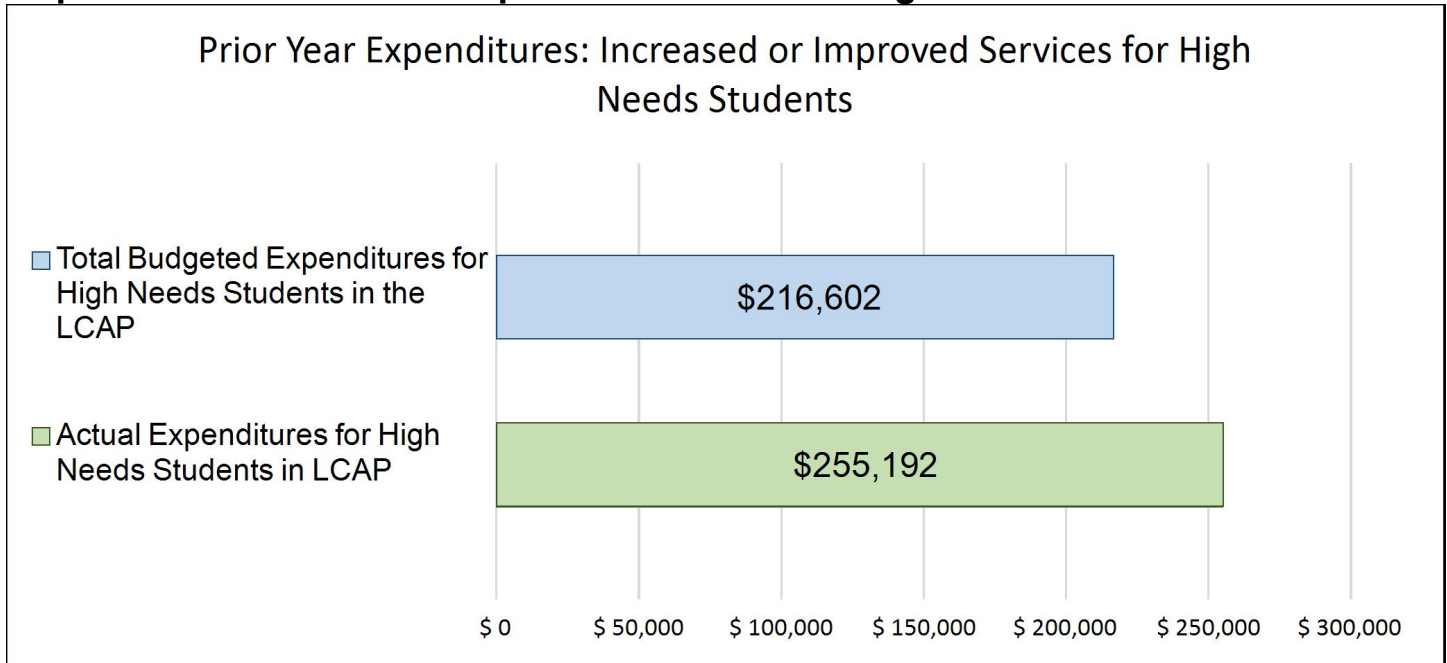
## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Yolo County Office of Education is projecting it will receive \$335,736 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 \$1,069,100 towards meeting this requirement, as described in the LCAP.

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# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Yolo County Office of Education's LCAP budgeted \$216,602 for planned actions to increase or improve services for high needs students. Yolo County Office of Education actually spent \$255,192 for actions to increase or improve services for high needs students in 2023-24.



# 2023–24 Local Control and Accountability Plan Annual Update

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

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

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching. (Williams Resolution, September 2020)	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.  (Williams Quarterly Report on Williams Uniform Complaints for YCOE Schools - Board of Trustees Meeting - November 2021)	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.  (Williams Quarterly Reports on Williams Uniform Complaints for YCOE Schools - Board of Trustees Meetings: November 2022, February 2023 and April 2023)	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.	Maintain percentage of teachers in the LEA who are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching at 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Pupils in the school district have sufficient access to the standards- aligned instructional materials.	<p>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.</p> <p>Textbooks for Cesar Chavez Community School and Dan Jacobs School are correlated to the California State Content Standards. (Instructional Materials Resolution, September 8, 2020)</p>	<p>100% of pupils in Cesar Chavez Community School and Dan Jacobs School programs have sufficient access to the standards-aligned instructional materials.</p> <p>(Resolution #21-22/05: Regarding Sufficiency or Insufficiency of Instructional Materials, 2021-2022, September 14, 2021).</p>	<p>100% of pupils in Cesar Chavez Community School and Dan Jacobs have sufficient access to the standards-aligned instructional materials.</p> <p>(Resolution #22-23/08: Regarding Sufficiency or Insufficiency of Instructional Materials, 2022-2023. Public hearing held on September 13, 2022)</p>	<p>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.</p> <p>The staff has confirmed that we have enough instructional materials for pupils currently enrolled in our programs.</p> <p>Textbooks for Cesar Chavez Community School and Dan Jacobs School are correlated to the California State Content Standards.</p>	100% of pupils have sufficient access to the standards-aligned instructional materials.
Priority 1: Basic School facilities are maintained in good repair.	Cesar Chavez: YCOE conducted a FIT survey of the site and found it to be in fair or good order for	Cesar Chavez: YCOE conducted a FIT survey of the site and found it to be in fair or good order for	Cesar Chavez: YCOE conducted a FIT survey in January 2023 and noted that the campus looks well	Cesar Chavez: YCOE conducted a FIT survey in January 2023 and noted that the campus looks well	100% of Facilities receive a "Good Status" on their FIT review.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>most systems inspected and a rating of fair overall. The FIT report was conducted in December 2020. (SARC January 2021)</p> <p>Dan Jacobs: Yolo County Office of Education Support Operations Services is not responsible for maintenance of the facility; however, YCOE did conduct the FIT. Overall, the facility serves the purpose for which it is used. It has a few minor deficiencies that need to be addressed. (SARC January 2021)</p>	<p>most systems inspected and a rating of fair overall. The FIT report was conducted in October 2021.</p> <p>(SARC - School Facility Good Repair Status - January 2022)</p> <p>Dan Jacobs: Yolo County Office of Education Support Operations Services is not responsible for maintenance of the facility; however, YCOE did conduct the FIT. Overall, the facility serves the purpose for which it is used, with an overall rating of fair. The FIT was conducted in December 2021.</p> <p>(SARC - School Facility Good Repair Status - January 2022)</p>	<p>maintained and will need paint before the next school year. Overall, the facility rating was GOOD.</p> <p>(SARC -School Facility Conditions &amp; Planned Improvements - January 2023).</p> <p>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.</p> <p>(SARC - School Facility &amp; Planned Improvements - January 2023)</p>	<p>maintained and will need paint before the next school year. Overall, the facility rating was GOOD.</p> <p>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.</p> <p>The report was conducted in January 2023 with an overall rating of FAIR.</p>	
Priority 2: State Standards	100% of students in our Cesar Chavez	100% of students in our Cesar Chavez	100% of students in our Cesar Chavez	100% of students in our Cesar Chavez	Maintain 100% of students have access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The implementation of state board adopted academic content and performance standards for all students.	Community School and Dan Jacobs School programs have access to state board adopted academic content and performance standards. (2021 LCAP Local Performance Indicator)	Community School and Dan Jacobs School programs have access to state board-adopted academic content and performance standards through Edgenuity. These standards are implemented in all classrooms for all students with all components scoring a 3 of 5 or better, with the exception of World Languages which scored a 1 of 5 on the Local Indicator self-reflection tool presented to the board on 06/28/2022.  (SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials - January 2022)	Community School and Dan Jacobs School programs have access to state board-adopted academic content and performance standards through Edgenuity.  (SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials - January 2023)	Community School and Dan Jacobs School programs have access to state board adopted academic content and performance standards.	to state board adopted academic content and performance standards through Edgenuity.
Priority 2: State Standards How the programs and services will	100% of all English Learners have access to core academic	100% of all English Learners have access to core academic	100% of all English Learners have access to core academic	100% of all English Learners have access to core academic	100% of all English Learners have access to core academic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	content and ELD supports. (Master Schedule Audit 2021)	content and ELD supports.  (SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials - January 2022)	content and ELD supports.  (SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials - January 2023)	content and ELD supports.	content and ELD supports.
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)	In 2018-19, 0% of the students at Cesar Chavez Community School met or exceeded state standards in ELA or math according to the CAASP test results. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year. Local Assessments in the form of Renaissance testing, through STAR Enterprise Testing, were administered in lieu of the CAASPP. For the Reading STAR testing done in	CAASPP and ELPAC testing are scheduled for May 2022. The final STAR renaissance testing portion will be administered in mid-May 2022. No data is currently available.  (CDE - California Assessment Timeline and Site Administration)	2021-22 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.  2021-22 ELPAC Testing results for Cesar Chavez Community School and Dan Jacobs:  In order to protect student privacy, data is suppressed	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 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	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2020, the average scaled score was 700.12 and the average percentile ranking was 18.65 for 17 students. For the Reading STAR testing done in 2021, the average scaled score was 593.21 and the average percentile ranking was 7.71 for 14 students. For the Math STAR testing done in 2020, the average scaled score was 639.36 and the average percentile ranking was 21.64 for 14 students. For the Reading STAR testing done in 2021, the average scaled score was 673.67 and the average percentile ranking was 12.93 for 15 students. (SARC January 2021)</p>		<p>because 10 or fewer students tested.</p> <p>2021-22 Renaissance Star Pre/Post Testing results for Cesar Chavez Community school and Dan Jacobs for Math &amp; Reading:</p> <p>Star Reading: Average Scaled Score Pretest - 1047 Average Percentile Ranking Pretest - 8 Average Scaled Score Posttest - 1063 Average Percentile Ranking Posttest - 11</p> <p>Star Math: Average Scaled Score Pretest - 1015 Average Percentile Ranking Pretest - 9 Average Scaled Score Posttest - 1042 Average Percentile Ranking Posttest - 15</p> <p>(CAASPP Testing Results, ELPAC Testing Results,</p>	<p>during the 2023-2024 school year.</p> <p>For students on an IEP, the percent of students meeting their IEP goals will increase by 10% annually.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Renaissance Star Testing Results)		
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. (Aeries, April 2021)	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. (AERIES, April 2022)	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. (Edgenuity Course Reports, April 2023)	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.
Priority 4: Pupil Achievement The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	14% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study. (Current enrollment and academic progress of students in the YCCP program)	30% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study. (Current enrollment and academic progress of students in the YCCP Program - Per Local Collection by Administration 2022)	76.47% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study. (Current enrollment and academic progress of students in the Yolo County Career Program - Site Administration 2023)	76.47% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study.	50% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4: Pupil Achievement</p> <p>The percentage of pupils who have 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</p>	<p>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.</p> <p>(Aeries, April 2021)</p>	<p>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.</p> <p>(AERIES, April 2022)</p>	<p>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.</p> <p>(Edgenuity Course Reports and AERIES, April 2023)</p>	<p>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.</p>	<p>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.</p>
<p>Priority 4: Pupil Achievement</p> <p>The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency</p>	<p>Baseline will be established with the December 2021 California School Dashboard release.</p>	<p>ELPAC testing is to be administered in mid-May 2022. No data is currently available.</p> <p>(CDE - California Assessment Timeline and Site Administration)</p>	<p>2021-22 ELPAC Testing results for Cesar Chavez Community School and Dan Jacobs:</p> <p>In order to protect student privacy, data is suppressed</p>	<p>ELPAC Testing results for Cesar Chavez Community School and Dan Jacobs:</p> <p>In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p>	<p>100% of English Learners show progress toward English proficiency as measured by the English Language Proficiency Assessments for California.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessments for California			because 10 or fewer students tested.  (ELPAC Testing Results - April 2023)	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.	
Priority 4: Pupil Achievement The English learner reclassification rate	At Cesar Chavez Community School, and at Dan Jacobs School, no students were redesignated as FEP in the 2019-20 school year. (Dataquest 2019-20)	0% of the students in Cesar Chavez Community School were reclassified in the 2020-21 School year. Reclassification for the 2021-2022 school year will be determined once the ELPAC has been administered and reviewed by staff.  (Ed-Data, 2020-2021 and Site Administration)	0% of the students in Cesar Chavez Community School and Dan Jacobs were reclassified in 2021-22 school year.  (Ed-Data, 2021-22 and Site Administration)		10% of English Learners will be redesignated each year.
Priority 4: Pupil Achievement The percentage of pupils who have	0% of students have passed an advanced placement exam with	0% of students have passed an advanced placement exam with	0% of students have passed an advanced placement exam with	0% of students have passed an advanced placement exam with	0% of students have passed an advanced placement exam with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
passed an advanced placement examination with a score of 3 or higher	a score of “3” or higher. (Aeries, April 2021)	a score of “3” or higher. (Aeries, April 2022)	a score of "3" or higher. (AERIES, April 2023)	a score of "3" or higher.	a score of “3” or higher.
Priority 4: Pupil Achievement The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	In the 2019-20 school year, 0% were prepared, 7.1% were approaching prepared, and 92.9% were not prepared for college and/or career. There were no data for Dan Jacobs School. (California School Dashboard, 2020)	In the 2020-2021 school year, Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. The State of California subsequently removed similar state requirements with the passage of Assembly Bill 130. As a result, there will be no state indicators published on the 2021 California School Dashboard (Dashboard), including the College/Career Indicator (CCI).  (California School Dashboard, 2021)	For the 2021-22 school year, the College/Career Indicator (CCI) data will not be available. The College/Career Indicator 9CCI) will resume in 2023.  (California School DASHBOARD, 2022 Toolkit)	0% of students are prepared as reported on the Dashboard.  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 0% because the test was not given during the 2023-2024 school year.	25% are prepared and 50% are approaching prepared for college and/or career.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7: Course Access</p> <p>A broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable</p>	<p>100% of students in our Cesar Chavez Community School and Dan Jacobs School programs have access to a broad course of study, including instructional materials in the areas of Language Arts, Math, History/Social Sciences, and Science. Traditional course offerings are supplemented by Edgenuity, ensuring that 100% of students have access to similar types of courses offered at a comprehensive high school.</p>	<p>100% of students in our Cesar Chavez Community School and Dan Jacobs School programs have access to a broad course of study, including instructional materials in the areas of Language Arts, Math, History/Social Sciences, and Science. Traditional course offerings are supplemented by Edgenuity, ensuring that 100% of students have access to similar types of courses offered at a comprehensive high school.</p> <p>(SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials - January 2022)</p>	<p>100% of students in our Cesar Chavez Community School and Dan Jacobs School programs have access to a broad course of study, including instructional materials in the areas of Language Arts, Math, History/Social Sciences, and Science. Traditional course offerings are supplemented by Edgenuity, ensuring that 100% of students have access to similar types of courses offered at a comprehensive high school.</p> <p>(SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials - January 2023)</p>	<p>100% of students in our Cesar Chavez Community School and Dan Jacobs School programs have access to a broad course of study, including instructional materials in the areas of Language Arts, Math, History/Social Sciences, and Science. Traditional course offerings are supplemented by Edgenuity, ensuring that 100% of students have access to similar types of courses offered at a comprehensive high school.</p>	<p>100% of students have access to similar types of courses offered at a comprehensive high school.</p>
<p>Priority 7: Course Access</p> <p>Access to programs and services</p>	<p>100% of programs and services are provided to low-income, English</p>	<p>100% of programs and services are provided to low-income, English</p>	<p>100% of programs and services are provided to low-income, English</p>	<p>100% of programs and services are provided to low-income, English</p>	<p>100% of programs and services are provided to low-income, English</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
developed and provided to low-income, English learners and foster youth pupils.	learners and foster youth pupils.	learners and foster youth pupils.  (SARC - Student Enrollment by Student Group, January 2022)	learners and foster youth pupils.  (SARC - Student Enrollment by Student Group, January 2023)	income, English learners, and foster youth pupils.	learners and foster youth pupils.
Priority 7: Course Access Programs and services developed and provided to students with disabilities	100% of programs and services are provided to students with disabilities	100% of programs and services are provided to students with disabilities  (SARC - Student Enrollment by Student Group, January 2022)	100% of programs and services are provided to students with disabilities.  (SARC - Student Enrollment by Student Group, January 2023)	100% of programs and services are provided to students with disabilities.	100% of programs and services are provided to students with disabilities
Priority 8: Pupil Outcomes Addresses pupil outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12	Quarterly Credit Attainment: 45% of students earned 6 or more credits in Quarter 1. 37% of students earned 6 or more credits in Quarter 2. 47% of students earned 6 or more credits in Quarter 3. (Aeries April 2021)	Quarterly Credit Attainment: 40% of students earned 6 or more credits in Quarter 1. 40% of students earned 6 or more credits in Quarter 2. 50% of students earned 6 or more credits in Quarter 3.  (AERIES, April 2022)	Quarterly Credit Attainment: 39% of students earned 6 or more credits in Q1. 40% of students earned 6 or more credits in Q2. 37% of students earned 6 or more credits in Q3.  (AERIES, April 2023)	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	75% of students will earn 6 or more credits per quarter

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				types of courses offered at a comprehensive high school.	

## Goal Analysis

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

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

Almost all actions in goal 1 were carried out. However, action 1.5 was not fully implemented as the WASC timeline was delayed and moved back to the following year. In addition action 1.9 was not fully implemented due to a shortfall in the planned budget, which meant two open positions remained unfilled. Base expenditures in action 1 meant site was fully staffed, supplies were added as needed, and the curriculum was fully funded and supported. Action 1.2 and Action 1.3 provided ample support to certificated staff through professional development monthly. Staffing was acquired to fulfill action 1.4. CTE curriculum was utilized for action 1.6 combined with adding other supports from action 1.7. The facility is in good condition according to inspections and reports in action 1.8, and the independent study program was staffed to help make sure independent study students are making progress as stated in action 1.10.

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 no major difference between budgeted expenditures and estimated actual expenditures for goal 1. Overall, most areas were more costlier than anticipated, possibly due to overall economic rising costs. Two actions that were underspent were action 1.7 in which other funds were used that needed to be spent down, and in action 1.9 where the budgets identified were funded at lower levels than anticipated. Therefore to avoid budget deficit spending in those budgets , staff was not replaced. In addition, expenditures for improved services increased for both actions 1.4 and 1.10, were undercalculated.

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

Metrics for priorities 1, 2 and 7 were met. But improvements in program are needed to boost metrics in priorities 4 and 8, which will lead to more actions for this goal in the 2024-25 LCAP. A greater staff emphasis post covid has gone to social services students need as well as

staff emphasis on social emotional learning and restorative justice regarding behavior. These are the most critical current needs of students as assessed by staff, and when combining those factors with a brand new Principal has made placing emphasis on student rigor more challenging.

Goal1 Actions 1, 2, and 3 were effective as supported that 100% of site teachers credentialed and provided standard based lessons and have access to a board approved curriculum. However there is work to improve upon supports in order to lift up student metrics in students earning a greater amount of credits per quarter as well as increases needed to improve upon results of student CAASPP scores and CCI indicator readiness.

Goal 1 Actions 4, 6, and 7 were completed as supported by having a CTE teacher in place on campus and access to curriculum with added planning time built in to support CTE instruction. Further improvement would lift the CCI indicator and number of students completing CTE courses.

Goal 1 Action 8 was completed as evidenced by the results of the FIT inspection and report.

Goal 1 Action 10 was completed as the site was able to provide a dedicated teacher and staff member to support students on independent study.

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

Because the 2023-24 plan was implemented by a brand new Principal, the actions in goal 1 were not not adjusted. Metrics for priorities 1, 2 and 7 were met. But improvements in program are needed to boost metrics in priorities 4 and 8, which will lead to more actions for goal 1 in the 2024-25 LCAP.

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

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement School attendance rates	Cesar Chavez W: 60% Dan Jacobs: 61% (AERIES April 2021)	Cesar Chavez W: 57% Dan Jacobs: 80%  (AERIES: April 2022)	Cesar Chavez W: 62.29% Dan Jacobs: 98.26%  (AERIES: Cumulative Attendance Percentages- CCCS Programs Months 1-8 and DJ Months 1-10)	Cesar Chavez: 62.29% Dan Jacobs: 98.26%	Cesar Chavez W: 75% Dan Jacobs: 95%
Priority 5: Pupil Engagement Chronic absenteeism rates	2018-19 Chronic Absenteeism rate for CCCS was 89.8% (Ed-Data)	2020-21 Chronic Absenteeism rate for Cesar Chavez Community School is 83.7%.  (Ed-Data)	2021-22 Chronic Absenteeism rate for Cesar Chavez Community School is 95.7%.  (Ed-Data)	2022-23 Chronic Absenteeism was not calculated on the dashboard for Cesar Chavez High School	Chronic Absenteeism rate of less than 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement Middle school dropout rates	Middle School dropout rate is 0% (Aeries April 2021)	The Middle School dropout rate is 0% (AERIES: April 2022)	The Middle School dropout rate is 0%. (AERIES: April 2023)	2022-23 The middle school dropout rate is 0%.	Middle School dropout rate is 0%
Priority 5: Pupil Engagement High school dropout rates	High School dropout rate is 16% (CALPADS Data April 2020)	The High School dropout rate for CCCS is 7.69%  (CALPADS Data - April 2022)	The High School dropout rate for CCCS is 30.77%.  (CALPADS Data - April 2023)	2022-23 The High School dropout rate for CCCS was 5%	High School dropout rate less than 10%
Priority 5: Pupil Engagement High school graduation rates	Graduation rate: 78.6% (CA School Dashboard)	Graduation rate: 100%  (CA School Dashboard)	Graduation Rate: 85.71%  (DASS Graduation Rate - April 2023)	2022-23 Graduation Rate: 27.3 %	Graduation rate: 85%
Priority 6: School climate Pupil suspension rates	The suspension rate for 2019-20 for CCCS was 9.8% (Ed-Data)	The suspension rate for 2020-2021 for Cesar Chavez Community School was 5.77%.  (SARC - Suspension & Expulsions by Student Group, January 2022)	The Suspension Rate for 2021-22 for Cesar Chavez Community School was 26%.  (Ed-Data/SARC: Suspension & Expulsion by Student Group - January 2023)	The Suspension Rate for 2022-23 for Cesar Chavez Community School was 18.1%.	Suspension rate of less than 5%
Priority 6: School climate Pupil expulsion rates	The expulsion rate for 2019-20 for CCCS was 0% (Dataquest)	The expulsion rate for 2020-2021 for Cesar Chavez Community School was 0.00%.	The Expulsion Rate for 2021-22 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(SARC - Suspension & Expulsions by Student Group, January 2022)	(Ed-Data/SARC: Suspension & Expulsion by Student Group - January 2023)		
Priority 6: School climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	55% Response rate in students completing the CHKS (CHKS Summary May 2020)	50% Response rate in students completing the CHKS for 2020-2021. The CHKS will not be administered again until April 2023.  (Local Data - April 2022)	The CHKS Survey was not completed in May 2023 as originally planned. A locally created survey was given to students with a response rate of 23%. There was a transition in leadership, both at the school site as well as at the county office which oversees the alternative education program. The transition resulted in some activities not being completed or postponed  (Site Administration Data - 2023)	50% Response rate in students completing the California Healthy Kids Survey (CHKS).	85% Response rate in students completing the CHKS
Priority 3: Parental Involvement and Family Engagement	80% of families had an input conversation with a staff member (April 2021)	100% of families had an input conversation with a staff member. We hold new student	100% of families had an input conversation with a staff member. We hold individualized	100% of families had an input conversation with a staff member. We hold individualized	95% of families will have an input conversation with a staff member

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site		<p>orientations for new enrolments; in addition to Child Family Team Meetings (CFT). parent emails, and phone calls are conducted daily by staff members. Also, the school site council and full-service community school design team have parent representation as well.</p> <p>(Local Data - April 2022)</p>	<p>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.</p> <p>(Site Administration Data - 2023)</p>	<p>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.</p>	
Priority 3: Parental Involvement and Family Engagement How the school district will promote parental participation in programs for low income, English learner and foster youth pupils	40% of parents participated in quarterly family engagement events. (Open House 2019)	<p>Our first family engagement event will be held in May 2022. Due to the pandemic, we have not previously held any family engagement events due to COVID restrictions.</p> <p>(Local Data - April 2022)</p>	<p>Monthly parent meetings have been held throughout the spring of 2023, known as Chavez Family Chats. A family barbeque was held on April 8, for students, their families, and staff. A family Art Night was held on April 19th and an Open House /Student Art Show is scheduled for May 4.</p>	Overall, 40% of parents participated in quarterly family engagement events.	50% of parents will participate in quarterly family engagement events.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Overall, 40% of parents participated in quarterly family engagement events.  (Site Administration Data - 2023)		
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. (Local Data, 2020-2021)	100% of parents of students with disabilities receive promotional materials.  (Local Data - April 2022)	100% of parents of students with disabilities receive promotional materials.  (Site Administration Data - 2023)	100% of parents of students with disabilities receive promotional materials.	Maintain 100% of parents of students with disabilities will receive promotional materials.

## Goal Analysis

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

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

All actions in goal 2 were implemented to the fullest. Additional funding was added to all the actions in this goal in that the priorities affected by these actions were the greatest emphasis coming into the 2023-24 school year. Family Engagement opportunities were increased and to include family get togethers, child-family team meetings, and a record number of home visits in action 2.1. A greater amount of field trips, guest speakers and college visits also occurred per action 2.2. Brown Issues was stationed on campus to help mentor students and included college tours, and field trips to broaden community understanding to fulfill action 2.4. An additional health therapist and a youth advocate were also on site as staff to complete actions 2.5 and 2.7. A series of trainings was completed to support capacity building toward establishing restorative practice per action 2.6, which included community circles training and established meetings between students and staff. To give greater student access and opportunity additional transportation routes were added per action 2.8. One area where greater time and effort is needed is to better support action 2.3 and deliver more professional development to positive behavior supports and interventions in order to boost academic, attendance, and lower suspensions.

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

Because there was a greater emphasis by staff in this goal, the material differences were higher for all of these actions therefore a greater amount of expenses occurred. The exception being student transportation in action 2.8 which the amount was over calculated.

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

Great progress was made in priority 3 attendance in that the overall rate has improved by 6% compared to last year, however this improvement still fell short of the desired outcome of 85%. Another area that needs much more improvement is in the graduation rate which declined by 19% according to the dashboard, however there was a major increase in current year graduates compared to last year, which should improve this percentage for the next dashboard. In addition chronic absenteeism is still far above the desired outcome. Moreover progress was made priority 4 school climate regarding suspension rates as it declined on the dashboard by 7.9% however at 18.1% is still well above the 5% desired outcome. In addition, parent engagement was very high and the Open House was observed by staff to be the most attended in school history.

Goal 2 Actions 1, 2, 3, 4, 5, 6, 7, and 8 were effectively implemented as evidenced by the data above in this prompt. Other key data points are less than 10 % dropout rate. Moreover student survey data indicated 93 % students responded favorably when asked if adults on campus cared for them. In addition, 88% of students responded favorably when asked if students of different backgrounds and cultures treat each other with respect. Also, 93% of students responded favorably when asked if the school cares about what they think and have to say.

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

Because of the improvements we've seen in suspensions, attendance, enrollment, and numbers of graduates compared to 2022-23, we believe that the efforts of goal 2 are overall successful. Additional funding was allocated and actions were added to these priority areas due to needs put forward by the staff. However, there is still plenty of room for improvement and this goal will have added actions due to the many efforts being made by the YCOE central office and staff to integrate support services. For instance, we will be added more intentionality to actions to call our special education for supports. Additionally, we are adding systematic references to our Full Service Community School model and Transition to Independence Process (TIP) grant, which will include a greater reference to cross agency collaboration to support students.

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

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 9: Coordination of Instruction of Expelled Pupils Coordination of Instruction of Expelled Youth	100% of districts have adopted and are implementing the Expelled Youth Plan. (Local Data, 2020-2021)	100% of districts have adopted and are implementing the Expelled Youth Plan.  (Local Data, June 2021- June 2024)	100% of districts have adopted and are implementing the Expelled Youth Plan.  (Local Data, June 2021- June 2024)	100% of districts have adopted and are implementing the Expelled Youth Plan.	100% of districts have adopted and are implementing the Expelled Youth Plan.
Priority 10. Coordination of Services for Foster Youth Working with the county child welfare agency to minimize changes in school placement	Establishment of data survey and collection tool to identify and stabilize changes in school placement will take place in the 2021-2022 school year. (Local Data)	Currently, we are using Foster Focus as a data collection tool to monitor and notify of school changes for foster youth. A new report released by CDE this year has shifted our monitoring tool over to the state-released data. This report is called the "Stability Report." Foster Youth in Yolo County experienced a non-stability rate of	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	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	At least 80 percent of youth in Foster care will maintain school placement throughout the school year (e.g. school stability).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>27.5% compared to a county and state average of 8.4% and 7.7% respectively. This is an improvement from a rate of 39.7% in 2019-2020 and 39.0% in 2018-2019.</p> <p>(Dataquest, April 2022)</p>	<p>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%.</p> <p>(Dataquest and Local Data, April 2023)</p>	<p>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%.</p>	
<p>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 children, including educational status and progress information that is required to be included in court reports</p>	<p>100% of (MDT) meetings have educational representation by the COE, District, or both. (Local Data, 2020-2021)</p>	<p>The FYSCP continues to attend 90% of Multi-Disciplinary Team (MDT) meetings serving as educational representatives for all Yolo County foster youth.</p> <p>(Local Data, April 2022)</p>	<p>The FYSCP continues to attend 90% of Multi-Disciplinary Team (MDT) meetings serving as educational representatives for all Yolo County foster youth.</p> <p>(Local Data, April 2023)</p>	<p>The FYSCP continues to attend 90% of Multi-Disciplinary Team (MDT) meetings serving as educational representatives for all Yolo County foster youth.</p>	<p>100% of Multi-Disciplinary Team (MDT) meetings have educational representation by the COE, District, or both.</p>
<p>Priority 10. Coordination of Services for Foster Youth</p>	<p>Response time to request for information is less than 48 hours.</p>	<p>FYSCP continues to support districts and child welfare to ensure that education records</p>	<p>FYSCP continues to support districts and child welfare to ensure that education records</p>	<p>FYSCP continues to support districts and child welfare to ensure that education records</p>	<p>Response time to request for information is less than 48 hours.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	(Local Data, 2020-2021)	are requested and received within 48 hours.  (Local Data, April 2022)	are requested and received within 48 hours.  (Local Data, April 2023)	are requested and received within 48 hours.	
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	Establishment of agreements like Title IV E MOU is in process with an expected approval by December 2021. This will provide more streamlined access to student records to ensure expeditious transfer.	The FYSCP continues to collaborate with Yolo County Health and Human Services to comply with deliverables outlined in partnership MOUs.  (Local Data, April 2022)	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.  (Local Data, April 2023)	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.	All data sharing agreements are in place and student records are transferred within two school days.

## Goal Analysis

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

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

Overall Implementation:

This goal represents the whole-child approach we strive for in Yolo County. The Office of Education has built relationships with agencies and organizations throughout the county to leverage resources and services for Foster Youth and Expelled students.

Challenges:

There was a late start to hiring in order to have a complete team and staffing has not stayed consistent, the team is in place and continuing with the Foster Youth Services Coordinating Programs (FYSCP) plan.

Successes:

The success of this action is seen in the partnership between YCOE and our district and community partners. This partnership ensures that all Foster Youth and Expelled students have access to educational services.

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.

The overall expenditures in this goal were slightly lower than expected.

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

Goal 3, Action 1: With 100% of expelled youth receiving educational services, we feel we are making progress in this area. With 100% of expelled youth with ongoing representation at Child and Family Team meetings, we are making satisfactory progress in this area.

Goal 3 Actions 2, 3, 4, and 5 cannot be viewed as effective or ineffective as there are no foster youth currently enrolled.

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

No changes will be made to the planned goals, metrics, desirable outcomes or actions. Some adjustments to the budget need to be made to reflect current grant awards and grant guidelines.

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

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: Summer School Enrollment and Attendance	New metric; no baseline available	Summer school will start on June 13, 2022, and any enrollment/attendance data will be available after July 1, 2022.  (Local Data - April 2022)	21-22 Cesar Chavez Extended Session (Summer School):  Student Enrollment - 15 Attendance - 80.75%  Summer School for the 22-23 school year will start on June 12, 2023.  (AERIES & Local Data - April 2023)	22-23 Cesar Chavez Extended Session (Summer School)  25% of students enrolled in summer school in 2023. Attendance percentage not available do transition of office staff and administration.	23-24 Cesar Chavez Extended Session (Summer School)  23% of students needing credit recovery enrolled with 73% attendance. Desired attendance was 90%
Local Metric: Child Family Team Meetings	New metric; no baseline available	50% of students enrolled for more than 30 days have been offered the opportunity to participate in their own CFT Meeting.	44% of students enrolled for more than 30 days have been offered the opportunity to participate in their own CFT Meeting.	50% 44% of students enrolled for more than 30 days have been offered the opportunity to participate in their own CFT Meeting.	50% of students enrolled for more than 30 days will be offered the opportunity to participate in their own CFT

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(Local Data - April 2022)	(Site Administration Data - April 2023)		
Local Metric: Access to mental health supports (formerly Home to School Connection)	100% of the referrals to Home to School Connection were seen in the 2020-2021 school year. The new baseline metric will be established in the 2021-2022 school year.	Home to School Connection service was discontinued for the 2021-2022 school year. This metric is being revised to track on-site counseling services being provided by a contract with Communicare. 100% of students have met with on-site counseling support.  (Local Data - April 2022)	Our CommuniCare provider is on-site full-time and offers regular check-ins to 100% of students. He meets regularly with students who request regular meetings or who are identified by staff or families as needing additional support. The CommuniCare provider also conducts weekly restorative circles with all students who attend in person.  (Site Administration Data - April 2023)	Our CommuniCare provider is on-site full-time and offers regular check-ins to 100% of students.	100% of students will meet regularly with the school counselor to monitor and provide access to school and community resources.
Local Metric: Home Visits	100% of students received a weekly home visit. (Local Data, 2020-2021)	100% of students attending in person have received at least 1 weekly home visit.  (Local Data -April 2022)	This year, approximately 40% of our students have received a home visit. We communicate with families primarily through phone calls, text messages, and in-person meetings on	79% of students received a home visit this school year.	Maintain 100% of students receiving weekly home visits

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>campus where we can easily gather all the adults who have an investment in the student. Home visits occur when other forms of communication have left a gap or when the parent requests a visit. Our independent study teachers regularly visit students at home, and our Special Education teacher visits homes of students on independent study to provide Special Ed services. We also conduct home visits when students are not attending school and we have not been able to communicate with the family, or when the family is in need of resources that cannot be provided at school.</p> <p>(Site Administration Data - April 2023)</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: Parent Liaison	New metric; no baseline available.	The parent Liaison position is currently unfilled. Currently, no data is available.  (Local Data - April 2022)	The Parent Liaison position was advertised but not filled in 2022-23 due to lack of candidates.  (Site Administration Data - April 2023)	The Parent Liaison position was advertised but not filled in 2022-23 due to lack of candidates.  (Site Administration Data - April 2024)	100% of families will be contacted at least monthly by the parent liaison.

## Goal Analysis

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

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

With the exception actions 4.9, 4.10, 4.13 and 4.14 all other actions were implemented. Summer school and the Chavez Extension program were in place per actions 4.1 and 4.2. Action 4.4 was fulfilled as evidenced by Communicare being on campus and holding child-family meetings for struggling students. Our completed blueprint in our planning grant for full-service community schools helped us successfully prepare for an implementation grant application, which we were awarded. Additional technology was added for student use to fulfill action 4.6, and we had a Youth Development Specialist staff member as stated in action 4.8. Also an outdoor learning space has been completed per action 4.7. Lastly ongoing monthly staff meetings occurred per action 4.11, and we met our 10% minimum spending for paraeducators per Action 4.12. However we did not have an ample amount of professional development per action 4.14, not was an additional Youth Advocate position added per 4.9. Lastly our data indicates a great need to accelerate and boost academic achievement as laid out in action 4.15. Ongoing work will also be to complete the addition of student data analyst as stated in action 4.3 as well as continue the work in bringing a more culturally relevant curriculum to students and lay out an ethnic studies curriculum.

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

Action 4.1 was implemented but the cost was less than anticipated. Action 4.2 was not fully spent although the action was implemented and costs were covered from a different fiscal source. Action 4.3 was not implemented fully in terms of expenditures as the position was not filled for the entire school year. Also, there were several actions that were not implemented as planned action 4.9 was a position that was never filled. Action 4.10 was not worked on to the extent intended, largely because as a new Principal started in July 0f 2023, emphasis was

placed on completing other actions and other needs arose to the forefront. Therefore this action is being prioritized for the 2024-25 LCAP. Similarly, action 4.14 was impacted for the same reasons and more priority was given to the planning of a full service community school and the behavior related needs of students. this will also be a priority for LCAP 2024-25. Actions 4.13 and 4.15 should have been combined. The amount for 4.15 was drastically overcalculated. In addition, afterschool interventions due to staffing and other immediate priority needs in support of a new Principal left this action largely under implemented. More attention to detail will be provided to improve this implementation on the 2024-25 LCAP.

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

The noted metrics for this section concentrated on extra time for students in the summer students to accelerate learning and credit recovery and home visits and connecting with student families. The summer school participation far underperformed from the intended results, but the family connections and other metrics for goal 4 accomplished the intended metrics and those interactions increased in volume for students. Moreover, one time funds needing to be expended by Sept 30 2024 will have been spent. Great progress was made in priority4 that aided other goals in the LCAP. for example, the attendance overall rate has improved by 6% compared to last year, however this improvement still fell short of the desired outcome of 85%. Another area that needs much more improvement is in the graduation rate which declined by 19% according to the dashboard, however there was a major increase in current year graduates compared to last year, which should improve this percentage for the next dashboard. In addition chronic absenteeism is still far above the desired outcome. Moreover progress was made on priority 4 school climate regarding suspension rates as it declined on the dashboard by 7.9% however at 18.1% is still well above the 5% desired outcome. In addition, parent engagement was very high and the Open House was observed by staff to be the most attended in school history.

Overall, the actions in goal 4 were integrated and supported the previous three LCAP goal actions, therefore the metrics between goal 4 and the rest of the plan are directly linked.

Goal 4 Actions 1, 2, 4, 5, 6, 7, 8, 11, and 12 were effectively implemented as evidenced by the data above in this prompt. Other key data points are less than 10 % dropout rate. Moreover student survey data indicated 93 % students responded favorably when asked if adults on campus cared for them. In addition, 88% of students responded favorably when asked if students of different backgrounds and cultures treat each other with respect. Also, 93% of students responded favorably when asked if the school cares about what they think and have to say. Goal 4 Actions 3, 9, 10, 13, 14, and 15 were not fully implemented and will be integrated to other goals of next year's LCAP.

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

This goal was focused on spending down one time funds, and therefore touches many different metrics throughout the LCAP. The noted metrics for this section concentrated on extra time for students in the summer students to accelerate learning and credit recovery and home visits and connecting with student families. The summer school participation far underperformed from the intended results, but the family connections and other metrics for goal 4 accomplished the intended metrics and those interactions increased in volume for students. However, certain actions as mentioned above in this goal that affected other priorities of the school for example academic achievement will need to be addressed in the next LCAP as they were not completed to the full extent intended within the current LCAP. Overall, the amount of students graduating had doubled this year from Cesar Chavez compared to last year. Due to most of these budget resources concluding by sept 30, 2024 this goal will not be duplicated in the next LCAP.

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

# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

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

## Goal Analysis

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

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

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

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

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023



# 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 Services	stan.mojsich@ycoe.org 530.668.3711

## Plan Summary [2024-25]

### General Information

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

Yolo County is located in the northern portion of the State of California. The county is relatively rural with a population of approximately 222,115. Located in the heart of Northern California’s farming community nestled in between the Central Valley and the Sacramento River Delta, Woodland has been the county seat since 1862 and is roughly 20 miles west of California’s state capital Sacramento. Woodland is home to the Cesar Chavez Community School campus and Dan Jacobs Court School, both operated by the Yolo County Office of Education's Alternative Education program.

Cesar Chavez Community School was established in 2015 and is accredited by the Western Association of Schools and Colleges. The campus serves on average 50-60 students at a 3-acre, 6-building site owned by the Yolo County Office of Education. Cesar Chavez Community School provides a small learning environment, counseling, and other social services as well as an instructional program that builds on students' strengths and interests and prepares them for a range of post-secondary opportunities.

Cesar Chavez's demographic information is as follows:  
Enrollment: 66 (April 2024) (21 in person, 14 Independent Study, 11 YCCP, 20 Chavez Extension Program)  
Socioeconomically Disadvantaged: 79.5%  
English Learners: 25.6%  
Foster Youth: 0%  
Students with Disabilities: 30.8%

Cesar Chavez Community School is a county-run county program to serve youth who are referred to the school by their district of residence for one or more of the following reasons: 1) Truancy, 2) Probation, 3) Behavior, and 4) Expulsion.

The unique community of support at Chavez is palpable to any visitor to the campus. The C.A.R.E. logo, painted by students and staff on a wall at the school's entrance serves as a reminder for everyone about the values that the staff hopes to instill in all those who come on to this campus: compassion, awareness of ourselves, and the world around us, responsibility for ourselves and our community, and pursuit of excellence in all our endeavors.

Students come to Chavez with a wide array of personal and educational experiences. Each student has much to offer to the school community and has faced challenges that have impeded their success in traditional public schools. We strive to get to know our students and their families well, to learn their assets and needs, and to provide them with both high-quality academic instruction and the resources and support they need to achieve wellness; to continue developing their academic, cultural, and social identities; and to reach their personal and professional goals. Cesar Chavez Community School was identified to receive Equity Multiplier Funding.

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

Dan Jacobs' demographic information is as follows:

Enrollment: 6 (April 2024)

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.

A review of the 2022-2023 California School Dashboard reflects:

- \* Graduation Rate: 27.3 % graduated; 19.4% decline
- \* Suspension Rate: 18.1% suspended at least one day; 7.9% decline
- \* 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: 66 (April 2024) (21 in person, 14 Independent Study, 11 YCCP, 20 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 5 graduates, anticipated 7 graduates.

Local data reflects:

Kelvin data summary:

Berkeley Assessment for Social and Emotional Learning (BASEL)

The Berkeley Assessment of Social and Emotional Learning (BASEL; © Regents of the University of California) is a formative assessment tool that can be administered to students, teachers, and leaders to guide SEL implementation for equity and wellbeing. For more information: See the the UC Berkeley School of Social Welfare Website

Data was deidentified upon collection

41% of students participated in the survey

Survey was administered in October 2023 and May 2024

81% of students report experiencing school as a culturally and linguistically responsive environment. There are 6 questions in this category. They include “At this school, students of different backgrounds and cultures treat me with respect,” and “Adults at this school teach me about my cultures and history.” 76% of students report feeling safe and connected at school. When asked about opportunities for student voice and leadership, 68% of the responses were favorable. A number of questions asked about the students’ emotional experiences and ability to access resources for coping. 51% of these responses indicated students felt well and received appropriate support.

Performance Fact:

Credit attainment by quarter: In quarter two the Core students attained 41.8% of available credits, YCCP attained 96.6% of available credits and the independent study students attained 21.5% of available credits. For quarter three Core students attained 55% of the available credits, YCCP attained 77% of the available credits and independent study students attained 23% of the available credits. This includes credits attained in class as well as via our credit recovery program Edgenuity. Program wide this represents 55.8% of the available credits that were attained.

Cesar Chavez Community School 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 Dashboard reflects the following subgroups performing in red:

- \* All students Group - Suspension, English Language Arts (ELA) and Math
- \* Student Group - Students with Disabilities (SD): Suspension Rate and ELA and Math
- \* Student Group - Socioeconomically Disadvantaged: Suspension Rate
- \* Student Group - Hispanic: Suspension Rate
- \* Student Group - White: Suspension: Rate

(<https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=&scode=6077275&reporttype=sgroups>)

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.

## 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 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 the only YCOE operated school that is eligible for Comprehensive Support and Improvement.

## ***Support for Identified Schools***

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

The Yolo County Office of Education significantly supports the program by providing ....

## ***Monitoring and Evaluating Effectiveness***

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

The staff reviewed the most recent data on Dataquest and the Dashboard. The 2023 Dashboard showed that 18.1% of the students at Cesar Chavez Community School were suspended at least once during the school year, which is a decrease of 7.9% of the students in 2022. When compared to the state suspension rate for 2022-23 which was 3.5 % in 2022-2023. Upon reviewing the graduation rate for the past three years, the rate was 100% in 2020-21, 46.7% in 2021-2022, and 27.3 % in 2022-2023. Cesar Chavez examined discipline data in Aeries, grades, chronic absenteeism, academic achievement/credits earned as well as conducted empathy interviews with students.

Finally, staff reviewed the new Kelvin data regarding the social-emotional well-being of youth which indicated:

Kelvin data summary:

Berkeley Assessment for Social and Emotional Learning (BASEL)

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#### Evidence-based intervention:

Evidence-based intervention strategies under ESSA were selected that will meet the unique needs of our students and continue to decrease the suspension rates. Based on the data and the feedback, it was determined that the following areas would be addressed with the implementation of evidence-based interventions:

- increased academic support, extended day opportunities, and focused professional development in literacy.
- \* staff will investigate the options and cost of a gym membership for students to participate together, as a class, for an additional PE option
- mental health support and opportunities for students.
- adult SEL support and training to develop a great understanding of the need to build capacity.
- mentoring for youth to enhance engagement, self-confidence, and participation in school-wide activities.
- creating a more positive and safer environment for the students and staff.

These interventions will also support the Yolo County Office of Education LCAP goals and the goals in the Chavez School Plan for Student Achievement. The focus for the implementation of the strategies will be to ensure the needs of all unduplicated youth are being met.

#### Resource Inequities were Identified:

Resource inequities were identified when selecting evidence-based interventions. Special care was taken to ensure the interventions would match the identified needs of the students. As a county community school, many students have faced challenges in their family and community lives and have had negative experiences in schools. Many of our students also have a history of exposure to community violence and to drugs and other substances. Due to Cesar Chavez Community School's small and transient population, the annual budget does not necessarily reflect the number of students it serves throughout the year, which results in some resource inequities. Nor does the traditional ADA funding model address the needs of the at-risk population of students attending Cesar Chavez Community School. The students do not have the same opportunities for courses compared to those at the comprehensive high schools throughout the county. Due to their work schedules and other challenges, many of our parents are unable to attend school-based meetings at times when they are traditionally held. Based on parent feedback (one-on-one meetings/empathy interviews, phone calls, surveys) challenges include unemployment and low wages, lack of bilingual staff and service providers, foster care, unstable housing, internet connectivity issues, and lack of access to the forms of technology that the school tends to rely on. The goal is to build capacity for the students and staff while addressing these inequities. We will build capacity by ensuring the staff has access to high-quality training and ongoing coaching, and by building trust with all educational partners.

An area of strength at Cesar Chavez Community School is the adult-to-youth ratio on campus:

- Every classroom is staffed with a certificated teacher along with a para educator.
- There is a Youth Advocate who supports youth with transportation, mentoring, and campus supervision.
- There is a Youth Development Program Specialist who coordinates activities for youth to increase their awareness of post-secondary opportunities, job readiness, mentoring, guest speakers, etc.
- There are two full-time Mental Health Care Providers on site.
- There is a full-time Administrative Secretary.

- There is a full-time site Principal.
- The Yolo County Office of Education provides direct support and a presence on-site regularly:

College and Career Readiness Team

Prevention and Wellness Team - Foster Youth Outreach, Homeless Youth Outreach, and MTSS Program Coordinator

Evidence-based interventions to be implemented:

\* A 1.0 FTE Mental Health Therapist will be on-site (funded through the K-12 Partnership Grant will continue, in coordination with the YCOE Department of Prevention and Wellness, to support the mental health of the students.

\* The Yolo County Special Education Department provides Educational Related Mental Health Support to students whose IEP identifies the service. In addition, the department provides the support of a Behavior Analyst along with training in Trauma-Informed care and CPI Training (Crisis Prevention Institute).

Positive Reinforcement strategies will be implemented to improve behavior on campus and create a safe, welcoming environment, to prevent/reduce suspensions.

Areas to focus on are:

- \* Alternatives to suspension for non-violent student behaviors (Tobacco Use and Prevention classes in place of suspension for smoking violations.)
- \* Creation of an authentic student incentive program. (Chavez clothing, lunch with Principal.)
- \* Clear and consistent classroom procedures, routines, and expectations

Professional Learning opportunities will be available for counselors, teachers, and instructional paraprofessionals either before the start of the school year or in the afternoons following the dismissal of students.

- Cesar Chavez Community School Core Program:
- The teacher workday is from 8:00 am – 3:30 pm. Students are on campus from 9:00 am – 2:00 pm which provides each teacher with 2.5 hours daily of non-teaching time which can be incorporated into professional learning opportunities and prep. Cesar Chavez Community School YCCP Program schedule varies slightly.

I. Teachers will be trained on strategies to create alternative means of discipline, promote a safe environment, and provide incentives for improved attendance, behavior, participation, and academics, such as:

- PBIS (Positive Behavior Intervention Support)
- Restorative Practices
- Class meetings.

II. There will also be a focus on supporting students and staff on how to develop a growth mindset, such as:

- Social and emotional learning (SEL) fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.
- These include self-regulation, executive function, intrapersonal awareness, interpersonal skills, a growth mindset, and a sense of agency that supports resilience and productive action.
- Student sessions with Coach AI and the Mindset Academy.

Possible actions may include:

- Building Trusted Spaces, "All it Takes" Curriculum
- Dr. Nancy Dome, Let's Talk About Race
- Dr. Jeff Duncan-Andrade, Equality or Equity
- National Equity Project (The National Equity Project is a leadership, and systems change organization committed to increasing the capacity of people to achieve thriving, self-determining, educated, and just communities).

III. Each week, staff and students will participate together in an activity (such as soccer, basketball, cooking, or guest speakers) to enhance positive connections/relationships on campus, such as:

- Contract with Kevin Bracy, a motivational speaker
- Contract with Victor Rios, Street Life

\* Coach AI

IV. Continue training in implementing restorative practices, such as:

- Yolo Conflict Resolution Center (YCRC)
- Ongoing instructional coaching to be provided by the Prevention and Wellness Team
- Restorative Practice course through Novak Education
- Restorative Practices Handbook for Teachers, Disciplinarians and Administrators by Bob Costello, Joshua Wachtel, Ted Wachtel
- Restorative Circles in Schools: Building Community and Enhancing Learning by Bob Costello, Joshua Wachtel, Ted Wachtel

\*One Circle Foundation-Girls Circles, The Council for Boys and Young Men.

V. Implement the intentions of the community school planning grant in anticipation of receiving the community school implementation grant. Community Schools embody how education should function in a healthy democracy – they're created and run by the people who know our children best – families, educators, community members, local governments, and the students themselves – all working together.

- Contract with Performance Facts to re-engage the staff, re-establish the 'Design Team', conduct a mini-local needs assessment, revisit the Blueprint for Success, Graduate Profile, and development benchmarks and accountability checkpoints.
- Ensure that the work of the "Design Team" aligns with the Roadmap to The Future, the Yolo County Office of Education Strategic Plan, the LCAP, and the School Plan.
- Establish and clarify the role of the site Community School Coordinator Position.

- Create a forum for cross-sector collective action on priorities that involve multiple systems (healthcare, transportation, housing, higher education pathway development).
- Ensure a shared community-wide awareness of and commitment to the community schools initiative.
- Create, deepen, and expand community partnerships.

As a school team, the following will need to be addressed to maintain the fidelity of the community school planning and implementation process:

\* A plan/strategy will need to be developed to provide Cesar Chavez Community School to be open beyond the hours of the traditional school day for after-school activities which often include tutoring and enrichment activities for youth, as well as workshops and community services.

\* The economic and social barriers that are the underlying cause of the opportunity and achievement gaps.

\* Strengthen the core instructional programs and achieve school transformation; the team needs to be guided by the emerging consensus on the 'science of learning and development' (Sold) which synthesizes a wide range of educational research findings regarding well-vetted strategies that support the kinds of relationships and learning opportunities needed to promote children's well-being, healthy development, and transferable learning into a developmental systems framework. Critical among these strategies are relationship-centered student, family, and community engagement, as foundational to community school development and all its other elements and strategies as well as a related commitment to building positive, nurturing school environments that build in restorative practices, opportunities for SEL and the professional development and coaching required to deliver these.

VI. Supplemental programs will be reached/purchased to support academic achievement, such as:

- Best, First Instructional strategies.
- Co-teaching strategies with general education staff along with special education staff (teachers and para-educators).
- How to integrate writing across the curriculum.
- Instructional strategies that support motivation, competence, and self-directed learning.

\* Cross-curricular projects.

VII. Increase career readiness and technical skills opportunities for youth participating in all programs on the Chavez campus:

- a. Chavez Core
- b. Chavez Independent Studies
- c. YCCP (Yolo County Career Program)
- d. CEP (Chavez Extension Program)

This goal will be met by:

- \* Core, YCCP three-week Extended School Year (ESY) program options.
- \* MTSS,
- \* Restorative Circles,
- \* Designated/Integrated English Learner instruction
- \* After-school Credit Recovery Program

Yolo County Office of Education will be monitoring multiple measures for successful school improvement including, but not limited to:

1. Credit Attainment- Credits earned by the student
2. Graduation Rate/Progress- The rate at which a student progresses academically toward graduation
3. Academic Engagement- A combination of both attendance and engagement.
4. Monitoring and reviewing the Kelvin SEL data collected throughout the school year.

These measures will be monitored regularly by the site and county office leadership teams as part of the continuous improvement process in partnership with CDE as our Differentiated Assistance Providers. Data regarding outcomes will be shared and discussed with stakeholder groups as part of both the 2024-25 SPSA and 2024 LCAP. School leadership will be meeting with the Assistant Superintendent of Equity and Support at least once a month to monitor the plan's implementation and report to the board on the plan's implementation quarterly.

# 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	<p>Law Enforcement Meetings (Yolo County Probation, Yolo County Public Defender, and Yolo County District Attorney): 8/2; 8/17;8/24; 10/31; 11/15; 1/9; 2/14; 2/21; 3/6; 3/12 and 4/11.</p> <p>Community-Based Organizations (Such as Communicare, Coach AI, Brown Issues): 8/2; 8/6; 8/9; 8/29; 8/31;10/25; 10/13; 10/16; 10/17; 10/23; 1/18; 2/15; 2/22; 2/29; 3/14 and 3/25.</p>
School Site Council	<p>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 9/21; 10/19; 11/16; 1/25; 2/5; 3/21 and 4/18</p>
Full-Service Community School Design Team	<p>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.</p>

Educational Partner(s)	Process for Engagement
Students	<p>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: 9/6; 9/20; 10/18; 11/8; 12/6; 1/10; 2/7; 2/21; 3/5; 3/21; 4/17; 5/1 and 5/15.</p> <p>Kelvin data pulses are reviewed quarterly as surveys are scheduled to be given to students (data collected through the Kelvin survey tool are reviewed and analyzed). Site-based Student and Family Survey: 2/8 - 2/15. Cal Hope Student Survey: 3/14 - 3/15.</p>
Families	<p>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. 8/23; 9/13; 12/15; 3/15; 3/22; 4/12; 4/18; 4/19; 5/9; 5/10; 5/16; 5/29; 6/5 and 6/6.</p>
Staff	<p>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.</p> <p>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.</p>
Yolo County Office of Education (YCOE) Internal Support Meetings Prevention and Wellness College and Career Teaching and Learning	The principal and staff meet frequently with internal YCOE internal staff to plan student programs, address specific student needs, provide professional development and planning, grant writing support,

Educational Partner(s)	Process for Engagement
Equity and Support	provide Communities of Practice (CoP), support for transitional age youth, foster and homeless youth, etc. 7/31; 10/3; 8/8; 10/12; 10/18; 10/19; 10/23; 10/24; 10/30; 11/7; 11/28; 12/4; 12/14; 12/19; 12/20; 1/18; 3/5; 3/11; 3/26 and 4/4.
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. 9/11; 9/29 1/24; 3/21; 4/29 and 5/7.

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.

The Design 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 Brown Issues. 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 AI 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 systems of post-secondary education.

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\* 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 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%.

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)
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An explanation of why the LEA has developed this goal.

<p>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.</p> <p>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.</p> <p>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.</p> <p>Lastly, the feedback during the creation of the Graduate Profile and the work of the Design Team called out a portrait of a graduate to consist of:</p> <ul style="list-style-type: none"><li>* A student who engages in a balanced and healthy lifestyle that promotes overall physical and mental well-being.</li><li>* A student who can make informed choices to promote healthy boundaries and relationships.</li><li>* A student who analyzes and evaluates information critically and competently and thinks flexibly</li><li>* A student imagines and devises new and innovative ways to address problems.</li></ul>
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- \* 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 systems of post-secondary education.

This summary captures the essence of the goal's 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 credentialed in the subject area and for the pupils they are teaching.	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.			Maintain percentage of teachers in the LEA who are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching at 100%.	
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,			100% of pupils have sufficient access to the standards-aligned instructional materials.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Math, History/Social Sciences, and Science.</p> <p>The staff has confirmed that we have enough instructional materials for pupils currently enrolled in our programs.</p> <p>Textbooks for Cesar Chavez Community School and Dan Jacobs School are correlated to the California State Content Standards.</p>				
1.3	Priority 1: Basic School facilities are maintained in good repair.	<p>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.</p> <p>Dan Jacobs: Yolo County Office of Education Support Operations Services is not responsible for the maintenance of the</p>			100% of Facilities receive a "Good Status" on their FIT review.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>facility; however, YCOE does conduct the FIT report.</p> <p>The report was conducted in January 2023 with an overall rating of FAIR.</p>				
1.4	<p>Priority 2: State Standards</p> <p>The implementation of state board adopted academic content and performance standards for all students.</p>	<p>100% of students in our Cesar Chavez Community School and Dan Jacobs School programs have access to state board adopted academic content and performance standards.</p>			<p>Maintain 100% of students have access to state board adopted academic content and performance standards through Edgenuity.</p>	
1.5	<p>Priority 2: State Standards</p> <p>How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	<p>100% of all English Learners have access to core academic content and ELD supports.</p>			<p>100% of all English Learners have access to core academic content and ELD supports.</p>	
1.6	<p>Priority 4: Pupil Achievement</p> <p>Statewide assessments administered pursuant to Article 4</p>	<p>CAASPP Testing results for Cesar Chavez Community School and Dan Jacobs for ELA,</p>			<p>100% of students will demonstrate growth</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board of education (SBE).	<p>Mathematics and Science:</p> <p>In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>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 0% because the test was not given during the 2023-2024 school year.</p> <p>For students on an IEP, the percent of students meeting their IEP goals will increase by 10% annually.</p>			<p>on assessments as measured by the Star Renaissance Test. 95% of all eligible students will take the CAASPP and ELPAC Tests.</p> <p>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 will increase by 10%.</p> <p>Continue to see an increase of 10% or greater in the number of students meeting their IEP goals.</p>	
1.7	<p>Priority 4: Pupil Achievement</p> <p>The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the</p>	<p>0% of students have completed a UC A-G sequence of courses. 100% of students have access to UC A- G approved coursework through Edgenuity.</p>			<p>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</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	University of California and the California State University.				approved coursework through Edgenuity.	
1.8	<p>Priority 4: Pupil Achievement</p> <p>The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.</p>	76.47% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study.			100% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study.	
1.9	<p>Priority 4: Pupil Achievement</p> <p>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</p>	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.			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	that align with SBE-approved career technical education standards and frameworks.				education sequences or programs of study that align with SBE- approved career technical education standards and frameworks.	
1.10	<p>Priority 4: Pupil Achievement</p> <p>The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.</p>	<p>ELPAC Testing results for Cesar Chavez Community School and Dan Jacobs:</p> <p>In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>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.</p>			<p>10% of English Learners will be redesignated each year.</p> <p>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%.</p>	
1.11	<p>Priority 4: Pupil Achievement</p> <p>The percentage of pupils who have passed an advanced</p>	<p>0% of students have passed an advanced placement exam with a score of "3" or higher.</p>			<p>There will be an increase in the percentage of students have passed an advanced</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	placement examination with a score of 3 or higher.				placement exam with a score of "3" or higher.	
1.12	<p>Priority 4: Pupil Achievement</p> <p>The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.</p>	<p>0% of students are prepared as reported on the Dashboard.</p> <p>In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>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.</p>			<p>25% are prepared and 50% are approaching prepared for college and/or career.</p> <p>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%.</p>	
1.13	<p>Priority 7: Course Access</p> <p>A broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable.</p>	<p>100% of students in our Cesar Chavez Community School and Dan Jacobs School programs have access to a broad course of study, including instructional materials in the areas of Language Arts, Math, History/Social Sciences, and Science. Traditional</p>			<p>100% of students have access to similar types of courses offered at a comprehensive high school.</p>	

Metric #	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.				
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 earners, and foster youth pupils.	
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	
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 course of study for grades 7 to 12.	100% of students will earn 9 or more credits per quarter			100% of students will earn 9 or more credits per quarter	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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
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.	\$135,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p>		
1.4	Data Analyst	Provides Data Analyst to support program staff in understanding, informing, and reporting on data related to instruction and program effectiveness.	\$105,000.00	No
1.5	Professional Learning: Access to rigorous learning Strand One	<p>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.</p> <p>Planned professional learning includes the following, but not limited to:</p> <ul style="list-style-type: none"> <li>* Professional learning for teachers to support high-quality math instruction and effective implementation of the new mathematics framework.</li> <li>* Ongoing support for teachers in designing high-quality collaborative activities and ensuring that all students can meaningfully engage</li> <li>* Professional learning to support high-quality service-learning activities for students nearing graduation, to provide access to the State Seal of Civic Engagement</li> <li>* Universal Design for Learning (UDL) training and practice support to ensure all students can access rigorous curriculum and demonstrate learning.</li> </ul>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.6</b>	Professional Learning: Assessment Practices Strand Two	<p>Provide ongoing professional learning for the development, implementation, and continuous improvement to support sound assessment practices, such as:</p> <ul style="list-style-type: none"> <li>* Best practices utilizing STAR Renaissance quarterly assessments to monitor student learning and progress.</li> <li>* 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.</li> <li>* Best practices to write local formative assessments to guide instruction.</li> <li>* Best practices for the use of data protocols to guide instruction, measure student progress, and gauge student learning.</li> <li>* Increase awareness and understanding of programs such as:</li> <li>* Grading for Equity</li> <li>* Assessment For and Of Learning</li> </ul>	\$5,000.00	Yes
<b>1.7</b>	Professional Learning: Engaging Diverse Learners Strand Three	<p>Develop staff capacity to provide appropriate support for students to access the curriculum through ongoing professional learning in areas to include the following:</p> <ul style="list-style-type: none"> <li>* Universal Design for Learning (UDL) training and practice support to ensure all students can access rigorous curriculum and demonstrate learning.</li> <li>* Engaging students in developing their Individual Learning Plan (ILP) to support their individual learning needs.</li> <li>* Integrated English Language Development (ELD)</li> </ul>	\$10,000.00	Yes
<b>1.8</b>	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:	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>* 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</li> <li>* Replace US History and World History with a two-year course integrating world and US history, organized around larger themes and</li> <li>* 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.</li> </ul>		
<b>1.9</b>	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
<b>1.10</b>	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.	\$71,280.00	No
<b>1.11</b>	Apprenticeships	Create navigation materials showcasing pathways to apprenticeships using tools such as the Gladeo platform. Support students in matriculating into apprenticeships.	\$0.00	No
<b>1.12</b>	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.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.13</b>	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
<b>1.14</b>	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.	\$35,000.00	Yes
<b>1.15</b>	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
<b>1.16</b>	Educational Technology	Provide funding for core technology upgrades and ensure support for currently deployed staff and student devices.	\$40,000.00	No
<b>1.17</b>	Special Education targeted support	The California 2023 Dashboard for Yolo County Special Education shows two targeted academic areas with red indicators: English Language Arts and Mathematics.  These areas will be addressed by: <ul style="list-style-type: none"> <li>* Staff training for new adopted materials as districts change their adoptions</li> <li>* Targeted intervention programs, such as SIPPS, I-Ready, and Unique Learning Systems (ULS)</li> <li>* UDL Strategies - training and implementation</li> <li>* SELPA provided Professional Development: Tier 2 interventions, screeners, and UDL</li> </ul>		No

Action #	Title	Description	Total Funds	Contributing
		<p>To increase the percentage of students meeting their IEP goals by 10% annually, we will consider the following strategies:</p> <ul style="list-style-type: none"> <li>* Regular Progress Monitoring</li> <li>* Data-Driven Instruction</li> <li>* Professional Development (as referenced above)</li> <li>* Collaboration</li> <li>* Parental Involvement</li> <li>* Goal Setting and Review</li> <li>* Resource Allocation</li> <li>* Inclusive Practices (as referenced above?)</li> </ul> <p>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.</p>		
<b>1.18</b>	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.	\$425,000.00	No
<b>1.19</b>	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 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.	\$105,000.00	No

Action #	Title	Description	Total Funds	Contributing
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.

<p>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.</p> <p>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.</p> <p>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.</p> <p>In a recent local site survey of students, the data reflects that:</p> <ul style="list-style-type: none"><li>* 100% of students feel that there is at least one adult at their school that I can reach out to for help</li><li>* 93% of students indicate that they feel safe on their school campus</li><li>* 93% of students feel their teachers care about them</li><li>* 93% of students feel that if they are absent from school, there is a teacher or some other adult at the school that will notice their absence.</li><li>* 87% of students feel that the staff is approachable</li></ul>
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- \* 80% of students feel their school is a place where they feel that they belong and are included in activities
- \* 80% of students feel that they are treated fairly by their teachers

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: 75% Dan Jacobs: 95%	
2.2	Priority 5: Pupil Engagement Chronic absenteeism rates	2022-23 Chronic Absenteeism was not calculated on the dashboard for Cesar Chavez High School			Absenteeism above 75%	
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%.	
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.			High School dropout rate will indicate less than 2 students will have been a dropout.	
2.5	Priority 5: Pupil Engagement High school graduation rates	2022-23 Graduation Rate: 27.3 %			Graduation rate: 85%	
2.6	Priority 6: School climate Pupil suspension rates	The Suspension Rate for 2022-23 for Cesar Chavez Community School was 18.1%.			Suspension rate of less than 5%	
2.7	Priority 6: School climate Pupil expulsion rates	The Expulsion Rate for 2022-23 for Cesar Chavez Community School was 0%.			Maintain expulsion rate at 0%	
2.8	Priority 6: School climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school	50% Response rate in students completing the California Healthy Kids Survey (CHKS).			85% Response rate in students completing the CHKS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	connectedness					
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 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%.			At least 80 percent of youth in Foster care will maintain school placement throughout the school year (e.g. school stability).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 children, including educational status and progress information that is required to be included in court reports.	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 representatives for all 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.			Response time to request for information is less than 48 hours.	
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			All data sharing agreements are in place and student records are transferred within two school days.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		provides revenue for services rendered. Health and education records are transferred within 2 days of notice.				

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>* 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.</li> <li>* High staff-to-student ratio to provide supplemental support and increased adult supervision and support.</li> <li>* Utilize Wellness Centers for social-emotional support.</li> <li>* 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.</li> <li>* Provide opportunity to determine resolutions collaboratively in place of class or school suspensions, and loss of learning opportunities.</li> </ul> <p>Supplemental and Intensive Supports:</p> <ul style="list-style-type: none"> <li>* Sensory Rooms are provided in our special education classrooms as appropriate and utilized per a student's IEP.</li> <li>* Behavior Intervention Plans (BIP) - assessments used to develop BIP provided for our special education students as appropriate and utilized per a student's IEP.</li> <li>* Individual and group counseling (IEP driven) provided for our special education students as appropriate and utilized per a student's IEP.</li> <li>* Zones of Regulation curriculum provided in our special education classrooms as appropriate and utilized per a student's IEP.</li> <li>* School Connect is provided in our special education classrooms as appropriate and utilized per a student's IEP.</li> <li>* Second Step curriculum provided in our special education classrooms as appropriate and utilized per a student's IEP.</li> <li>* Specific IEP Goals related to behavior and SEL support provided for our special education classrooms as appropriate and utilized per a student's IEP.</li> <li>* Counseling is provided on-site for all students based on individual site determination.</li> </ul>		
2.2	Professional Learning: Social	On-going professional learning to build out an Integrated System of support by:	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Emotional Learning Strand Four	<ul style="list-style-type: none"> <li>* Developing, implementing, and continuously improving Social and Emotional Learning, inclusive behavior practices, and wellness such as:</li> <li>* 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.</li> <li>* Through an increased sense of well-being, these practices can reduce class or school suspensions and loss of learning opportunities.</li> <li>* 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.</li> <li>* Healing-Centered / trauma-informed training</li> <li>* Second Step, School Connect and Zones of Regulation (see Action 2.1)</li> <li>* Non-violent crisis intervention training</li> </ul>		
<b>2.3</b>	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
<b>2.4</b>	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).	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
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).	\$61,000.00	No
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	<p>The California 2023 Dashboard for Yolo County Special Education identified Suspension with a red indicator. School climate/student suspension will be addressed by:</p> <ul style="list-style-type: none"> <li>* Ensuring that IEPs are held to address concerning behaviors</li> <li>* BIP (Behavior Intervention Plans) are implemented</li> <li>* Utilize PBIS (Positive Behavior Intervention Strategies and other evidence-based practices.</li> <li>* Manifestation meetings and IEPs for students who reached 11 days of suspension are held</li> <li>* Point and Level Behavior Management Systems to reinforce positive behaviors</li> <li>* UDL (Universal Design for Learning)</li> <li>* Counseling through IEPs</li> <li>* Behavior intervention services through IEPs</li> <li>* Restorative practices</li> <li>* Evidence-based interventions for non-verbal students</li> </ul> <p>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.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.8</b>	Aligning supports and practices through a full-service community school lens	<p>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.</p> <p>* Full-Service Community School planning and implementation (Design Team), which includes</p> <p>* 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.</p> <p>* Blueprint for Student Success</p> <p>* Graduate profile</p> <p>* Individual Learning Plans (ILPs)</p>	\$50,000.00	Yes
<b>2.9</b>	Transition to Independence Process (TIP) Model	<p>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.</p> <p>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.</p>	\$750,000.00	Yes

# 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.

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)

in the 2023-24 LCAP:

- \* Overall, 40% of parents participated in quarterly family engagement events. (Site Administration Data)

Other research indicates that "Students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school. Parental involvement also more securely sets these students up develop a lifelong of love of learning, which researchers say is key to long-term success." (<https://www.aecf.org>)

The metrics and identified actions will help increase engagement in school for students, families and staff which will lead to empower a shared voice throughout the organization.

In summary, fostering collaborative leadership, engaging families, and analyzing data on academic engagement are crucial steps toward

empowering shared voices within educational communities. By working together, schools can create an inclusive and supportive environment that benefits everyone involved.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>Priority 3: Parental Involvement and Family Engagement</p> <p>The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p>	<p>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.</p>			95% of families will have an input conversation with a staff member	
3.2	<p>Priority 3: Parental Involvement and Family Engagement</p> <p>How the school district will promote parental participation in programs for low income, English learner, and foster youth pupils</p>	<p>Overall, 40% of parents participated in quarterly family engagement events.</p>			95% of families will participate in a quarterly engagement event.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.			Maintain 100% of parents of students with disabilities will receive promotional materials.	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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,	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>meetings, and ongoing engagement opportunities. This feedback will enable the assessment of successes and needs.</p> <p>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.</p>		
<b>3.2</b>	Community Engagement and Cross-Agency Collaboration	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 education processes and support systems. Through these partnerships, we can provide additional learning opportunities.	\$5,000.00	No
<b>3.3</b>	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.	\$30,000.00	No
<b>3.4</b>	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	No
<b>3.5</b>	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	No

Action #	Title	Description	Total Funds	Contributing
<b>3.6</b>	Student Transportation	Utilize the passenger van to transport students to school and/or school-related events.	\$5,000.00	No
<b>3.7</b>	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
<b>3.8</b>	Mentoring	<p>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.</p> <p>Special Education Students:  * For students on an IEP who meet specific criteria, they may be eligible to participate in the Workability Program.</p>	\$30,000.00	Yes
<b>3.9</b>	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.	\$7,000.00	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 2025, 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)
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An explanation of why the LEA has developed this goal.

<p>The suspension rate has been identified as a qualifying criterion for Equity Multiplier funding. This goal is required by CDE, but many actions to meet this goal are also referenced out in goals 1, 2 and 3.</p> <p>The 2023 Dashboard indicates:</p> <ul style="list-style-type: none"><li>* 18.1% of students had been suspended for at least one day which is a decline of 7.9%.</li><li>* The graduation rate was 27.3% which is a decline of 19.4%.</li></ul> <p>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.</p> <p>We also know that the research indicates: A 2021 study by the American Institutes for Research found that in-school and out-of-school suspensions not only are ineffective for students in middle and high school but also have negative effects on academic outcomes, attendance, and future behavior. Some of the unintended consequences of suspension are:</p> <ol style="list-style-type: none"><li>1. Lack of trust</li><li>2. Loss of learning and sinking grades</li><li>3. Parent inconvenience</li><li>4. Achievement gap increases</li></ol> <p>"The extent to which schools nurture positive relationships with families - and vice versa - makes all the difference, research shows. Students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school."</p> <p>(<a href="https://www.aecf.org">https://www.aecf.org</a>)</p>
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The metrics and actions for this goal will guide the work of the students, staff and families as they collaborate to create an identity-safe and supportive school environment to reduce school suspension.

In summary, by addressing suspension rates requires a holistic approach that involves everyone in the school community. By working together, positive changes can be made to benefit students' well-being and academic outcomes.

## 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			75% of students needing credit recovery will enroll in summer school 2026.	
4.2	Priority 5: Pupil Engagement School attendance rates	Cesar Chavez 62.29% Dan Jacobs:98.26			Chronic Absenteeism rate of less than 70%	
4.3	Priority 5: Pupil Engagement High school graduation rates	Graduation rate: 27.3%			Graduation rate: 80%	
4.4	Priority 6: School climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	50% Response rate in students completing the CHKS for 2020-2021. The CHKS Survey was not completed in May 2023 as originally planned			85% Response rate in students completing the CHKS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Priority 6: School climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	Kelvin Data Student survey indicated 76% had favorable safety and connectivity at school. teachers data indicated 80% indicated safety and connectivity			Kelvin Data Student survey will indicate 90% favorable responses. Teachers data will indicate 90% as well.	
4.6	Local Metric: Home Visits	79% of students received a home visit this school year.			100% of students receive weekly home visits on a rotating basis and based on need.	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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.	\$0.00	Yes
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.	\$37,500.00	No
4.3	Suspension reduction/alternatives	Utilize Tobacco Usage Prevention Education (TUPE) program as an alternative to suspension for tobacco related offenses.	\$3,000.00	No
4.4	Gang Violence Prevention	Provide Anti-Gang student engagement sessions with Community Partners.	\$5,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$335,736	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.898%	1.773%	\$120,697.00	6.671%

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	<p><b>Action:</b> Professional Learning: Access to rigorous learning Strand One</p> <p><b>Need:</b> 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</p>	<p>This action will address the need by providing professional learning includes the following, but not limited to:</p> <ul style="list-style-type: none"> <li>* Professional learning for teachers to support high-quality math instruction and effective implementation of the new mathematics framework.</li> <li>* Ongoing support for teachers in designing high-quality collaborative activities and ensuring that all students can meaningfully engage</li> </ul>	<p>Metric 1.1 Metric 1.4 Metric 1.6</p> <p>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.</p>

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
	<p>curriculum and instructional practices that align with curricular goals and ensure access to rigorous learning.</p> <p>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.</p> <p>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%.</p> <p><b>Scope:</b>  LEA-wide</p>	<p>* Professional learning to support high-quality service-learning activities for students nearing graduation, to provide access to the State Seal of Civic Engagement</p> <p>* Universal Design for Learning (UDL) training and practice support to ensure all students can access rigorous curriculum and demonstrate learning.</p> <p>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.</p>	
<b>1.6</b>	<p><b>Action:</b>  Professional Learning: Assessment Practices Strand Two</p> <p><b>Need:</b>  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</p>	<p>This action will address the need by providing professional development focusing on the following:</p> <p>* 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.</p>	<p>Metric 1.6</p> <p>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.</p>

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
	<p>continuous improvement to support sound assessment practices.</p> <p>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.</p> <p>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%.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>* Best practices to write local formative assessments to guide instruction.</li> <li>* Best practices for the use of data protocols to guide instruction, measure student progress, and gauge student learning.</li> <li>* Increase awareness and understanding of programs such as:                *Grading for Equity                * Assessment For and Of Learning</li> </ul> <p>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.</p>	
1.7	<p><b>Action:</b> Professional Learning: Engaging Diverse Learners Strand Three</p> <p><b>Need:</b> 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.</p>	<p>This action will address the need through ongoing professional learning in areas including the following:</p> <ul style="list-style-type: none"> <li>* Universal Design for Learning (UDL) training and practice support to ensure all students can access rigorous curriculum and demonstrate learning.</li> <li>* Engaging students in developing their Individual Learning Plan (ILP) to support their individual learning needs.</li> <li>* Integrated English Language Development (ELD)</li> <li>* Small group instruction</li> </ul>	<p>Metric 1.5 Metric 1.6 Metric 1.10</p> <p>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.</p>

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
	<p>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.</p> <p>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%.</p> <p><b>Scope:</b> LEA-wide</p>	<p>* Individualized modifications and accommodations (per IEP)            * One-on-one support (per IEP)</p> <p>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.</p>	
1.8	<p><b>Action:</b> Revise the English Language Arts (ELA) and Social Studies (SS) curriculum.</p> <p><b>Need:</b> 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.</p> <p>Students who enter our court and community school programs, especially those who are</p>	<p>This action will address the need by the following activities:</p> <p>* 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</p>	<p>Metric 1.4 Metric 1.6 Metric 1.7</p> <p>Local data: The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA.</p>

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
	<p>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.</p> <p>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%.</p> <p><b>Scope:</b> LEA-wide</p>	<p>leads to the attainment of the State Seal of Civic Engagement for students who choose to pursue it.</p> <p>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.</p>	
<b>1.9</b>	<p><b>Action:</b> Implement a structured Physical Education Class</p> <p><b>Need:</b> 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.</p> <p>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-</p>	<p>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.</p> <p>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.</p>	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
	<p>emotional needs and meet them at the level in which they enter our programs.</p> <p><b>Scope:</b> LEA-wide</p>		
1.13	<p><b>Action:</b> Career Technical Education (CTE) Pathway</p> <p><b>Need:</b> 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.</p> <p>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.</p> <p>76.47% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study.</p>	<p>This action addressed the need by providing all students with the opportunity to participate in a CTE Pathway.</p> <p>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.</p>	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
	<b>Scope:</b> LEA-wide		
1.14	<p><b>Action:</b> Credit Recovery and Credit Acceleration</p> <p><b>Need:</b> 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.</p> <p>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.</p> <p>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%.</p> <p><b>Scope:</b></p>	<p>This action will address the need by increasing students opportunities to increase their credits.</p> <p>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.</p>	<p>Metric 1.6 Metric 1.13</p>

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
	LEA-wide		
2.1	<p><b>Action:</b> Provide students a safe and supportive environment</p> <p><b>Need:</b> 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.</p> <p>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.</p> <p>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%.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action will address the need by providing:</p> <p>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.</p> <p>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.</p>	<p>Metric 2.1 Metric 2.3 Metric 2.6 Metric 2.8</p>

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
		<ul style="list-style-type: none"> <li>* Individual and group counseling (IEP driven) provided for our special education students as appropriate and utilized per a student's IEP.</li> <li>* Zones of Regulation curriculum provided in our special education classrooms as appropriate and utilized per a student's IEP.</li> <li>* School Connect is provided in our special education classrooms as appropriate and utilized per a student's IEP.</li> <li>* Second Step curriculum provided in our special education classrooms as appropriate and utilized per a student's IEP.</li> <li>* Specific IEP Goals related to behavior and SEL support provided for our special education classrooms as appropriate and utilized per a student's IEP.</li> <li>* Counseling is provided on-site for all students based on individual site determination.</li> </ul> <p>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.</p>	
2.2	<p><b>Action:</b> Professional Learning: Social Emotional Learning Strand Four</p> <p><b>Need:</b> This action targets unduplicated students which is most of the students. However, all students will benefit because there is a need</p>	<p>This action addresses the need providing by:</p> <ul style="list-style-type: none"> <li>* Developing, implementing, and continuously improving Social and Emotional Learning, inclusive behavior practices, and wellness such as:</li> <li>* Training and best practices to implement Restorative Practices such as affective</li> </ul>	<p>Metric 2.2 Metric 2.8</p>

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
	<p>to provide on-going professional learning to build out an Integrated System of support.</p> <p>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.</p> <p>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%.</p> <p><b>Scope:</b>            LEA-wide</p>	<p>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.</p> <p>* 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</p> <p>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.</p>	
2.8	<p><b>Action:</b>            Aligning supports and practices through a full-service community school lens</p>	<p>This action will address the need by developing a plan that will incorporate the following:</p>	<p>Metric 2.1            Metric 2.3            Metric 2.6</p>

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
	<p><b>Need:</b> 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.</p> <p>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%.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<ul style="list-style-type: none"> <li>* Full-Service Community School planning and implementation (Design Team), which includes</li> <li>* 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.</li> <li>* Blueprint for Student Success</li> <li>* Graduate profile</li> <li>* Individual Learning Plans (ILPs)</li> </ul> <p>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.</p>	Metric 2.8
2.9	<p><b>Action:</b> Transition to Independence Process (TIP) Model</p> <p><b>Need:</b> 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</p>	<p>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.</p> <p>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</p>	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
	<p>situation, and community-life functioning.</p> <p>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%.</p> <p><b>Scope:</b>            LEA-wide            Schoolwide</p>	<p>and the responsiveness of the transition system to their families.</p> <p>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.</p> <p>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.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	<p><b>Action:</b> Individual Learning Plans (ILPs)</p> <p><b>Need:</b> 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.</p> <p>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.</p> <p>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</p> <p>In the 2022-23 school year, the chronic absenteeism rate for Cesar Chavez was 95.7% (Ed-Data).</p>	<p>This action will address the need by engaging all students in an active ILP process.</p> <p>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.</p>	<p>Metric 2.1 Metric 2.5 Metric 2.8</p>

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
	<p>The cumulative attendance percentage for Cesar Chavez was 62.29% and 98.26 for Dan Jacobs (Aeries)</p> <p>in the 2023-24 LCAP:            * Overall, 40% of parents participated in quarterly family engagement events. (Site Administration Data)</p> <p><b>Scope:</b>            LEA-wide</p>		
3.8	<p><b>Action:</b>            Mentoring</p> <p><b>Need:</b>            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.</p> <p>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.</p> <p>The 2023 California Dashboard data for Academic Engagement indicates:</p>	<p>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.</p> <p>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.</p>	<p>Metric 2.1            Metric 2.5            Metric 2.8</p>

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
	<p>* No data is presented for Chronic Absenteeism because data is not displayed for privacy because less than 11 students were reported.</p> <p>* 27.3% of students graduated which was a 19.4% decline</p> <p>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)</p> <p>in the 2023-24 LCAP: * Overall, 40% of parents participated in quarterly family engagement events. (Site Administration Data)</p> <p><b>Scope:</b> LEA-wide</p>		
4.1	<p><b>Action:</b> Student Engagement</p> <p><b>Need:</b> This action targets unduplicated students which is most of the students. However, all students will benefit because there is a need to provide a welcoming environment for all students and families.</p> <p>Students who enter our court and community school programs, especially those who are</p>	<p>This action will address the need by 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.</p> <p>While these actions are designed to meet the unique circumstances of our low-income students, all court and community school students come into</p>	<p>Metric 4.2 Metric 4.4</p>

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
	<p>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.</p> <p>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%.</p> <p><b>Scope:</b> LEA-wide</p>	our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all Alternative Education students.	

### **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 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	\$6,854,919	\$335,736	4.898%	1.773%	6.671%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,862,308.00	\$321,320.00	\$71,280.00	\$144,048.00	\$3,398,956.00	\$1,574,956.00	\$1,824,000.00

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	1.1	"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	\$135,000.00	\$135,000.00	\$0.00	\$0.00	\$0.00	\$135,000.00	
1	1.4	Data Analyst	All	No					\$105,000.00	\$0.00	\$75,000.00	\$30,000.00			\$105,000.00	
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	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
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	\$75,000.00	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00	
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	\$71,280.00	\$0.00	\$0.00	\$0.00	\$71,280.00	\$0.00	\$71,280.00	

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
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	\$35,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00	
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	\$425,000.00	\$425,000.00	\$0.00	\$0.00	\$0.00	\$425,000.00	
1	1.19	Full-Service Community School Coordinator	All	No			All Schools		\$0.00	\$105,000.00	\$105,000.00	\$0.00	\$0.00	\$0.00	\$105,000.00	
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	\$5,000.00	\$5,000.00				\$5,000.00	
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	
2	2.4	Foster Youth Supports	All Students with Disabilities	No			All Schools		\$35,000.00	\$0.00		\$35,000.00			\$35,000.00	
2	2.5	Foster Youth Coordinating Program	All	No			All Schools		\$61,000.00	\$0.00		\$61,000.00			\$61,000.00	

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
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	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.9	Transition to Independence Process (TIP) Model	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			\$0.00	\$750,000.00	\$750,000.00				\$750,000.00	
3	3.1	Family Engagement	All	No			All Schools		\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	
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	\$30,000.00		\$30,000.00			\$30,000.00	
3	3.4	Youth Development Program Specialist	All	No					\$140,000.00	\$0.00	\$70,000.00	\$70,000.00			\$140,000.00	
3	3.5	Youth Advocate	All	No					\$67,708.00	\$0.00	\$67,708.00				\$67,708.00	
3	3.6	Student Transportation	All Students with Disabilities	No					\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
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	\$7,000.00		\$7,000.00			\$7,000.00	
4	4.1	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Anti-Bias Training	All	No			All Schools		\$0.00	\$37,500.00		\$37,500.00			\$37,500.00	
4	4.3	Suspension reduction/alternatives	All	No					\$0.00	\$3,000.00		\$3,000.00			\$3,000.00	
4	4.4	Gang Violence Prevention	All	No					\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	

# 2024-25 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
\$6,854,919	\$335,736	4.898%	1.773%	6.671%	\$1,069,100.00	0.000%	15.596 %	<b>Total:</b>	\$1,069,100.00
								<b>LEA-wide Total:</b>	\$1,069,100.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$800,000.00

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		\$10,000.00	
1	1.8	Revise the English Language Arts (ELA) and Social Studies (SS) curriculum.	Yes	LEA-wide	English Learners Foster Youth Low Income		\$75,000.00	
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		\$35,000.00	
2	2.1	Provide students a safe and supportive environment	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	
2	2.2	Professional Learning: Social Emotional Learning Strand Four	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	
2	2.8	Aligning supports and practices through a full-service community school lens	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$50,000.00	
2	2.9	Transition to Independence Process (TIP) Model	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$750,000.00	
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	
4	4.1	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,445,148.63	\$3,175,739.00

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	\$828,926.00	\$839,500
1	1.2	Beginning Teacher Induction	No	0	0
1	1.3	Staff Coaching and Professional Learning Supports	No	\$25,000.00	\$44,887
1	1.4	Yolo County Career Program Teacher	Yes	\$131,064.63	\$147,157
1	1.5	WASC Accreditation	No	\$3,500.00	\$1,130
1	1.6	Get Focused Stay Focused Career Technical Education Program	No	0	0
1	1.7	Career Technical Education Program Supports	No	\$38,502.00	\$16,680
1	1.8	Program Facilities, Technology Support, and Indirect Costs	No	\$421,278.00	\$430,000.00
1	1.9	Paraeducator Services	No	\$112,708.00	\$84,752
1	1.10	Independent Study	Yes	\$82,038.00	\$73,634
2	2.1	Family Engagement	Yes	\$1,500.00	\$3,271

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	2.2	Community Engagement	Yes	\$1,500.00	\$3,900
2	2.3	Positive Behavior Supports and Intervention	No	\$1,000.00	\$10,348
2	2.4	Brown Issues		\$5,000.00	\$27,000
2	2.5	Mental Health Therapist	No	0	0
2	2.6	Restorative Practices	No	\$5,000.00	\$8,888
2	2.7	Youth Advocate	No	\$57,153.00	\$46,915
2	2.8	Student Transportation	No	\$10,000.00	\$7,000
3	3.1	Countywide Coordination of Education for Expelled Youth	No	\$0.00	0
3	3.2	Foster Youth Services Coordinating Program (FYSCP)	No	\$86,984.00	\$57,678
3	3.3	Collaborative Services for Foster Youth	No	\$38,609.00	\$111,432
3	3.4	Countywide Foster Youth Policies, Agreements, and Data	No	\$0.00	0
3	3.5	Foster Youth Transitions	No	\$19,010.00	\$10,625
4	4.1	Summer School - Extended School year	No	\$50,000.00	\$19,774
4	4.2	Chavez Extension Program	No	\$150,000.00	\$73,634

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	4.3	Student Data Analyst	No	\$50,000.00	\$34,207
4	4.4	Social-Emotional Learning Supports	No	\$0.00	\$1,400
4	4.5	Full Service Community School	No	\$50,000.00	\$38,762
4	4.6	Educational Technology	No	\$35,000.00	\$38,171
4	4.7	Learning Space Improvement	No	\$736,376.00	\$793,977
4	4.8	Program Specialist: Youth Development	No	\$125,000.00	\$90,258
4	4.9	Youth Advocate	No	\$50,000.00	0
4	4.10	Culturally Relevant Curriculum	No	\$50,000.00	\$5,000
4	4.11	Staff Professional Development	No	\$75,000.00	\$77,845
4	4.12	10% Paraeducator Reserve	No	0	0
4	4.13	Accelerated Learning Opportunities	No	\$100,000.00	0
4	4.14	Professional Development for staff and leadership to implement the CA English Learner Roadmap and provide high-quality integrated and designated ELD	Yes	\$25,000.00	0
4	4.15	Accelerate academic achievement	No	\$25,000.00	\$24,114

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	4.16	Credit Recovery	No	\$30,000.00	\$25,000
4	4.17	Youth Mentoring	No	\$25,000.00	\$28,800

# 2023-24 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)
\$348,889	\$216,102.00	\$228,192.00	(\$12,090.00)	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	1.4	Yolo County Career Program Teacher	Yes	\$131,064	\$147,157		
1	1.10	Independent Study	Yes	\$82,038.00	\$73,864		
2	2.1	Family Engagement	Yes	\$1,500.00	\$3,271		
2	2.2	Community Engagement	Yes	\$1,500.00	\$3,900		
4	4.14	Professional Development for staff and leadership to implement the CA English Learner Roadmap and provide high-quality integrated and designated ELD	Yes	0	0		

## 2023-24 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)
6,806,548	\$348,889	0.000%	5.126%	\$228,192.00	0.000%	3.353%	\$120,697.00	1.773%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

- Identify the schools within the LEA that have been identified for CSI.

*Support for Identified Schools*

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

*Monitoring and Evaluating Effectiveness*

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**

**Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

**Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

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

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

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

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

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

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

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

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

#### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

#### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

#### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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